

Topic: The Inclusion of Literature in the Curriculum is a Waste of Valuable Educational Resources.

Introduction

- Hook: In an age where practical skills dominate job markets, the relevance of literature in education is increasingly questioned.
- Thesis Statement: The inclusion of literature in the curriculum diverts valuable educational resources away from more practical subjects that directly contribute to student's future success.

1 The Argument Against Literature in Education

- a Limited practical application
- b Resource allocation
- c Shifts in educational demand.
- d Worker's efficiency compromised.

2 Counterarguments and Rebuttals

- a Cultural and critical thinking importance.
- b Literature's role in developing communication skills.

3 Conclusion

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The Essay

Education, the kindling of the flame, is the permanent character of human history from darkness to light and the evolution of thoughts from ashes to the phoenix. Yet, the effective form of education is equally important. In an age where practical skills dominate job markets, the relevance of literature in education is increasingly questioned. With rapid technological advancements and evolving industry demands, many argue that the traditional inclusion of literature in the curriculum diverts valuable educational resources away from more practical subjects that directly contribute to student's future success. The essay supports the argument that inclusion of literature is an inefficient use of educational resources, advocating for a curriculum that prioritizes practical and applicable knowledge.

To begin with, literature often lacks practical application in most professions. While reading and analyzing texts can foster creativity and critical thinking, most careers require specific, ^{and} practical skills that literature does not address. Students continuously struggle to connect the relevance of literary studies to their future professions, leading to disengagement and disinterest in literature. The educational priorities are shifting in response to modern job market demands. Employers increasingly seek candidates with skills in technology and problem solving, but neither of the two are typically fostered through a literature-heavy curriculum. As industries evolve, educational institutions must adapt to ensure students are equipped with the skills they need to compete. Hence, the inclusion of literature in educational curriculum does not serve a purpose.

Moreover, the significant resources — time, funding, and teacher training ⁱⁿ devoted to literature classes could be redirected towards more practical subjects such as science, technology, engineering, and mathematics (STEM) or vocational training. Educational institutes often face budgetary constraints, and prioritizing literature subjects can mean sacrificing essential subjects that prepare students for the future workforce.

The inclusion of literature puts additional burden on limited education resources of a country. So, there should be limited part of literature in academic discourse.

Furthermore, history and literature has been seen to encourage ^{on} ~~convert~~ ^{thinking} learning and ignoring the student's divergent developing skills. While practical subjects bring creativity and the ability to come up with new, original, and unique solutions to the problems. The purpose of education in 21st century is logical thought processing and problem-solving, which allows students to develop mental habits that can help them succeed in every field. According to United States department of Labour, employment in STEM education is projected to grow 8.8 percent by 2028. Meanwhile, non-STEM to grow by five percent. This shows STEM education is primed to become the next generation of innovators. Thus, the future lies in the hands-on learning experience supported by vocational training and STEM education, and not in literary education.

In addition to it, the inclusion of literature in our educational curriculum is a wastage of resource as it does not have an ability to increase workers

efficiency by instilling skills to combat the underlying structure of poverty. On the other hand, practical subjects leads to personal growth and helps individuals reap their potential's complete benefits.

While some argue that ^{inclusion of} literature is essential for promoting cultural awareness and empathy, these qualities can be nurtured through other subjects or extracurricular activities, such as social studies or community services programs. The need for cultural understanding can be addressed without dedicating extensive resources to literary studies.

Additionally, the argument that literature enhances communication skills is often cited as a key benefit. However, communication skills can be effectively developed through business courses, social studies, and collaborative projects that involve presentations and teamwork. These subjects can provide a more direct and practical approach to enhancing student's communication abilities.

In a nutshell, given the pressing need for practical skills in today's economy, the resources allocated to literature could be better spent on more

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applicable subjects that directly prepare students for the challenges of the job market. Educational institutions must reassess their curricula to prioritize subjects that equip students with the skills and knowledge necessary for success in an evolving landscape. By doing so, we can ensure a more relevant and effective education that aligns with student's future.