

Developing Curriculum for Humanising Education

Curriculum and its Various Dimensions

Etymologically the term curriculum has been derived from a Latin word which means race course or a run-away. As the runner after crossing the field gets the goal, a learner after going through the curriculum achieves the desired goals. Curriculum has been defined by different scholars differently. Cunningham finds it as tool in the hands of teacher as an artist who moulds the material (the students) as per the idea (aims & objectives) in his studio, i.e. school. Monre relates it with aim of education and finds it means for attainment of aims and objectives. Froebel relates it with knowledge acquisition and experience generation. The Secondary Education Commission identifies it as a very comprehensive concept and relates the concept with every type of experiences that learners receive in the school and outside through different types of activities in class, library, workshop, laboratory, playgrounds and with the contacts of teachers, students and other members. BCF (2006) has rightly concluded by quoting the definition of (1) Kugelmass that, "the term curriculum is variously interpreted by teachers and educationists depending on the context in which it is used and the background of the definer. Some define it narrowly in terms of the content of learning, while many would prefer a very broad meaning, like Kugelmass who says" [Curriculum] encompasses everything that a child learns within school, including extracurricular activities and social and interpersonal relationships. The definition (of curriculum has been expanded to include what is known as the

'hidden' curriculum or the 'tacit teaching to students of the norm, values and dispositions....'" Modern concept of curriculum is very similar to the Secondary Education Commission, Curriculum has been perceived differently, but it can be categorized in five groups. Curriculum as – (i) programme of studies (ii) course content (iii) planned learning experiences (iv) intended learning outcomes and (v) plan of action. They may sound similar in one sense or other, but they convey the act, action & activities differently. Programme of studies reflects that curriculum is the sum total of subjects to be taught. It may be science, mathematics, physics, geography, etc at school level. For psychology it may be general, abnormal, educational, etc. Course content sounds in the same manner, but it emphasizes content instead of subject area or branches of any subject. It expresses curriculum as a mere list of topics or items to be covered. Planned learning experiences sounds good as it conveys that curriculum has been prepared to produce certain learning experiences in a planned manner. Intended learning outcomes is similar to planned learning experiences, but it gives learning outcomes priority and perhaps expresses that learning experiences may not be transformed into learning outcomes. Plan of action reflects that curriculum is the sum total of different acts and activities. Plan is associated with factors to be taken into account and action indicates activities and acts, but it too sounds similar to planned learning experiences and intended learning outcomes. The last three meanings of curriculum reflect that curriculum is comprehensive and extended to all the three domains of educational objectives – cognitive, affective and psycho-motor. They also convey that curriculum is the due

consideration of scholastic as well as non-scholastic aspect. These meanings again speak that curriculum may not be defined in totality and has certain hidden aspect which can be transmitted only if experienced and knowledgeable personnel are associated with the academic and other related activities as a member of education system. Focus of intended learning outcomes is objectives of teaching where as plan of action and planned learning experiences emphasise their learner – centric nature and again find learning more focused than teaching.

We have concepts like Overt curriculum, Hidden curriculum and Null curriculum. Overt curriculum is intentionally planned in which curricular, co-curricular and experiences are included. Overt curriculum is prepared keeping into view the aims and objectives of the subject, discipline and the education system. Hidden curriculum is unnoticed or unintended as it is not planned or designed consciously. Social environment of the institution teaches the students in many ways. Learners learn non-verbal behaviours like gestures and postures of the teacher or other members of the environment. Feedback reinforcement, praise, disproof, reward, punishment (if any) etc. given to students teach other students. The value system of the institutional environment is the part of the hidden curriculum. Null curriculum is the curriculum which is not taught. Anthropology, sociology, psychology, etc. are similar social concepts, but at school level social studies generally includes civics, history, geography, etc. Some parts of anthropology, sociology and psychology are silently taught to the students through social studies curriculum and these subject areas comprise null curriculum. We have concepts

like Inert and Live curriculum. Inert curriculum is a written plan where as live curriculum is the curriculum which is operative or functioning. Development of knowledge has given birth to other categories of curriculum, but Beauchamp considers that all theories originate from three basic categories of knowledge as Humanities, Natural Sciences and Social Sciences. Why Beauchamp has not included Mathematics? We usually find three designs of curriculum as (i) Subject-Centred (ii) Learner – Central and (iii) Problem Centred. In subject centred curriculum design content area is given much weightage. This design provides opportunity for rote memory and acquisition of informations, but ignores learning objectives, learning activities, learners need & experiences. In the learner-centred curriculum design learners needs, interest, learning activities, learning experiences, etc. are being taken care of. It adopts problem solving procedures to provide the learners needed learning experiences which are useful for academic area and also for life. Problem centred curriculum design puts emphasis on useful life related problems for an individual as a member of society. This design focuses on content and simultaneously takes care of learners needs and their learning experiences.

