

**Research Article****Curriculum Methods and Life****Dr. Hemappa B. Kenchalli**Assistant Professor, Department of History Priyadarshini First Grade College, Rattihalli, Tq:  
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**Abstract:** Transformation is the law of the world. If an improved society is to be built from primitive man to modern man, it is possible only through the field of education. Curriculum approaches in the education system change the lives of students. Looking at our education system from ancient times till today, it is known that no matter how strong we are economically, our unemployment problem is increasing year by year. What is the reason for this? The aim is that those who study should join government jobs compulsorily. Our education curriculum does not allow our students to leave government jobs and work on their own or work in their own homes because our curriculum methods do not allow them to think in that way. Also, how should graduate students plan their future life? We need to observe how they manage their lives. This article is written keeping in mind the questions whether our curriculum methods have really taught our curriculum methods have really taught our students life lessons. Also, I have tried to give many suggestions in this article by reviewing the points of experience that I have observed, studied.**Keywords:** How was education in ancient, medieval and English times? How is it now? Unemployment which did not exist in ancient times is now haunting us. An article about an attempt to find a solution to this.

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**Introduction**

Change is the law of the world, if an improved society is to be built from primitive man to modern man; it is possible only through the field of education. Runs Development in the field of education means changes in curriculum over time. If there is such a curriculum, respect for that curriculum, then is this a curriculum that people can build a life? Are more and more educated students building their lives? Keeping in mind the question, and how the policies of that curriculum are and how they should be, this article is for. "The progress and development of a nation lies within the four walls of the school room" is the saying of the Kothari Education Commission. If every sector of the society is to develop, it depends on the qualitative education provided by the schools. The question of whether there is a curriculum that will enable our children to build their lives after they complete their education is pertinent to the present context.

Curriculum means Curriculum the word Curriculum comes from the English language and this English word Curriculum is from the Latin language, the word Curriculum means Rece Course to be run. Curriculum is the way to reach the goal and the experiences a child gets in life to grow mentally, physically, emotionally, socially and morally. If we look at the antiquity of

education, it can be said to be from Vedic times. Vedic education is the first step in the Indian education system. Or Vedic education system is the cornerstone of Indian hierarchical education system. The education here depended on the Indian culture, tradition and outlook on life. There are four categories of education system. 1. Brahmin: Puja- Punaskara. Reading, writing, performing sacrifices, 2. Kshatriya: Administration and protection of the state. 3. Vaishya. This is the trading class. 4. Shudra: This class fulfils the requirements of the above three classes. E.g.: Carpenter, Blacksmith, Potter. Uppara. They are in different classes like blacksmiths and so on because their children are continuing the clan trade passed down from their elders, so they would have the same occupation. Here jobs were divided from father to son. Even though there is no curriculum here, in Gurus than, the father gave the son an education that was suitable for life. So, there was no question of unemployment here. This means that the work from elders who came from was allowing them to maintain their lives. In this Vedic period there was an idea that Guru was the counterpart of the creator Brahma

**Islamic education system after Vedic education:** AD After the 8th century, when the Afghans, Turks and Mughals invaded India and built empires here, the Indian education system changed. Regarding education, the Prophet said, "It is more virtuous to educate one's children than to give gold as charity". During this period, the principles of Islam, the recitation and study of the Quran were given precedence. Urdu, Arabic and Persian were the mediums of education. Especially the people, language, culture and languages of India were amalgamated. Education and culture continued here as in the past.

**Influence of English in Education:** The change in the Indian education system began with the British. From here we can observe a significant change with the arrival of the English in the curriculum which had changed little since the Muslim rule. He started a school for the children of English company employees and soldiers. At that time in the English Parliament a man named Charles Grant insisted on changing the Indian education system. Thus in 1813 the Charter Act was passed, according to which the United States missionaries were to be allowed to go to Bharat and start their activities and to spend one lakh rupees annually for Indian education. This act introduced the British language, culture and religion to India.

**Significant change in curriculum (Macaulay Report 1835):** Thomas Bobbing son Macaulay, a member of the Honorable General Council of Law and Chairman of the Committee on Public Instruction, submitted a report in February 1835. The same is a milestone in the field of Indian history education. According to the Macaulay Report, the curriculum of Indian education should be English. \* English language is better for the development of knowledge of Indians for the elegance of literature. English is better than Arabic and Sanskrit languages. \* Indianans should be in the blood and color of the people. But his tastes, opinions, morals and intellect must all be English. The point to be noted here is that the purpose of the British was to provide the Indians with the education they needed, through the education they imparted to the Indians that their own religion was superior, along with western culture and education.

