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## Need of Reformation in Curriculum for Improving Creativity and critical thinking in the Present Education System

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### ABSTRACT

The goal of this research paper is to demonstrate that all educational systems are constructed on curriculum and to highlight the necessity for creativity and critical thinking to be updated in the current curriculum framework to reflect social trends as well as students' needs. We live in a globalized world, which has altered our daily concerns. In such cases, the curriculum should emphasize creative learning and critical thinking. Most people think of creativity in terms of skillful outcomes such as theatrical improvisations, creative inventions, novel business concepts, and scientific breakthroughs. A creative mind is known for producing novel ideas. To think creatively, one must have a strong mental ability. Students who think creatively are more likely to learn and write creatively. As a result, creative learning assists students in surviving in today's complex society and setting. This study highlights the importance of critical thinking in order to nurture creativity for creative learning. The technique used in this qualitative study is document analysis. The outcomes of this study indicate that traditional curricula must be revised in this age of globalization, which has globalized education. As a result, education must reflect global trends in order to foster creativity and critical thinking to improve students' learning capacity.

**Keywords:** Creativity, Critical Thinking, Globalization of Education, Reformation in Curriculum, Technology.

### Introduction

The term 'creativity' is derived from the word 'create'. Hornby (1989) defines the term "create" as "to make something new," and one example is "God created the world." And the term 'Creative' describes the meaning 'of creation', as 'able to create' with instances such as, "He teaches creative writing." We utilize the term creative more frequently to our kids in the same manner that a semantic expression of 'creative'. The most essential thing for kids is to be innovative in their activities.

Creativity is a mental activity conducted in a circumstance where there is no prior proper solution or response, a process of producing new, unusual, or original ideas, and the development of fresh and beneficial ideas. There is no one definition of creativity that applies to all realms of effort. Creativity necessitates cognitive and non-cognitive abilities, as well as curiosity, intuition, and perseverance. According to Padget (2013), when it comes to creativity and critical thinking, we must consider three aspects that contribute to the landscape of learning as we experience it in the educational context: the learning environment, the learning curriculum, and the content of curriculum. Creative solutions can be generated or found in an instant or over the course of decades. Creativity was formerly regarded to be a culture-changing result of a genius like Thomas Edison, Marie Curie, or Steve Jobs. Creativity does not emerge in a vacuum; it needs a certain level of general and field-specific knowledge.

This is definitely true if we consider creativity to be a sort of innovation--we cannot know what is innovative without first understanding what is already known in any field. Critical thinking is required in order to be creative. Paul and Elder (2008) stated that critical and creative thinking are both mental successes. Criticality masters the process of analyzing or judging, whereas creativity masters the process of making or producing. The basic definition of "creative" indicates a critical component (e.g., "having or showing imagination and artistic or intellectual

inventiveness”).

When engaged in high-quality cognition, the mind must simultaneously produce and analyze, both develop and appraise the goods it creates. In summary, healthy thinking involves both creativity and a high intellectual level. To be smart, greater motivation and a creative mind are required. Our existing educational system is unprepared to teach the next generation of innovative leaders. Developing each individual’s creative potential will be a critical value-creating component for leading economies. For such a setting, pupils should have established the concept of critical thinking since their early schooling.

Padget (2013) highlights that the learning environment is shaped by physical, social, intellectual, and cultural factors, influenced by learners’ histories, surroundings, and social interactions. This environment provides the learner with their knowledge and experiences, making it crucial for instructors to be aware of the external world and the students’ lives outside the classroom. This approach ensures a well-rounded learning experience. According to him (2013), critical thinking entails learners reflecting on their accomplishments in connection to a desired end, discussing and assessing these accomplishments against suitable criteria, and being aware of the quality of the process in which they participated. Creativity exists amidst the complexity of educational institutions. Thinking techniques might help the learners to overcome hurdles to critical thinking. In this sense, if we become more reliant on others, our pupils will suffer.

Our pupils are not permitted to have talks with teachers. If they do, they will be disciplined and punished. Students should be given opportunities to demonstrate their inner ability in order to steer them toward creative learning and critical thinking. For this purpose, there is need of reformation in curriculum to improve creativity and critical thinking of the learners in the present education system. The objective of this study is to demonstrate the importance of creativity and critical thinking in learners and show the need of reformation of present curriculum.