There are four major categories of curriculum approach as (i) subject area (ii) broad fields (iii) social problem and (iv) emerging needs. The focus of subject area approach of curriculum is mastering the subject matter and related skills of a subject. This approach is favoured by the proponents of the philosophy of Realism. The Broadfields approach of curriculum emphasises to combine two or more subject areas into a broader field of study.

It focuses the correlations between various areas of knowledge. Those who favours the philosophy of Idealism is associated with broadfield approach of curriculum. Social-problems approach of curriculum is popular among the proponents of the Reconstructionist philosophy. In this approach curriculum planning is influenced by the major social issues and problems. Environmental problems, global issues, technology, racism, future plans, etc. are given weightage in this approach. In emerging needs approach of curriculum learners need are in centre. Emerging personal and social needs of learners are given due emphasis in this approach. Supporters of pragmatic and existential philosophy are adhere with this approach.

Curriculum has different important aspects to be taken into consideration. Curriculum, planning, curriculum development, curriculum management, curriculum transaction and curriculum evaluation. Curriculum cannot be prepared in isolation as all these aspects are linked to each other. When any curriculum is developed five fundamental issues are carefully examined – (i) educational purpose (ii) educational experiences that are essential to attain the educational purposes (iii) effective organisation of required educational experiences (iv) effective implementation and (v) purpose based evaluation. The first three are related to curriculum planning whereas implementation and evaluation of curriculum are associated with curriculum management.

Principle of curriculum construction and Bases or Foundations of Curriculum is essential component of curriculum. While constructing a curriculum principle of utility, principle of

correlation, principle of child-centredness, principle of integration, principle of community centeredness, principle of creativity, principle of flexibility, principle of variety, principle of comprehensiveness, principle of totality of experiences, principle of training for leisure, principle of social and human life, etc. are being taken into account. While developing a curriculum we depend upon three major considerations, also known as foundations of curriculum. These are philosophical, psychological and sociological foundations. Information and Communication Technology has largely influenced the knowledge and the education system and so it too can be considered as an another foundation of curriculum development. Technology in the forms of hardware, software and system approach is associated with science & technology, social science and management respectively. It is associated with different required learning experiences. It has become an integral part of the education system and so technological considerations are basics to the construction of any curriculum. Forth foundation of curriculum may be Technological Foundation. NCFTE Draft for Discuss (2009) has pointed out with same intension, "it needs to also equip teachers with competence to use ICT for their own professional development."

Philosophy is the way of life and involves ideas, values and purpose. Philosophical foundation is the base of any consideration and curriculum is not an exception. It provides a framework for the preparation of any curriculum and that is why is considered as the general theory of education. CFFTE (1996) has also suggested to include value in education in curriculum transaction, "The rapid erosion of values in the society is causing

concern, necessitating imparting of value education. Accordingly, a definite place is given to value education in the section of curriculum transaction." All the philosophies – Idealism, Naturalism, Realism, Pragmatism, Existentialism, Perennialism, Progressivism, Essentialism, Deconstructionism, etc. have their own considerations for the development of a curriculum. Idealism considers matter as an illusion and emphasises moral and spiritual reality as basic for education. The Idealist curriculum gives emphasis on the training of moral and aesthetic value. Mathematics, science, social studies and language are considered useful for the development of intellect. Naturalism considers child the focal point and emphasises on education as a life itself, not a preparation for future. Naturalist considers that nature alone is the reality. Naturalists think that curriculum be activity oriented so that learners could gain experiences. They find experience more important than collection of facts or acquisition of knowledge. Pragmatism puts emphasis on change, processes and relativity. They have no faith in permanent values and find change detrimental to the overall development & growth of children. Pragmatists advocate to develop the curriculum to make the teachers and learners think critically and to provide opportunity to learners for the construction of knowledge through learning experiences. Like Idealists, Realists also stress on permanent and enduring values. Realists believe that abstract subjects be given priority in curriculum and transitory subjects be on the lower ladder. They emphasize the subject that cultivate human mind and suggest giving more weightage to logic and the experience giving activity. They

consider that subject experts are responsible for the determination of curriculum.

