

Bridging Theory and Practice to challenge the Consequences of Blooms Taxonomy to Converge Holistic Education Theory of Jiddu Krishnamurty to Reconstruct Curriculum

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Introduction

From ancient times education was a prevailing feature of India culture. In Rig Vedic age Rishi Muni's used to impart education through Vedic-Hymns.

Discussions, conferences were the methods of teaching. Teacher education took place in Buddhist period and systematic teacher education started in India.

Muslim invaders stopped indigenous education system and began monitoring system. Development in Education System rapidly took place due scientific and technological advancement. Natural Philosophy, Chemistry, Anatomy, Geography, History, Science, Literature and other such subjects through English education brought out secular, objective, scientific and systematic and formal education system in India.

Development of teacher education Programs in India

It was William Carey at Serampur, started First training institute in 1802. The Calcutta School Society established in 1819. The Calcutta Ladies Society also organized a training class for women teachers in 1828 in the Calcutta Central School for girls. The Sadler Commission in 1919 recommended the role of university in education system of India. 1937, M.K. Gandhi convened Wardha Educational Conference and propounded a new system Basic Education, craft-centered education for child, correlated with life situations. After 1945, a separate Education Department was established. There were, 4 lakh teachers 649 training colleges, 42 secondary level training colleges of 3000 teachers in 1947. After independence the first step in this direction was setting up of the University Education Commission (1948), the Secondary Education

Commission (1953), The Committee on Higher Education for Rural Areas, (1954) and that on Women's Education (1959) The Review Committee on Education (1960) The Education Commission (1964-66) National Policy on Education (1968) National Council for Teacher Education (NCTE) 1974, NPE (1986 and 2020), which made valuable suggestions regarding pre-service and in-service education of teachers and linking the programme of teacher preparation with the university system and it brought out tremendous changes in the field of education in India

Overview of Literature:

The Annual Status of Education Report (ASER) 2019 figures seem to point out certain concerns in terms of infrastructure and broad enrolment ratio – and a certain movement backward in terms of learning skills and teacher performance, indeed a 'deepening crisis in education', especially mass education in the country.

Dharampal, historian of the 18th century India, noted in his study of records of Indian education was better than what was then studied in England. The duration of study was more prolonged. The method of school teaching was superior and which is said to have greatly helped the introduction of popular education in England but which had prevailed in India for century's serious cognizance. Bowers (1995), Gregory Smith and Dilafuz Williams (1999), David Jardine (2000), and many others, ecological education is presented as a radical critique of the modernist epistemology that dominates conventional schooling. A holistic ecological education does not simply aim to teach young people scientific facts about nature, but to cultivate a direct, active, experiential relationship with the processes of life. An integrated teacher education programme can bring out

Academic Burden and Yashpal Committee

A National Advisory Committee was set up by the Government in March 1992 under the chairmanship of Prof. Yash Pal, former Chairman of the UGC to suggest ways and means to reduce academic burden on school students.

After studying the problem of curriculum load in detail, Yash Pal Committee identified the following as manifestation of the existence of the problem are : Starting Early , Size of school bag , Examination system Joyless learning , Syllabi and textbook, Knowledge vs. information ,Experts commissioned to write textbooks for school students are isolated from classroom realities ,Centralised character of curriculum, Convention of teaching the 'text', Competition based social ethos ,Absence of academic ethos.

Every year, according to the survey of British Council, 48,995,014 students pass every year from upper primary schools in India .English being a compulsory in all India. The survey of Asar found 48% students studying in 7th standard read 2nd level English. Employability of Indian graduate students is merely 12%.Steep dropout rates after the elementary level and also at the middle school level and the increasing enrolment gap from elementary to higher secondary are matters of great concern. There is a sharp fall in the number of schools in the secondary and higher secondary segment

Physical Load

The weight of the school bag represents one dimension of the problem; another dimension can be seen in the child's daily routine. Right from early childhood, many children especially those belonging to middle classes, are made to slog through homework, tuitions and coaching classes of different kinds. A study was conducted by a group of pediatricians in Kolhapur to measure physical burden of the learner and it was revealed that the learner is under physical exertion of overloaded textbooks but they are not mentally enhanced in correlation with physical burden due to the faulty curriculum structure. The children who are carrying backpacks with more than 15% of their body weight are developing musculoskeletal effects. They found 60.6% of children are suffering due to heavy backpacks.

Curricular Load

The problem of curriculum load is a complex question and there are no simple solutions. It has to be tackled in a comprehensive way, and not through isolated steps. Curriculum overload suggests some imbalance or incongruity between our capacity to enact or activate a curriculum which itself is perceived as overloaded.

Effective Foreign Language Teaching

The issues and differences in foreign language teaching methodologies, the issues regarding the syllabus design have generally been ignored. As a result of the work of Noam Chomsky in 1970s, language learning has not only been considered as the language learning itself, but also as acquiring the necessary skills in the target language.

Restructuring Curriculum

Allen (1984) lists and explains the approaches in syllabus design are as follows Presentation of items has become as crucial as the content of the course. There are various syllabus types used in contemporary English language teaching practices and theme-based syllabus is one of the most popular of them. Since it enables instructors to select themes, it is considered as a source for meaningful and contextualized activities.

