

# CURRICULUM AND HRM COMPETENCIES

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## **Abstract**

Curriculum consists of a preplanned series of educational hurdles and an entire range of experience a child has within the institution. They learn skills of doing, rather than skills of learning about, and simultaneously learn to develop commitment to utilize their skills within their community. An individual's approach to curriculum, reflects that person's view of the world, including what the person perceives as reality, the values and the amount of knowledge. For developing and designing the curriculum, the role of the learner, the teacher and the curriculum specialist is indeed significant. Objectives and goals should be periodically reviewed in the line of broad philosophical guidelines. The designed curriculum should consider infrastructure requirements in terms of finance, man-power and existing inter and intra relationships among the students, staff, administration and society. The role of human resources will play in the strategic direction of decision-making in the transformation of the community. Successful partnerships are characterized by an exchange of ideas, knowledge and resources. Human resource development schemes form mutually rewarding relationships to improve aspects of education that are based on the identification and acceptance of compatible goals and strategies. In addition, the coordination between the educational institutions and the HRM programmes should respect the differences in each other's culture and style, striving to apply the best of both to achieve the established goals. As a social science discipline, geography studies the 'spatial organisation' and 'spatial integration'. It is an integrating discipline that has interface with numerous natural and social sciences. All the sciences, whether natural or social, have one basic objective of 'understanding the reality for sustainable development'. Consequently, these curricular transactors have constant link with HRM that aspire for learners' better performance.

**Keywords:** Curricularists, Human Resource Management (HRM), Knowledge, Skill, Community

## **Introduction**

We in education need to apply a conception that is active and creative, a self proactive, going out to select, to choose, to shape through its environment towards a habitat more supportive of human living. Indeed a curriculum can be defined as a plan for action or a written document that includes strategies for achieving desired goals or ends. Curriculum consists of preplanned series of educational hurdles and an entire range of experience a child has within the institution. According to Pratt [1] curriculum is an organized set of formal education and/or training intentions. It is true that in radical curriculum students learn requisite skills for functioning in an increasingly dynamic community. They learn skills of doing, rather than skills of learning about and simultaneously learn to develop commitment to utilize their skills within their community.

## **Considerations of Curriculum Planning**

Unruh and Unruh [2] have noticed that curriculum specialists must be sensitive, patient and skilled in human relations. Additionally, they need competence in decision-making and leadership. By the managerial approach the educational institutions are reminiscent of organizational theory, whereby groups of people such as students, teachers, curriculum specialists and administrators interact according to certain norms and behaviors in organizing curriculum into a system. Considerations are given to committee and group processes, human relations and relationship styles.

According to Doll [3], responsibilities and activities of the curriculum leaders are not only for the planning and the improvement of the curriculum, but to coordinate the activities of other special personnel and for working with the integrated curriculum. A humanistic curriculum emphasizes affective rather than cognitive outcomes. Such a curriculum draws heavily on the works of Abraham Maslow (1908-1970) and Carl Rogers (1902-1987). Its goal is to produce "self-actualization people" in Maslow's words; or "total human beings" of Rogers. The works of both psychologists are laced with such terms as maintaining, striving, enhancing, and experiencing as well as independence, self-independence, integration and self-actualization.

Abraham Flexner (1866-1959) rejected the traditional curriculum and proposed a "modern curriculum for contemporary society". Flexner was tuned to the changing social and political times during which many educators were willing to listen to his proposals. In this curriculum component, students' come to understand the power of knowledge— they are engaged in actions that unblock their minds. Students center on the relationships of various types of knowledge and also with other people. They come to realize that they are both producers and consumers of knowledge. Therefore, systematic planning is a pre-requisite for coordination between curriculum and community.

## **Curriculum Design**

Curriculum design refers to the way we conceptualize the curriculum (subject matter content), instructional methods and materials, learner experiences or activities to provide direction and guidance as we develop the curriculum. An individual's approach to curriculum, reflects that person's view of the world, including what the person perceives as reality, the values and the amount of knowledge. For developing and designing the curriculum, the role of the learner, the teacher and the curriculum specialist is indeed significant. Curricular design is a very complex item that requires various considerations like the philosophical foundations of education, social system and its needs, attitude of the learners and goal of teaching-learning process *etc.* After all, each of the types of curriculum designs like subject-

centered, learner-centered, and problem-centered has its merits and demerits, but the selection of one should suit the individual requirements. Some institutions, however, prefer to take the advantages of more than one. It is important to note that understanding curriculum design is necessary for an effective curricular development.