Existentialism considers that there is no values outside the human beings and so they should be given freedom to choose what to study. Perennialism is rooted in Realism and believes in subject – centred curriculum. They put emphasis on defined disciplines and logically organised content. They advocate for language, literature, science & arts but do not believe in elective subjects. They have faith only in academic curriculum not in vocational curriculum. Essentialism is rooted in both Idealism and Realism. Essentialism believes in mastering the subject matter that reflects available recent knowledge in different disciplines. Progressivism is similar to pragmatic philosophy, but contrast to perennialist thinking. They advocate for interdisciplinary curriculum. They believe that curriculum should provide learning experiences that include cooperative behaviour, self-discipline, and democratic living. They criticise excessive dependence on text book methods. Reconstructionism does not agree with the progressivism as they put much emphasis on child-centred education. Reconstructionism considers education as a means to reconstruct the society. The reconstructionist wants to put in curriculum the subjects which promote new social, economic and political education. They are of the view that curriculum should consist cultural pluralism, internationalism, futurism, etc.

Sociological foundation of curriculum speaks in terms of various social concepts and issues. Curriculum during its course

of preparation collects related social & sociological needs to translate. Society and its nature, various social order, social change and the different changes taking place around society, etc. provide considerations for curriculum development under sociological foundation of curriculum preparation. While preparing curriculum social world of the learners is being taken into account. NCFSE (2000) has also expressed in the same manner, "Curriculum development essentially is a ceaseless process of searching for qualitative improvement in education in response to the changes taking place in the society. As such, it is not a static but a dynamic phenomenon. A meaningful school curriculum has to be responsive to the society, reflecting the needs and aspirations of its learners." NCFSE (2000) is equally applicable for higher education learners. Contemporary social forces, dynamics of change, cultural & social diversity and development, global influences, growth of science and technology, structure of family, nature and requirements of government, etc. influence curriculum and so they are important consideration for curriculum preparation. Sociological foundation of curriculum considers social development while developing the curriculum and simultaneously keeps in view the international, global and natural demands of the man as a member of society.

Psychological foundation of curriculum development is associated with growth and development, interest, attitude, and other related psychological attributes of the learner. NCF (2005) thinks, "Attitudes, emotions and morals are thus an integral part of cognitive development, and are linked to the development of language, mental representations, concepts and reasoning. As

children's metacognitive capabilities develop, they become more aware of their own beliefs and capable of regulating their own learning." Behaviourist, cognitivist and constructivist approaches of learning have their bearing on curriculum development. Humanistic and social learning theories also influence curriculum considerations. Curriculum development is influenced by various theories of learning like trial & error, classical conditioning, operant conditioning, insight learning, etc. Behaviourist advocates for environment and its creation as function of curriculum as learners practice and learn in the desired environment. They put emphasis on exercise, habit formation, management of inhibition, reinforcement, etc. as basic considerations for curriculum development. Cognitivist advocates for perception, learning experiences, information processing, cognitive developmental stages, etc. essential elements for curriculum development. Constructivist advocates for a curriculum which provides ample opportunities of construction of knowledge to the learners. Humanistic psychology and social learning approach along with social constructivist put emphasis on human & social dimensions in the preparation of a curriculum. Concepts like motivation, transfer of learning, interest, attitude, aptitude, etc. also influence curriculum considerations. Philosophical, sociological, psychological and now, technological foundation of curriculum have to be looked into while preparing a curriculum. They are not only essential rather are unavoidable and that is why they are also called as Bases of curriculum development.

Why to Humanize Curriculum?

Education is the greatest creation of the long journey of human development. Society and Human development contributed the educational development and in turn, education helped to speed up the process of social, human and other aspect of development. Planned change is not possible without education and proper knowledge of the specific area. Creation of fire, wheel, printing press and now ICT is not the entire history of human development. There are plenty of invention, discoveries, generation of knowledge and related act & activities as the part and parcel of human civilisation and culture. Individual learned from experiences and shared to others to generate & transmit knowledge, they formed group to generate and transmit knowledge fastly and in due course felt need to preserve the knowledge. Education got its face changed and ultimately became formal from Informal. Knowledge explosion and explosion of population further created the need of non-formal education. Planned learning; generation, transmission and preservation of knowledge; formal and non-formal mode of education; development of individuality & human sociality; birth of multi-disciplinary approach, demand of greater specialisation, etc. put pressure on education system to frame curriculum and manage & develop it. Curriculum is the by product of human development and urge of the human society to learn in a planned & systematic manner. Curriculum is the reflection of educational aims and objectives. In fact curriculum is the means to attain educational aims and objectives. Education system shoulders the responsibility of preparing the individual for social, national and international needs. It is largely influenced by the philosophical, sociological and psychological expectations of