Macaulay's word that English is needed for teaching medium knowledge development is not true. Because the language is responsive to their culture and emotions. When it comes to knowledge, Kautilya, the author of economics who is full of experiences of administration

accepted by the world, Kalidasa, the giant of literature, our Mahabharata, Ramayana, Panchatantra, Brihat Samhita Aryabhatiyam etc. have shown what they are before the arrival of the English. So many Indians have shown the arrival of English to the development of language and knowledge. So, English cannot be said to be the reason for the development of language and knowledge. However, the Macaulay report cannot be said to have had an impact. Even today, English is indispensable for the growth of Western culture, knowledge dissemination, scientific attitude and national consciousness. That is not completely untrue. We also cannot forget that we followed their culture and religion more than the English language.

**Post Independence Education: Primary Education:** The central government has declared free and compulsory education as per Article 5 of the Constitution. Central and State Governments spend a lot of money on education under various schemes through the "Sarva Shiksha Abhiyan" programme. As a result of the complete enrolment movement for example, Ba Bale School, Chinar Angal (Yard of gold), Nali Kali, from labor to School, Mid-day hot meal, free text book, medical facility and so on, the literacy rate of the country was 18.33 as per the 1951 census and the literacy rate has increased by 85 percent for the 2011 crop. It cannot be forgotten that it is the result of government schemes. That means we also have to agree that even the government schemes have reached the goal of providing education to all as much as possible. However, the question of whether we have successfully received quality education has made us think that we are still lagging behind in quality education. Also. Recently, despite all the facilities of the government, if we observe the clamor of our parents enrolling their children in the convent school, we still need to notice what are the shortcomings of the government schools.

If you look at the current schools, the lack of teachers, schools and basic facilities may not matter. But what do students learn? Will what they learn be useful in their lives? The question arises. Today, if our children get education based on the principle of education for knowledge, we are worried that it will improve their future life. Instead, there is a hope that education should be the knowledge gained for the children's life. This type of education system is confusing. Another thing to note is that in rural areas the student passes up to 7th or 10th standard. But if parents ask their children who are working at home, there is no answer from the children. Calculation of timber for elevation Calculation of land use. Children do not have such business knowledge of their home. He is not stupid like that. But even though our ancestors read less, their knowledge and understanding of calculations. This is better than today, how do they know these calculations. Our children do not know why. It is not only about primary education but also in the later education system, our children are not speaking at a level where they are puffing their chests. What is the reason for all this? Most of the time, if the teachers hold our curriculum and educate them, the education of that curriculum has no sign of benefiting our children's lives. As a result, everyone needs a government job. If he does not get a job, the student becomes unemployed. At present, the number of unemployed people in our country is increasing; we are more worried about the solution. It is not a lie.

What is the solution to this? There is a need to find a solution for this. Our children need education with a strong belief that they can survive even if there is no government job. There is a need for regionalism education. The purpose of imparting regional education is to teach the art of making a better life using the resources available in the respective region. However, if not

for all children, that kind of education can help them to make a living, at least for half of the children who drop out of higher education. Children who continue their education can get education that will benefit them in life.

After SSLC: Students pass more and more in this level of education recently. The reason for this may be the government's compulsory education, whether they pass or fail, on one hand the question is what do those who fail, on the other hand the decision of their parents is more about the education of the children who will study further. It doesn't matter if the student likes it. That means it is the student's choice to pursue the course chosen by the parents. The solution to this is that after SSLC, a training course of six months to one year is given for their future life and given general knowledge of subjects related to arts, science, commerce and technical subjects, the student can decide for himself which one to choose. During this period, the student himself will be able to decide what his field of interest or liking is in his next level of education.

**Advancement in Education:** Surveys generally do not fail from primary education up to SSLC. 970 to 80% results in SSLC are state level. That means % 20 to 30 students is Fela how their future life? During this period, have these poor students been given the education to build their lives? What is the alternative system for this? Experts need to think. They should give value-based education as Gandhiji will be remembered again. That means education that provides the necessities of life. A system of producing the things we need for our life.

**Another.:** Providing regional education Here education should be imparted to teach the art of leading a good life using the resources available in the respective region. Gandhiji gave great importance to cottage industries. Given the current situation, it seems more appropriate than the Bitisha model of education. Governments should also try to provide market for our handicrafts, agricultural cottage industry and small-scale enterprises in the country and abroad.

**Our primary schools can currently be divided into 3 parts:**

1) Government Primary Schools, 2) Aided Primary Schools, 3) Convent Primary Schools

Among these is the school that our parents accept considering the current situation

Why Convent Schools? There is CBSE text. There is discipline. music dance Children speak English. And our parents have a firm belief that they teach well in that school. Govt jobs are needed only children don't need govt school but it cannot be said that it is not true! The difference between a convent school and a government school needs to be noted - although the truth is bitter, we need to think a little. D.Ed. in government primary schools. Not only that, the degree, B.Ed. M.Ed. There are still some teachers with Ph.D. degrees but our children have come to the conclusion that those schools are not good for them. But only our job is government job. Other convent schools have percentage wise those who are not qualified to teach primary education, but they have some knowledge of English and they teach the children the necessary English, discipline, speaking skills. But is this enough? Read more to the child? We have to think whether their future life will be different from this. Because the child learns the language but the child does not get the education he needs to survive.