### **Different Sources of Curriculum Design**

It is needless to say that all education springs from some image or anticipated vision of the future. Curriculum designing is an extremely challenging job as dealing with vision is not a casual activity, it requires careful planning, intense reflection and calculated actions, then only they would be able to function optimally and appreciate the reality.

Doll [3] identified four sources of ideas influencing curriculum designs. These are science, society, eternal verities, and 'Divine Will'. Tyler [4] popularized the following descriptions of the sources of curriculum design:

- a. *Science as a source*- Science as source of ideas for curriculum design contain those elements that can be observed and quantified, with problem solving at the center of focus. But caution must be taken in terms of the dynamic nature of our scientific understanding, for dealing with the reality needs rational thinking processes.
- b. *Society as a source*- This view believes that, since school as an educational institution is an agent of the society, curriculum design should incorporate ideas from the analysis of social problems or situations. The society linkage provides indication to the educators in regard to modification of curriculum. This requires collaboration among people and groups especially in a pluralistic multicultural social environment; and this may enhance common cultural participation in democratic decision making for curriculum design.
- c. *Eternal and Divine sources*- This traditional view believes that the curricular design should be intended to perpetuate perennialist philosophy, the eternal truths advanced by great personalities of the past. This type of design puts emphasis on spirituality and morality, and believes that certain contents are superior to others, as in the religious books.
- d. *Knowledge as a source*- According to Ornstein and Hunkins [5], 'knowledge is perhaps the only source of curriculum, and that society and what we know about learners really serve as filters in the selection of content'. Knowledge has prime role to play in curriculum. However, knowledge in a discipline can be both structured and not unique to itself, as the contents may be shared by similar other disciplines too.
- e. *The learner as a source*- This is a view of progressive curricularists and humanistic educators who favor learner-centered curriculum design according to the attitudes and interests of children to develop proper values. This type of design is heavily based on psychological foundations, emphasizing learning by doing, *i.e.* requiring students to apply knowledge and solve problems.

### **Curricular Designing for the Society**

In this background of curricular designing, Stufflebeam's (2007) Context, Input, Process, Product (CIPP) Model initiates in providing information to management for the purpose of decision making. On a general overview, a successful curriculum design requires the following major considerations irrespective of curricular models.

- The committee entrusted with curriculum designing should include teachers, guardians and administrators. Even the students should be allowed to give their opinions.

- Every meeting of the committee must be oriented towards the well targeted mission to meet the needs and priorities in relation to students and the society.
- Objectives and goals should be periodically reviewed in the line of broad philosophical guidelines.
- The designed curriculum should consider infrastructure requirements in terms of finance, man-power and existing inter and intra relationships among the students, staff, administration and society.
- The planned curriculum design may be compared and contrasted with alternative designs in terms of its advantages and disadvantages.
- The design should reveal cognitive and affective skills of the teachers
- The administrators and planners of different levels of education system must be supportive of effective curriculum design, socio-political and economic goals of the society and state.

### **Necessity of HRM in Modern Curriculum Evaluation**

Tyler (1949) and Hirst (1969) suggested that curriculum should include three elements reflecting its three important dimensions, namely: **Objectives**, **Context** or subject matter and **Methods** or procedures. However, there is another element called **Evaluation** to assess the attainment of successful curriculum planning. A rational curriculum planning based on logic is highly influenced by evaluation. According to Hirst, traditional curriculum– a simple linear model– is always concerned with content/subject matter. The progressive model is cyclical and includes objectives, subject matter, method projects, discovery learning strategies and evaluation. The **modern curriculum evaluation** necessitates a framework for the design and implementation of a competency-based curriculum in education which is **of, by and for Human Resource Management (HRM)**. Consequently there would be a positive impact in the long term educational background.

According to Xaviers [6] educational organizations must be able to recruit and retain competent employees of HRM for effective and efficient way of curricular management. It is necessary to apply the specific knowledge into effective human resource practices and bring about a change in the organizational structure/pattern. It is important to build the internal and external interrelationships so as to enhance the success of the curriculum.

A successful educational programme must take steps to increase the transfer of knowledge from the classroom to the environment, create skills in critical thinking, emphasize upon the method of cooperative teacher - pupil planning, and work upon problem situations giving practical experience and training along with motivation in democratic group. It tends to channelize the learning in a purposeful direction and stimulates experience.

Among the significant challenges would be the identification of competencies required for professional success; the identification of the specific traits, knowledge, and skills that combine to create competence; and the creation of a curriculum and the associated assessment tools necessary to promote the acquisition of competencies for student-orientation, student-development, and student-assessment. Human-resource professionals must become an active partner with line managers at all levels and assist them in increasing competency in designing exercises, cases and projects.