the system within which it works. The basic purpose of any curriculum is to fulfill the requirements demanded by the system. Educational objectives are determined keeping in view a plenty of considerations, which may not be the same in every span of time. Present education system is being criticized by many scholars and educationists due to its cognitive orientation. Educational objectives are not limited to cognitive aspect rather are extended to Psycho-motor and affective aspect. In order of proper human development and inculcation of human values besides cognitive domain of educational objectives, affective and psycho-motor domains need to be taken care of. Man has developed many systems for his proper living and smooth functioning and so cannot grow with the system of education which is without human touch, human values and of course without elements of humanization of the mankind. Broudy, H.S. (1973) has narrated concern for moral reflection, "The rapid expansion of the possibility of action by technological advance has frustrated our moral reflection...." Man in the flow of development adopted new ways of comfort and ultimately sacrificed the physical labour and dignity of manual work; and again on the cost of feeling, sentiments, emotions and other human values adopted the uni-dimensional care of cognitive development. If education system through its curriculum takes care of affective aspect of education why UNESCO commission on Education (1996), also known as Four Pillars of Education and Delors' Report, is of the view that there is the need of type of learning, i.e., learning to live together and learning to be? The international commission on education, "Learning to be: the world of education today and tomorrow"

(UNESCO, 1972) chaired by Edgar Faure has reacted in the same way and has suggested four major goals of education as:

- (i) towards a scientific humanism,
- (ii) development of creativity
- (iii) towards social commitment and
- (iv) towards a complete man.

We are in the age of turmoil. We are less conscious to construct the world but are more prepared to destruct the globe. Rajput, JS (2016) rightly narrates the condition, "Never before had human beings so mercilessly disrupted the sensitive man-nature link at present. Even for a layman, the dying rivers, polluted air and contaminated water tell the entire story..... Human ingenuity must find out a way out. The only way out is to go to education – schools, colleges and institutions of higher learning – and put in prime focus value inculcation, nurturance and development." Violence, religious fanaticism, disbelief, dishonesty, corruption, favourism and mistrust are so common in our individual, social and human life that we cannot believe easily we are the member of a civilized human society. Education is vital to human development and again it is education that can teach us that our development is not in the right direction. Justice Balakrishnan, KG (2011) has rightly explained, "Development necessarily entails economic growth, but this growth has to be equitable, participatory, accountable and transparent." Curriculum is not developed without need assessment, but we often ignore physical and emotional aspect of development in

assessing the need. Ultimately the concept of complete man is ignored and humanization of education is sacrificed. Our institution is the centre of every activity whether it is academic, sports & games or cultural programmes. We have to learn to channelize our muscular strength, internalise related human emotions and of course have to learn our academic tasks in our institutions. We have to prepare a man whose head, heart and hand act accordingly in an integrated manner. Man without heart is dangerous than carnivorous animals. Work without manual & physical labour does not provide opportunity to realise dignity of labour and mind without emotional brake prepares road for dehumanisation of human society. We have human rights, we have Millennium Development & Sustainable Development Goals, we have UNO, we have International Court of Justice along with other courts, we have fundamental rights, we have many other organisations for the welfare of the humanity, but we are insecure. Insecure because we are still to be educated to respect other's right & originality. The problem is not limited to an individual community, society or a nation-rather it is a global issue and without human look to education system it cannot be shaped. No doubt, in the development of a humanistic structure of the education system curriculum has to play vital role. The basic fact to take into account while preparing any level of curriculum for any subject or discipline is to maintain a balance among all the three domains of educational objectives. Physical labour and harmonic development through non-scholastic act & activities are essential element of curriculum development of each and every subject and discipline. A physicist or a psychologist

must know human rights, welfare of humanity and all the related facts, principles & organisations a member of human society needs to know. Curriculum must contain elements that develop healthy body and mind to become a better world citizen and a complete man. It must contain new rationale value system to divert dehumanization and prepare the mass against dehumanization. The need of the world today narrated by Dogra Bharat (2015) is worth while to quote here, "As survival issues are likely to be the most serious concern of the 21st century, it is of crucial importance that the world should completely reorganise its priorities so that environment protection, meeting the basic needs of all and peace become our topmost priorities, not just on paper but in reality." We have a sense of belongingness to our parents, to community, to society, to nation then why we cannot have the same to the globe and the entire human civilisation. We have to prepare our curriculum for new human order to avoid war and destruction and to teach all the individual members of the humanity to respect other's individuality, rights, originality and dignity. Irrespective of level, subject, discipline the curriculum must address economic, social and other crisis, manage spiritual emptiness, take care of nature abuse, consider inclusiveness and discipline every learner to live like a member of human society. Without humanising the curriculum, development may not be of sustainable nature and simultaneously human society will be always at risk. It is relevant to quote Alexander, R and Poyyamoli, G (2009) to understand the nature of educational development which can be called sustainable, "Education for sustainable development (ESD) is a concept that goes for beyond