Theme based Curriculum

Theme-based teaching requires teachers to choose a theme or topic and then to plan a range of teaching and learning activities related to the theme that incorporated aspects of mathematics, science art, language, history, geography, music and so on. Then, theme-based teaching has been transferred across from general primary education to the teaching of English as a foreign language.

Reduction of curriculum Burden

“There is attention when the teacher and the taught, both have a drive to learn and to teach. You have to create a feeling, an atmosphere, in the room. Just now we have created an atmosphere because I want to find out and you want to find out. Is it possible to maintain this atmosphere, in which alone teaching and learning are possible?” “. Education throughout the world is merely the acquisition of knowledge and therefore the mind becomes dull and ceases to learn. The mind is merely acquiring. The acquisition dictates the conduct I of life and,

therefore, limits experience. Whereas learning is limitless.” Jiddu Krishnamurthy

Teachers reported that they had insufficient time to fully implement curriculum subjects or to address all of the objectives within each of these subjects (NCCA 2005; 2008a). For example, they explained that it can be difficult to plan for so much in so short a time scale (NCCA, 2005, p. 122). Teachers also reported that they had insufficient time to meet the needs of all learners. Both teachers and principals noted the challenges of meeting the growing range of children’s learning needs in large classes.

Holistic Approach

David Bohm (1980a) in his book Wholeness and the Implicate Order, presents a multilevel and dynamic view of cosmic functioning, claiming the unity of matter and consciousness. In elaborating upon this core supposition, he finds potent implications for holistic thought processes such as those mentioned.

Holistic education is a philosophy of education based on the premise that each person finds identity, meaning and purpose if life through connections to the community, to the natural world and humanitarian values such as compassion and peace at the epicenter of all knowledge and understanding" has challenged the boundaries of instrumental, objectivist reason to the point of generating a "consciousness revolution" The holistic approach with scientific attitude with development of Affective domain through systematic curriculum approach will help the learner to achieve the skills for conservation and ethic advocates management of natural resources for the purpose of sustaining biodiversity in species, ecosystems, the evolutionary process, and human culture and society.

Conceptual Framework:

Restructuring is preparation of parallel curriculum combining various objectives of language teaching and content teaching. Academic load – to rescue student’s physical and curricular load by reducing the text books by combing them to achieve various educational objectives bring out wholesome values and to combine textbooks to achieve objectives to achieve life skills.

This wide gap of the education and life skills is happening due to compartmentalization of educational objectives under Benjamin Bloom in 1956. By formulating interdisciplinary objectives will reduce gap between educational objectives reduce physical and curricular burden of the learner. It is common knowledge that language learning is a complex and demanding process and it cannot be achieved within a short period of time. Selecting materials considering pre-determined objectives, proficiency level and time is very significant in order to achieve successful language teaching. In other words, presenting the items is as important as the content of the course.

The consistent application of Bloom’s taxonomy across multiple designers/developers is impossible.

The original taxonomy has been widely acclaimed and commonly used and revised by Anderson and Krathwohl (2001) and Marzano(2000) developed the cognitive processes involved in learning and performance in Bloom’s taxonomy. While copying American pattern of education pattern we forget about our indigenous education and culture. A declarative/conceptual knowledge which enables recall, comprehension, or understanding) procedural knowledge (which enables application or task performance) The two lowest levels (knowledge or comprehension) or into any of the four highest levels (application, analysis, synthesis, or evaluation) by different designers. The six levels in this structurally cumulative and hierarchical system constitute a succession, not an authentic integration seen in real-life Subjects are differentiated as difficult, easy, task oriented prefers not to study science or history or literature, allowed to attain degree without studying any science, history, or literature. Learners are promoted without Examinations, pupils are pampered either makes special arrangements with preferences or else chooses to what and what not. Subjects of living not life, integrated objectives and practice/assessment items into those that elicits or measure declarative/conceptual knowledge from those that elicit or measure task performance/procedural knowledge through a holistic curriculum.

Implications:

We know that learning is an integrated process, and that theme-based education is beneficial in several ways. Children of all ages benefit from the connections made across the curriculum. Rather than teaching each skill or topic they are encouraged to see that at different times of the day or through different subjects we can learn about different aspects of a larger topic. In turn this helps students see connections and start to make their own connections from one experience to another. It also helps students become creative in their thinking. Maharashtra Text book Bureau has taken a step ahead for reduction of physical and curriculum load of the learner by introducing new environmental studies replacing Science and social studies textbooks. The content of the text book need to be restructured by contents like water conservation, local agriculture, animal husbandry, Flora and fauna of local Variety, History and civics for values and language elements can be taught with various themes. In the process of teaching and learning, teachers need to evaluate students' skills interactively.

In order for this integrative evaluation to be carried out, the level of intellectual behaviour is required to be interactively proposed, not in the form of a cumulative succession which may be far from reality. Booker (2007) points out that even Bloom himself recognized that the application of the taxonomy was unexpectedly happening at the school level and much less so at the university/college level

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