

Curriculum in Higher Education

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Outline

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2. Etymology
3. Definitions
4. Questions
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1. Context

Context of Curriculum:

Curriculum is most **sensitive theme** in contemporary Education, because of the specifications, conditions, and challenges which we have in front of us;

- **One size fit for all and One size does not fit for all**
- **Curriculum with people and Curriculum without people**
- **Universities to industry connect and Industries to university connect**

Context of Higher Education:

CONTEXT - CONTENT - PROCESS

(In particular Institutions of Higher Education)

Continued....

- **Every Lerner is coming to Higher Education Institutions with ample of;**
 - ✓ Diversities
 - ✓ Interest
 - ✓ Needs
 - ✓ Aspirations
 - ✓ Circumstances
 - ✓ Knowledge
 - ✓ Intelligence
 - ✓ Abilities
 - ✓ Disabilities
 - ✓ Learning styles and
 - ✓ Learning difficulties
- **Our content is not talking about the practical issues around us;**
 - ✓ Social realities
 - ✓ Farmers Suicides
 - ✓ Malnutrition's
 - ✓ Disability studies
 - ✓ Normalization of Violence
 - ✓ Inclusivity and women studies
 - ✓ Indigenous knowledge
 - ✓ Continuous Rural Engagement
 - ✓ Heinous crimes towards women
 - ✓ Politics of Development
 - ✓ Criminalization of Politics
 - ✓ Post colonial, post modern literatures

Two Sides of the Coin of Higher Education

Growing Expansions	Growing Disparities (Inequalities)
New Possibilities (Accelerating global competition and Increase in quality of learning experiences)	New Challenges (Decreasing Face to Face Culture, Demolishing Discourses and Discussions)
Growing Philosophies	Growing Regulations
Change in Social Compositions , demographic profile and diverse populations of students	One set of curriculum and one set of Pedagogical Practice for all diversities
We are excluding everyday many “ little things ” in our day to day life.	Inclusion, inclusivity is becoming a common word in the Higher Education

Learning is not one thing

- One size does not fit all
- One kind of task there are many kinds of learning
- Different between individuals:
- Different within individuals: Development
- Different within individuals: Experience
- Beginner- Practicenor-Expert
- Designing a curriculum that suits all learner is a challenge.

1. DIVERSITY IS THE NORM



The way we learn is as unique as our fingerprints

Cognitive Neuroscience - Connectome

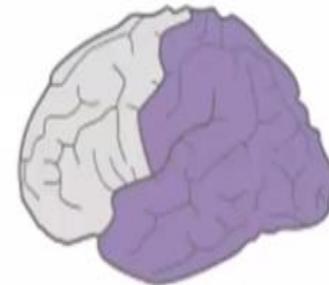
- Cognitive Neuroscience study the connections.
- Every one connectome is different
- Three Major Network of Connectomes
 1. What we learn – (What of Learning)
 1. How we learn – (How of learning)
 1. Why we learn – (Why of learning)

WHY + WHAT + HOW = Expert Learning

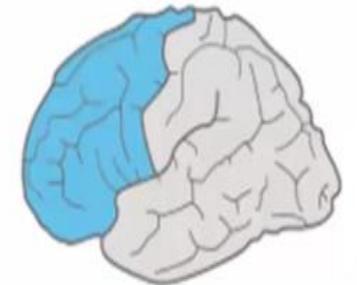
AFFECTIVE NETWORKS:
THE **WHY** OF LEARNING



RECOGNITION NETWORKS:
THE **WHAT** OF LEARNING



STRATEGIC NETWORKS:
THE **HOW** OF LEARNING



Shift from Teaching to Learning

Teaching:

- To me Teaching is a **Spiritual Activity** in a Larger Enterprise of Education.
- It creates **thinking** in minds
- It **improves and expands** rationality
- It **sensitizes** individuals and make aware of his/her surroundings

Learning:

- Certain market interest are forcing and determining various kinds learnings and dumping many things upon students.

2. Etymology

- The term curriculum is derived from Latin word “*Currere*” = a race, a track to run or a course to run.
- Curriculum is a systematic plan and a strong base to run with smoothness, without any hurdles or frictions and hassles.
- The term Education derived from Latin word “*Educare*” = to raise or to bring up.
“*Educere*” = to lead or to bring forth.

Education is all about to bring out the best from a child.

3. Definitions

Curriculum defined as;

- a *plan* of action or written document for achieving desired goals or ends. This position, popularized by Tyler and Taba.
- a dealing with the *experiences of the learners*.
- a *field of study* with its own foundations, knowledge domains, research, theory, principles, and specialists.
- in terms of *subject matter* (math, science, English, history, and so on) or content (the way we organize and assimilate information).

Continued...

Education defined as;

- being aware of what is happening round us
- a much more humanization process
- a process of coming closer to understand self in association of others
- a change in behaviour modification, development of cognition and development of experience.
- a transforming individuals from animal nature to humane personality

Higher Education: A course of education, which can be pursued after completion of twelve years of school education.

4. Questions (Opinions & Perceptions)

- What to teach
- Why to teach
- How to teach
- When to teach
- Whom to teach
- Who makes the changes and decisions for whom
- Whom to include or exclude
- Who benefits and suffers etc.,

5. Approaches

- Logical Approach (Analytical Approach)
- Psychological Approach (Behavioural Approach)
- Concentric Approach (Spiral Approach)
- Integrated Approach (Inclusive Approach)
- Environmental Approach (Natural Habitat Approach)
- Managerial Approach (Organizational Approach)
- Systems Approach (Hierarchical Approach)
- Academic Approach (Intellectual Approach)
- Humanistic Approach (Aesthetic Approach)
- Reconstructionist Approach (Constructivist Approach)
- Progressive Approach (Radical - Liberal Approach)
- Pragmatic Approach (Practical Approach)
- Technological Approach (Networking Approach)

6. Conclusion

- The increasing in number of students with expansion of institutions has raised awareness about the need of challenges.
- Every student is unique in his/her own way, it depends on how we build together our curriculum, spaces more accommodative for all.
- Skill became a passion. Every one talks about skills.
- Skill is dangerous- So many institutions come up in the name of skills.
- We do not talk much about Education than skill, Education is much more **“Humanization Process”**
- Education as Humanization Enterprise and Education as Human Science.
- The need of the hour is expanding the universe of the universities from common model to universal design.

**“ If a child can’t learn
the way we teach,
maybe we should teach
the way they learn.”**

Ignacio Estrada

Thank you