### **Research Methods**

This is a qualitative study, and data applied in this research result through the document analysis process, with emphasis placed on using the relevant terms such as “creativity” and “critical thinking” to guide the data collection and interpretation process. Document analysis, being an orderly procedure for the review or analysis of documents, provides a good basis for qualitative inquiry (Bowen, 2009). To this effect, relevant peer-reviewed articles, educational policy manuals, and theoretical journals were perused carefully to inform, identify recurring patterns, and account for the phenomenon of conceptual patterns regarding critical thinking and creativity. Using this approach, it is achievable to triangulate data and provide credibility to the study conclusions (Merriam & Tisdell, 2016). With the critical examination and synthesis of these papers, the study aims to develop meaningful understanding and evidence-based results within the chosen thematic framework.

### **Discussions and Findings**

#### **Curriculum and Creativity in Education**

Educational curriculum is recognized as one of man’s greatest talents and characteristics. It is education that elevates man above the beast. In favor of education, a Sanskrit poem says that education instills decorum in a man, decorum processes in him merit, worthiness provides him money, and lastly prosperity fills him with bliss. To summarize, curriculum in education, is the source of creativity and pleasure. Curriculum in education is so important that man possesses a wide range of abilities that are dormant and ready to be discovered. The beam of knowledge reveals them, and the guy is able to accomplish his task more efficiently. It also gives a guy the ability to discriminate between good and wrong.

According to Padget (2013), curricular content is that body of knowledge, skills, ideas, and concepts that are to be taught over a given period - the cognitive tasks of the learning journey; creativity and thinking institutes and schools are implementing a creative learning mindset in order to approach the national curriculum in novel and innovative ways. Despite the perceived content-driven character of the curriculum, these schools excel at providing the curriculum in ways that enhance learners’ cognitive, social, and dispositional growth. So to improve quality of education, learners need to develop creativity and critical thinking for which curriculum is solely responsible.

All of these qualities drive the learners to keep moving forward. When every member of a society is educated, the society advances. Education is a requirement for any country. If a country’s population and community are ignorant, they will not comprehend what they must do to help the country’s growth, how they can work on projects, and how they can carry out development activities. Furthermore, education offers ordinary people the ability, efficiency, and power to handle administration and put ideas into effect. Our country needs competent labor in agriculture, industry, transportation, communication, trade, administration, and other fields. Competent labor is required for all types of development-social, political, and economic. As a result, educational innovation is critical.

Padget (2013) asserts that educators are creative when they involve both themselves and their students in exploring possibilities, seeking flexibility, and experimenting; creativity is employed when there are unexpected and

interesting learning opportunities, providing high-quality stimuli and deep support for learners' ideas; similarly, when learners feel ownership in producing meaning through interesting tasks, they are creative, capable of making assumptions and statements, and expressing their learning to others.

Creative thinking is a specific thought process that improves the ability to be creative, to be in an optimal state of mind for generating new ideas, to think deliberately in ways that increase the likelihood of new ideas occurring, to maximize the brain's ability to think of new ideas, to think of original, diverse, and elaborate ideas. It is associated with a sequence of mental actions that result in thinking alterations and advancements. This is a process of experimenting with various behaviors or concepts. To foster creativity in pupils, many problem-solving techniques are employed. Creativity is crucial for students, instructors, educators, and virtually everyone else.

Morley (2010) writes about creativity that the joy of creativity exposes elements of knowledge that we perceive as non-literary, especially if we come to believe the arguments of cognitive science; that 'the literary mind is the basic mind,' not a different form of mind. Writing is an intense act of concentration and memory; it begs our brain cells to form new connections." Writing literary pieces, composing music, performing dance, drawing paintings, making scientific innovations, and contemplating about the cosmos all need creative thinking, which need to be supported through curriculum.

### **Creativity and Creative Thinking**

Because of the fast growth of technology and society, it is impossible to forecast which skills will be required in the future occupations. However, regardless of the field of study, every career will necessitate skills in communication, color, critical thinking, and originality. Companies want their employees to be able to access many solutions to problems so that they may select the one that best fits the firm. And so does the rest of the world; we need innovative answers to problems we have not even identified yet. As a result, if we wish to properly prepare our children for the future careers and difficulties, education must begin by cultivating each student's creative leadership in the classroom.

