



Challenges of Change Affecting the Curriculum: Cyber Age

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Abstract

We have just stepped into the threshold of new century and the new millennium. Teachers in the twenty first century have to face the great challenge of adapting education to the changing needs of the ever changing modern society. With the scientific and technological advancements taking place in leaps and bounds change is inevitable in all walks of life. With the advent of modern techniques of communication such as computer network, internet, television and cell phone, acquisition and processing of information have acquired new stunning and varied dimensions. The 'Gurus' of yester years very solely responsible for passing on information from generation to generating along with their own contribution to enrich knowledge. However today competitive world, varied sources of information are vying with the teacher to educate the pupils and the Public on a wide spectrum of knowledge areas. The Teacher needs to compete with the mass communication media, and establish his/her right at the most important and effective educator.

Key Words: Cyber age, Challenges of knowledge, transmission of information, Curriculum

Introduction :- Curriculum is that series of things which children and youth must do and experience by way of developing abilities to do things well that make up the affairs of adult life; and to be in all aspects what adults should do.

Curriculum can refer to total structure of ideas and activities developed by an educational institution to meet the needs of students and to achieve desired educational aims.

Curriculum has been conceived as under

1. Curriculum as Content is subject matter.
2. Curriculum as a Programme of Planned Activities.





3. Curriculum as Intended Learning Outcomes.
4. Curriculum as Cultural Reproduction.
5. Curriculum as Cultural Preservation.
6. Curriculum as Experience.
7. Curriculum as Discrete Tasks and Concepts.
8. Curriculum as an Agenda for Social Reconstruction.
9. Curriculum as 'Currere'

Currere refers to the running of the race and emphasises the individual's capacity to reconceptualize his or her autobiography. Here curriculum becomes as social process whereby an individual comes to have greater understanding of himself, other and the world through mutual conceptualization.

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Now we are in the cyber age when the explosion of the knowledge and transmission of information is so fast and artificial intelligence is being applied to solve problems in every conceivable department of life. We have to reconsider the conventional assumption regarding knowledge curricula, methods of teaching and evaluation.



Changes affecting the curriculum

Technological changes and curriculum change: The technological change greatly influences the culture and society to a great extent. They have brought about change in agriculture, commerce and industry. It is incumbent upon the educational system to respond to technological change. Some changes in the curriculum are clearly discernible as a result of technological changes.

- Introduction of new courses like computer literacy
- Diagnostic assessment of students and consequential changes in the contents of the subject matter.
- Programmed learning
- Use of distance mode of teaching learning process.
- Providing continuous courses.
- Use of new technology like T.V. for instructional purposes.

Social force affecting curriculum

School curriculum is determined by a number of social forces. In view of the pulls and pressures exerted by various social forces, curriculum developers have to strike compromises in order to arrive at consensus regarding important curriculum concerns. In this context **R.Barrow(1984)** has observed "The school curriculum generally tends to be the products of various competing individuals and groups adopting, accepting or changing what they can of the tradition they inherit in the light of ideas they have acquired".

Following social force affects the development of curriculum

- Teacher's organization.
- Family planners
- Environmentalists
- Moralists
- Energy conservation lists.
- Prohibitionists
- Women liberators
- Publishers

Economics Factors and curriculum change

Curriculum followed in a country should be such as it makes the best use of the human potential available with a view to promote economic growth. Moreover the bread and better aim of education has assumed great importance. There is mad rush for more and more facilities. The development of the curriculum therefore should take into account the following factors.

- Change from a subsistence economy to a cash economy.
- Growth of industrialization and social mobility.
- Emergence of new Professions and new jobs.
- Demand for scientific Personnel.

Explosion of knowledge and curriculum change:-

The school is conceived not merely for the preservation and transmission of knowledge but for the development of knowledge with the expectation that it will make for a better society. This requires the continual and systematic reconstruction of knowledge as represented in what has come to be called the curriculum.

Curriculum for the future

In the fast changing world, a country, a community, an institution and an individual will be able to keep pace with the changing times only when it has enlightened vision for the future. For onward march on the path of progress, there must be a strong 'will' Tomorrows Problems cannot be solved by today's knowledge, skills and attitudes. New Path will have to be charted out to meet future needs which must be properly comprehended.

Reasons for developing curriculum designs for the future

- Cyber age: Use of technological innovations automatism etc.
- Liberal outlook
- Economic libber liberalization
- Privatization Globalization, Secularization
- Communication explosion
- Balancing materialism and spiritualism
- Interdisciplinary approach to curriculum.

- Psychologisation of curriculum
- Using open and distance mode of Education.

Curriculum designs for future

- Futuring is by no means a new activity, although the description of future fields is relatively recent. Throughout history one can find forecasts in the work of scientists (Galileo) and novelists (Jules Verne) and others.
- Future events and changing human need will continue to have an impact on life, on education and consequently on curriculum many jobs and careers currently available in change drastically while others will become obsolete. In the foreseeable future, it is also possible that many new occupations will emerge.
- In our society to develop a positively perceived future, individuals must develop images of preferable alternatives in education to aid in thinking about future, many futurists use many devices or techniques to generate and consider alternatives, cross impact materials.
- It is most probable that forming a preferable future will depend upon global thinking which goes beyond national boundaries.
- With advances in technologies and changes in various areas of life and living, there are many new possibilities for education and learning. As life long learning opportunities expand in the technological and information age. Pupil and people will be offered a wide variety of alternatives in the educational arena.

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