

Flexible in Curriculum to Meet the Objectives of the Program of the Institution

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Abstract

The curriculum planning must be adaptable to the particular needs of an educational institution. It must also be responsive to social and technological changes and meet learner's needs arising from that change process. In particular, it must encourage effective use of new technologies as tools of learning. While students must have a large amount of flexibility in choosing their individual curricula, certain subjects, skills, and capacities should be learned by all students to become good, successful, innovative, adaptable, and productive human beings in today's rapidly changing world. Curriculum flexibility means adopting different designs for learning to help make learning more meaningful for 21st-century learners. Some practices in education have become outmoded, and learning experiences should be redesigned to be more relevant to student interests, abilities, and cultures. An additional challenge is that with a more diverse population of students who have a broad range of abilities, innovations must be linked to curriculum goals as well as being challenging and differentiated to provide for an array of learning experiences.

Introduction

At first thought, the concept of a flexible curriculum in Institute may seem absurd to all. How can Institute flex their curriculum away from the ones already prescribed by the University? But in order to follow a flexible curriculum and provide the students with all the skill development benefits that it brings along, our Institute apply innovative approaches to their learning philosophy. The flexible curriculum in such Institute is not about changing the subjects around to suit the student's needs but to modifying the pedagogy, the way the subjects are taught in Institute level. The disciplinary specialization is focused at Undergraduate Students level. In- depth study of disciplinary content areas and their applications are focused at this stage. The specializations are in terms of liberal arts, courses, science courses, professional courses like engineering, medical, pharmaceutical, commerce and accountancy, etc. The spirit of enquiry in different content areas is inculcated among learners at college level. Disciplinary studies in fundamental subjects and their applied areas are taught at college level. In this paper let's explore the true meaning of a flexible curriculum in college and understand what actually the institutions mean when they say that the college follows it.

There is space for curiosity

The syllabus prescribed by the University is not law. Learning is not limited to the topics mentioned. The flexible curriculum provides the space for students to bring to light their curiosity and no question goes unanswered. There is guidance while gathering knowledge, resources available to research more. college have specific sessions where students can delve into the subjects and discover uncovered topics.

These can happen in subject-specific laboratories where learning does not know any bounds. Here, anything goes, branching out from the syllabus is allowed and overall knowledge becomes flexible where students can learn whatever they want.

Every subject has its meaning

The need for a flexible curriculum stems from the need to learn a subject. A budding biologist can question the need for advanced mathematics. A historian may feel that studying chemistry is irrelevant. Hence, a flexible curriculum stands as a concept where unnecessary subjects are eliminated. But Institute flexes this prevalent notion and follows a pedagogy where the need for every subject is established before being taught. The biologist is shown the need for mathematics in the associated subjects while the historian understands where exactly chemistry is required. This way, the cluster of necessary subjects around the main interest is seldom questioned. The need to know is created.

Skill development receives equal priority

The flexible curriculum focuses heavily on skill development. When academics combine with ability, that is when education is complete. Thus, a science student will have all the necessary apparatus in the laboratory to experiment with. English grammar will receive a boost with verbal and auditory skills. By being flexible, the college can turn the most theoretical subjects into application-based where students can pick up all the skills they will ever need. Classroom topics are related to real-time examples. The connection between interrelated subjects is effectively established. Multiple resources and references are brought into teaching so that skill development always remains a priority.

Learning is futuristic

Along with the prescribed subjects from the affiliated University, the college following a flexible curriculum will also have classes for topics that may not be present in the syllabus but are very much required. Take robotics' concepts and applications that are hardly mentioned in any syllabus. But the college will include the subject in their curriculum, thereby making learning futuristic and helping students to gain knowledge about a world that is bound to come. As evident, there is flexibility in the curriculum where the subjects taught are decided by the current and the future socio-economic needs. The list of predefined subjects is there, but so are the other necessary auxiliary topics.

Classrooms are flexible

There is no one way to teach a subject. There is no single method to impart the necessary education. The classrooms and the existing methods of teaching the educators have full autonomy to shift the class of history to a nearby museum. Or tap into the internet to make the students learn from media. There is no set of rules as long as the students are learning the intended lessons. This way, the classes remain interesting, there is no place for monotony, and all the recent and proven strategies of teaching can be applied to meet the unique needs of the students. The college have the resources to go full out, to help the teachers teach in whatever way they want.

Flexibility – the modern curriculum

No student can thrive in the world that is coming by studying in a curriculum decided a few decades back. The modern curriculum must have room for flexibility where education forms the core. institute

that sternly believes in the concept of a flexible curriculum and employs all the above attributes into its learning philosophy. principles are hinged on flexibility where there is always more for the students apart from the prescribed syllabus. Change, after all, is the only thing that always remains constant and it is true for education as well. Curriculum Flexibility for minor specialization The college has provisions with reference to curriculum flexibility that help the students in terms of skill development, academic mobility, progression to higher studies, and improved potential for employment in the future. The college provides various core/elective options offered by University, Range of core/elective options offered by the university and those opted by the college. In Humanities at the undergraduate level, students have to opt for three elective subjects along with two compulsory subjects. Range of elective options:

The objective of the minor program is to impart to students basic fundamental and applied knowledge in all disciplines and to convey an understanding of the continuously increasing contributions to society. Students who successfully complete the minor program will obtain a working knowledge. They will be able to understand the current state-of-the-art within the discipline, to bridge between their major discipline of study, and as such, to contribute to the improvement of the current state-of-the-art within the discipline. The curriculum is designed to meet several educational objectives. These program education objectives (PEOs) are broad statements that describe the expected accomplishments of graduates within a few years after graduation. Specific PEOs for students are:

PEO #1 (Successful Careers): Graduates of the program will *successfully contribute to the profession while advancing* in their careers.

PEO #2 (Life Long Learning): Graduates of the program will continue to learn through advanced study or engagement in professional development activities.

Learning Outcomes

The curriculum provides opportunities for students to develop the following knowledge, skills, and behaviors by the time of graduation:

An ability to identify, formulate, and solve complex course problems by applying principles of the subject.

An ability to apply design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors.

An ability to communicate effectively with a range of audiences. An ability to recognize ethical and professional responsibilities in situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts.

An ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives.

An ability to develop and conduct appropriate experimentation, analyze and interpret data, and use judgment to draw conclusions.

An ability to acquire and apply new knowledge as needed, using appropriate learning strategies.

Conclusion:

All these courses and activities help students get practical knowledge as well as help to develop skills in them. It enhances their overall personality by making them all rounder, which increases their potential for employability as well as makes their base stronger so that they excel in future.

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