McLoughlin and Hodson (2013) suggest that creativity and critical thinking should be an ever-present, uninterrupted thread across every learner's path; best practices would imply that what happens early in this journey is crucial and must be consistently refined in order to produce a confident, creative, and critical thinker; it is the teacher's responsibility to ensure that this occurs, and the teacher must understand why and how these developments occur by bringing these concepts into the classroom by providing contexts for learning, encouraging collaborative learning, allowing opportunities for learners to formulate their own questions, and supporting learners as they create their own layers of meaning.

Children must be provided opportunity to engage in creative and collaborative problem solving. And teaching should focus on pupils acquiring process skills, such as how to generate inventive and surprise solutions to new issues. This contradicts what appears to be a primary focus in structured education: educating our children to recall and regurgitate information. Faction has discussed creativity in relation to creative thinking in such a way that creative or innovative thinking produces new ideas, creative methods, new perspectives, and whole new ways of seeing and conceiving of things. Music, poetry, dance, dramatic literature, inventions, and technological advancements are all examples of the results of creative thought.

However, there is other less apparent instances, such as methods of posing a question that broaden the frontiers of possible solutions, or ways of conceiving of relationships that challenge presuppositions and encourage one to perceive the world in new and unusual ways. Many people's creative thinking has made our cosmos considerate to us. We live in a dynamic and evolving world. The traditional, established principles employed by previous generations to educate and assure success are no longer appropriate for the new generation, who will prosper in such an innovative period.

Lohani, Adhikari, Subedi, and Gupto (2000) highlight the following in relation to critical and creative thinking: Critical thinking is the deliberate act of seeing, analyzing, reasoning, and assessing according to established norms. In contrast to critical thinking, creative thinking produces and expresses new ideas, forms, and solutions. Nonetheless, critical thinking's analytical and evaluative labor is a deliberate and purposeful mental action called to focus on an issue. However, creative thinking may be done in a lighthearted manner when dreaming, day-dreaming, or letting an idea simmer while walking. Creative thinking is also more concerned with aesthetics; it seeks answers that are not just sufficient but also attractive.

Unfortunately, traditional education gives little room for students to develop their creativity and outside-of-the-box thinking beyond predetermined, standardized boundaries. The next generation needs to be prepared to tackle not only the known, but also the unknown problems our world will face. Therefore, we must be forward thinking about how we train and inspire our upcoming generation. About challenges of creative writing, Morley (2010) has pointed that the major challenge to any writer is the work itself: getting the book written; and creating verisimilitude.

There are individual variances in learning. Smalzer (2014) wrote that individual behavior is complex; it is impacted by inheritance, environment, and culture. Culture consists of the norms that govern how a person is supposed to act in a certain culture. Sometimes the laws of behavior differ from one culture to the next, and sometimes the rules are identical. The increased emphasis on standardized testing encourages teaching-to-the-test (/past). Furthermore, the emphasis on testing removes critical components of learning: The learner's willingness to take risks and failure are viewed as normal parts of the learning process. We need to rethink the way we think about teaching.

Through individually relevant and engaging learning experiences, a hands-on-minds-on strategy may help students actively take ownership of their learning process and build 21<sup>st</sup>-century abilities such as cooperation, creativity, and critical thinking skills. The learning process should include motivation, hands-on experiences, reflection, a fun approach, and collaborative learning. Fisher and Scriven (1997) defined critical thinking as the skilled and active interpretation and evaluation of observations and communications, information, and argumentation (as cited in Fisher, 2012).

In terms of creativity, Prakash (2009) asserts that in an open market setting with such a high premium on knowledge, the value is defined not by the sheer presence of a product, but by the presence of a product with a difference. A pan vendor may offer pan at a higher price; a sweet store in a metropolis can grab everyone's attention if they have unique items. The critical question now is how we can distinguish our people and goods from those already on the market. Herein lies the importance of creativity. Creativity is the ability to create something new in terms of an idea, process, or product. This uniqueness is what differentiates one person or thing from another.