The role of parents is essential with the text. Parents have to look according to the taste of the children, but the parents themselves decide the child's education, whether it is or not.

As ridiculous as it may seem, the current education system portrays parents as the ones who decide the lives of children. Here the parents who do not know the child's disinterest become the decider of the child's future. So, what kind of education is required? Education should be tailored to individual taste and ability. It can be seen as follows.

- 1) A person who can't read up to 7th standard should at least know about normal life. That means reading; writing and maths that is applicable to life in general should be known. For example, if you are a farmer's son, you should know how to grow radish.
- 2) An SSLC level passer should have knowledge of radish crop along with different varieties of radish. And those seeds should be aware of which soil is suitable for them.
- 3) PUC level should know what to do with different varieties of radish seeds to increase production.
- 4) A graduate should think about an alternative crop to radish crop and should have experience in their production, consumption, marketing etc.

If this kind of education is given, it can help the school leaver to build his life at the respective stage there is no mistake here either. There are many people who prefer to go to agricultural universities and join jobs in government and big companies without paying attention to agriculture as an agricultural graduate. It is a disaster of the system that farmers have to find out what is the use of this.

**Training in Education:** These teacher training centers are designed to provide education that is essential in students' lives. Ex-D.Ed., B.Ed. and M.Ed. If you look at the training students get here and the lessons they give, why don't more teachers teach the way they learn? Did he teach them right or not? Or now if what they say is right, what is right in this, there must be a mistake, why should we learn what is wrong? Or the question arises as to why teach what is wrong.

If the curriculum is like this! Free and compulsory education for all children is welcome, but what should the curriculum be? It is necessary to first understand the mental state of children. In this matter, giving priority to Gandhiji's basic education and giving it a scientific touch would be right, so it is good to focus on that.

For example, if \* Uniform syllabus for the entire nation-IGCSE, ICSE, CBSE in India at present. And there are state curricula. Here it is not appropriate to divide students by syllabuses, because we who talk about equality, it is not right to divide students by texts and undermine their morale.

Instead, ED has 75% uniform text for each country and 25% text that is appropriate for each region's environment. E.g.- \* Giving priority to respective areas i.e. - Giving priority to science curriculum in coastal areas related to fisheries and salt making. Cotton growing area - Here soil quality, soil fertility, climate, fertilizer used, duration of cropping, production of cotton, cloth and its marketability etc. are included. Thus if % 25 part of the text is mixed in the respective part, there can be elimination of small amount of unemployment.

- Giving priority to yoga and spirituality can strengthen the mental state of children and both are beneficial not only for the curriculum but also for the child's life.

- Health should be priorities looking at the current situation some diseases are common. Neglect of health due to the fact that there are elements in the text that are necessary for good health, it effectively influences children and makes them conducive to health care. Also, the causes of diseases? It would be appreciated if there is any solution information.
- Misdeeds and Consequences: Today's youth are in the mindset that if they commit misdeeds, they will be honored. So, they should be made aware of their consequences. The idea of nationalism for children to understand about national festivals and ideal people. By giving details of the stories behind national festivals, unity and unity can be created and by knowing the personality of ideal people, it can create a mindset that it can be achieved even in poverty.
- A system should be built that gives priority to morality, truth, justice, tradition and respect. Because they are needed. Commercialization of education should be prevented. Plans should be made for that. Non-party activities should also be given priority. From that, the child can choose his own way of life there and there. A child should know about cultural heritage. Vocational training like ITI, Diploma should be encouraged. Curriculum should be designed in such a way that children are not disadvantaged for any reason.

India is a leading developing nation, so linking education and life is crucial. Education sector should be designed according to the needs of life. Curriculum Development Board, instead of sitting in cities like Delhi and Bangalore, should have education experts, social thinkers, people who are aware of the rural areas, who are aware of the mentality of the student in the village, and who have many questions about the curriculum they create, about unemployment, the reasons for migration from rural areas to cities, etc. Whenever it is done, it can lead to good text and such text can be used to shape the future life of the students.

#### **Overall:**

What were our educational methods in ancient, Medieval and modern times? What was the best of these three methods, considering how our children benefited from them? The purpose of this article is to try to find the reason for that. At last, the reasons are found, the current curriculum is fatal for our youth today, and the purpose of this article is the result of a small effort to find a solution to it.

#### **Reference:**

1. State Level Syllabus from Class I to Class VII
2. State Level Syllabus for Class VIII to Class X
3. CBSC Syllabus.
4. ICSC Syllabus.
5. I myself have study experience from primary education to Ph.D.

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