environmental education. It is educational process of achieving human development ("the three pillars of human development" proposed by UNDP: economic growth, social development, and environmental protection) in an inclusive, equitable and secure manner. It thus includes education for poverty alleviation, human rights, gender equality, cultural diversity, international understanding, peace and many more." We want peace not war, we need religious harmony not religious fanaticism, we want natural resources not natural calamity, we want love & affection not hatredness and we want a complete human society not a broken bunch of individuality in terms of nation or a man, and for the same a sound education system having balanced curriculum is needed. Mana, Indranil (2019) while claiming the importance of education has aptly concluded, "Education is the only way to effectively train the population not only to benefit from the exploits and fruits of innovation but also to actively participate and contribute to this crusade for creating a better, safer and healthier planet."

Suggestive measures

Above discussion is the real testimony of the fact that humanising education is vital to the survival and sustainable development of human civilisation. We cannot develop to collapse, we cannot grow to extinct, we cannot rise to fall and we cannot flourish to vanish. We have to develop in a sustainable manner which is not possible without humanising the present nature of our education system. Curriculum is the means to attain educational goals & objectives of teaching and without structural

change in curriculum it is difficult to humanise the curriculum. Following steps may be taken to shape a curriculum humanise education :

- Creating scope for every type of human activities in educational institutions.
- Use of group centred methods of teaching in curriculum transaction.
- managing for optimum & planned use of technology in educational institution.
- providing due weightage to affective aspect of objectives in curriculum development.
- employing continuous and comprehensive evaluation to evaluate scholastically as well as non-scholastically.
- arrangement for regular debating on social & human concerns of education.
- adoption of appropriate design of curriculum keeping in view demand and nature of the learning bunch.
- consideration for basic categories of knowledge in curriculum preparation of school students.
- selection of social-problems approach of curriculum and managing a balance with broadfields, emerging needs & subject area approach keeping in view the requirements of the learners.

- deciding responsibilities of educational institutions to manage various human issues & specified goals of different organisations - Millennium Development goals, Sustainable Development Goals. Kumar, Lalit (2018) has expressed, "India and rest of the world through quality education have to go a long way to ensure sustainable development and safe & peaceful globe"
- managing for a integration among curriculum planning, curriculum development and curriculum management in educational institutions.
- managing for activity oriented learning at every stage of learning.
- making social and human service as integral part of curriculum at every level of education. Kumar, Lalit (2004) has suggested to make social service as part of service conditions of employees while talking for welfare nature of education.
- addressing more physical and manual work & activities in educational institutions to manage more human contacts.
- developing a sense of belongingness for school, community & humanity among every stages of learning.
- propagation of human, child, woman and other related rights to the mass by the educational institutions.
- planning for the development of soft skills among the learners through curriculum management.

- focusing on the preparation & presentation of projects based on human concerns in educational institutions.
- learners must get opportunity to learn through their non experiences and discoveries.
- eliminating oppressive educative relationship between teacher and students.
- curriculum must provide ample opportunity for the development of human individuality, human sociality and inclusiveness.
- curriculum must manage economic & social crisis and do justice with nature abuse & spiritual emptiness.
- development of new rationale value system among the learners to divert dehumanization and prepare the young mind & the mass to fight against dehumanization.
- arrangement for learner – centred curriculum transaction to humanize learning environment.
- make the learners able to internalise respect & concern for related systems and develop respect for the rules, value system and human rights & norms.

Humanise education is not less important than oxygen for the survival of human civilisation and preparation of curriculum to attain this human goal is unavoidable. It is easy to suggest ways to implement, but transaction is really tough as it has to face many defined and non-defined challenges in the way. Let us hope positive for the humanity and strive for the development of a

curriculum that can fight with dehumanising forces to maintain a peaceful globe. Human nature of education and preparation of curriculum to transact this educational purpose is essential for the preparation of future society. Chadha, Anupriya (2049) expects from the education system in the same way, "young people in all countries are both a major human resource for development and key agents for social change, economic development and technological innovation. Hence, investing in them is essential for the continuous development of nation and societies in which they live..... Their ideas are the key to harness the demographic dividend and would have the way to hold human rights, gender equality, human capital, and dignity at the centre of all investments".

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