"Quality, creativity, and management" will be crucial in the new socioeconomic system. Any civilization that ensures them will seize all resources in its favor. Creativity entails the creation of new items or ideas, as well as the alteration of those that already exist. Highly creative people exhibit exploratory behavior when confronted with novelty, are optimistic, tolerant of uncertainty, and pursue their goals with zeal; they demonstrate responsibility, are directed to their goals, are able to use resources, are self-accepting and congruent, and they exhibit empathy, tolerance, and integrated consciousness. Spearman (1930) defined creative thinking as the act of envisioning or constructing relationships, with both conscious and sub-conscious processes at work (as stated in Prakash 2009, p.17).

Heilmann and Korte (2010) suggest that two basic approaches to creativity exist in education and training. When creativity is described as a creative effort or activity, it is frequently associated with certain topics such as art, music, languages, and technologies. The emphasis is on doing things creatively. The alternative approach views creativity more generally and sees it as a talent, similar to 'creative thinking' or 'creative problem solving,' that should be fostered and cultivated in all fields. In this more transversal approach, the word creativity is frequently related to capacity building, empowerment, and problem illustration by the use of terms similar to the search phrase such as: awareness, capacity, independence, initiative, learning, personality, responsibility, skills, solutions, or thinking.

There are various ways, tactics, and strategies that may be employed in the classroom to encourage creative thinking. There are inventive approaches to issue solution. Creative issue solving is a way for making creative processes more visible, clear, and intentional by structuring creative approaches to problem solving, hence increasing productivity and effectiveness. It can be applied on a personal, corporate, or social level.

Sadi (2006) describes creativity is as a synthesis of personality traits, modes of thinking and knowing, and social and environmental influence. It is a universal skill that does not deteriorate with age but qualitatively varies with cognitive growth, life experience, and expert knowledge'. Sometimes creativity is defined as the process of justifying "difficulties, problems, gaps, information, missing elements, something awry; making educated guesses and hypotheses about these deficiencies; evaluating and testing these educated guesses hypotheses; possibly revising and retesting them; and finally communicating results" (as cited in Hilal, Husin, and Zayed, 2013, p.53).

Nature endows men with the ability to be creative. Someone in the same family becomes extremely clever, but others do not advance in the same path. There are mental variations among students, professors, and other individuals, thus we may perceive distinct groups of people around us. It is not simple to encourage children to participate in research and creative activities (Buckley, 2009), (as cited in Hilal, Husin, and Zayed, 2013 p.54).

There are several impediments to creativity. We want to foster creativity in youngsters, yet we cannot because of their creative obstacles. Different types of obstacles are expressed in such a way that they resemble blocks that inhibit the execution of creativity skills. Creativity abilities may be impacted and lessened by a variety of factors such as a person's particular personality, environment, circumstance, motivation, and cognitive development; these blocks differ in terms of context and substance, such as business, academia, economy, art, science, and organization (Adam, 1999; Wong and Pang, 2003) (as cited in Hilal, Husin and Zayed, 2013).

Limited time and funding, independent upward communication, insufficient downward communication, physi-



cal environment, insufficient engagement with technical, activities, organizational structure, lack of technical critique, low risk-taking, and lack of inventiveness are examples. Similarly, there are emotional and perceptual obstacles. Hilal, Husin, and Zayed (2013) have mentioned that there are perceptual, cultural, emotional, and rest barriers to developing creativity. To encourage our pupils' creativity, we must first eliminate such types of restrictions.

### **Role and Scope of Creativity**

Creativity has many applications at both the individual and society levels. According to Sternberg and Lubart (1999), creativity is applicable to a wide number of work categories. Individual creativity comprises problem solving on the fly and in one's everyday life, but societal creativity is vital since it leads to new scientific discoveries, art movements, innovations, and programs; also, the economic value of innovation is obvious since new goods or services provide new job possibilities (as cited in Hilal, Husin, and Zayed, 2013).

In the academic and social sectors, creativity is required to overcome a variety of issues and obstacles. Our global environment is rapidly changing, and our innovation propels us to meet the needs of modern individuals and society. Creativity improves people's ability to adapt to modern life's various obstacles and challenging conditions. Creativity is the cornerstone of the arts, science, technology, and invention, as well as philosophy and literature. In this world of survival of the fittest, we need innovation to survive. So, creativity is extremely important for students in order to do better in higher level studies and handle more readily with the upcoming issues and challenges based on circumstances and surroundings.

Policy documents in Nepal have also talked about strengthening children's capacity at the school level. According to Ministry of Education (2018 B.S.) Report, "the main function of the state is to provide good and quality education to children through the management of various pictures, posters, dramas, plays, pamphlets, and advertisements." Despite policy papers mentioning quality education, it has not been effective in using innovation in education.

Ministry of Education (2028 B.S.) report stated, "The current education system is unreasonable with the current need and reality of students." This system cannot solve the educational problem. It is because this system prioritizes theoretical tradition above pragmatic. This form of vulnerability is caused by a lack of funds and poor policy execution. For the use of creativity in education, clear policies are required.

According to the Research Center for Educational Innovation and Development (CERID) (2005), teacher involvement in politics was discovered to be a serious problem in most of the schools. The majority of the instructors in the sample schools were found to be directly involved in politics, and such teachers had a tendency to leave the class on occasion. According to CERID, the primary issue in education now in Nepal is due to unregulated political groupings. Every teacher in Nepal is active in politics in order to get the blessings of political figures and grow strong. They receive a pay but are not required to attend courses on a regular basis.

As a result, Nepalese education is mired in issues and obstacles. Some markers of creative learning include the use of problem-solving techniques in education, play art, role play, composing poetry, tales, essays, and so on, all of which require careful attention from teachers. More effort is needed to foster creative thinking in pupils. Government measures should be undertaken to accomplish this. The curriculum should be developed to be more problem-solving oriented, and teachers should be educated in such activities as well. However, it has been observed that we lack such a curriculum and skilled instructors to teach creative thinking. Schools should provide training and seminars to encourage creative thinking.

Learning is an artistic endeavor. Learning and creativity are inextricably intertwined, especially when learning is viewed in the future, because information is not static, but evolves through time. These procedures shift the focus of education away from the student duplicating existing information and toward presenting the learner challenges, resources (tools), and conditions that may inspire them to actively engage in exploring and creating for understanding, experimenting, and iterating when they fail. Providing this framework for learning can help students prepare for the future careers by teaching them how to face obstacles methodically and creatively, adjust to change constructively, and eventually solve issues together.

This framework can assist teachers in creating powerful learning experiences for their students that allow them to explore their own capabilities as creative, collaborative problem solvers without the constraint of finding the "one right answer." As a result, inhibitions can be decreased, and creativity and the capacity to adapt to change, which are highly desired qualities in today's and tomorrow's business and life, can be enhanced.

### **Conclusion**

Because teachers and students are major stakeholders in schools, a study was done on students and teachers to learn about the status and challenges to creativity in secondary education. According to Anonymous (n.d.), the critical and creative processes of the mind are so intertwined that neither can be separated without a significant

loss to both (as cited in Paul and Elder, 2012.p. 4). First, it should be stated that the creative mind develops new things, as in the case of scientists, philosophers, authors, musicians, composers, and so on. The entire course should be modified, including exercises to foster innovation. Problem-solving approaches should be included in the curriculum, along with an assessment mechanism. Education and study should not be made just for test purposes, as they are now. Logic and argument should be taught to students as part of their studies. Critical and creative thinking, according to Paul and Elder (2012), are both critical achievements, with criticality focused on analysing or assessing and creativity focusing on making or producing; similarly, because the mind must concurrently generate, analyse, grow, and judge the commodities it makes, healthy thinking requires both creativity and intellectual standards. At present traditional type of curriculum needs to be reformed. Schools should offer free computer education as well as Wi-Fi and internet access to the teachers and students. Power point presentations and internet access should be provided in classes. To foster innovation, the government should implement good educational programs. Priority should be given in curriculum design to promote creativity and critical thinking and learning for pupils. Teachers should also receive training on how to build multiple intelligences in pupils in order to make teaching and learning activities more successful. Courses should be developed in such a way that students are kept up to speed on global happenings on a daily basis. The gap found in this study is that traditional curriculum has not given priority to creativity and critical thinking which are highly necessary at present.

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