The status of HRM education is really not a new topic. Herbert G. Heneman, Jr. and others in 1980s questioned the appropriate educational background for the individuals aspiring the HRM expertise. This shift was due to the implementation of new management practices and a

changing employment relationship. The role of human resources will play in the strategic direction of decision-making in the transformation of the community.

### **Methodology of Interlinking the Curriculum and HRM**

Over the last several years, educational partnerships have proliferated and have delivered to students and faculty to improve education or student outcomes for attempting to systemic changes. Partners undertaking joint endeavor with educational institutions also vary greatly. Building and sustaining partnership relationships involve a set of tasks that vary with the goals and types of partners involved. Successful partnerships are characterized by an exchange of ideas, knowledge and resources. Human resource development schemes form mutually rewarding relationships to improve few aspects of education that are based on the identification and acceptance of compatible goals and strategies. In addition, the coordination between the educational institutions and the HRM programmes should respect the differences in each other's culture and style striving to apply the best of both to achieve the established goals.

The goal of this coordination is the resultant/outcome of organizational planning to develop and expand the knowledge and skill experiences, as mentioned below:

1. Outside funding stimulates action.
2. Participant can change policies and procedures to accommodate new ways of working with others.
3. Approaches require adaptation to fit each community and educational organizations.
4. Educational organizations may be the source and creative and meaningful programmes but need support to strengthen and improve the programmes.
5. Proper leadership and committed staff-adaptive planning for project success for community-benefit.
6. Feedback of the expectations related to the specific goals need to be generated.
7. Career education, workplace-learning and job-sight experience and student support-services are ensured.
8. Regular follow-up and job-sight feedback regarding student sight performance is essential.
9. For proper curriculum functioning evaluation and feedback from the society is essential.

Communication from the teachers is necessary regarding assignments, tasks and information problems. Moreover, the teachers can generate topics, define problems and facilitate cooperative activities among group of students locally and globally and associate the trend to human resource personnel for developing the project. Identification and application of specific criteria for evaluation of this coordinated work need to be generated for constructive and meaningful erudition.

### **Equipping the HRM Sector for the Curriculum**

The field of human resources faces serious challenges as it attempts to deal with a dynamic and hostile educational environment. Each higher education organization in accordance to their appropriate nurturance faces an increasing competition regarding student placement. Defining and describing technology skills is the first step in assuring the learners to become proficient information and technology users. Learners must be aware of the critical competencies required so that the knowledge acquisition is valuable. There would be a need

for a better enhanced HRM in the future. The future professional must have competencies not only in the traditional areas within HR but also able to understand and manage change in the leadership and vision. This would be the part of the functional human resource expertise. Moreover, it is expected to enhance the cultural management of the institution. In most of the cases, poor communication and numbness on the part of the educational institutions relate to the inefficiency of the learners to be appropriate in the market. They seem to be highly cognitive but inadequate in the required affective and psychomotor skill. Therefore there is an increased need /desire on the part of the curricular executors to bring about the process of transferring the theoretical skill to practical skill.

### **Geography in UG and PG Syllabi of the University of Calcutta, 2016: A Case-Study**

Geography as an independent subject facilitates to learn about the physical environment of the earth, human activities and their interactive relationships. Therefore, a pertinent question that can be asked at this juncture is: Why should we study geography? We live on the surface of the earth. Our lives are affected by our surroundings in many ways. We depend on the diversified resources to sustain ourselves in the surrounding areas. With the passage of time, we have developed technologies and started producing our food using natural resources such as land, soil and water.

There are variations in the natural resource base, technological development, adaptation with and modification of physical environment, social organizations and cultural development. Geography equips one to appreciate the diversity and investigate into the causes responsible for creating such temporal and spatial variations and equipping the learner meaningfully to contribute to the national endeavour for development. As a social science discipline, geography studies the 'spatial organisation' and 'spatial integration'. Geography as an integrating discipline has interface with numerous natural and social sciences. All the sciences, whether natural or social, have one basic objective of 'understanding the reality for sustainable development'. Consequently the curricular transactors and disseminators of Under-Graduate and Post-Graduate sections are in constant link with HRM sector of different organisations to enhance the learners' performance. This linkage is lucidly presented in a chart-format:

**Table-1:Professional Bodies of (HRM) sectors associated with Geography Teaching**

<b>Branches</b>	<b>Allied Department(s)</b>	<b>Relevant Organization/ Institution</b>
Geotectonic and Geomorphology	Geology, Geophysics, Geochemistry	Geological Survey of India
Pedology, Soil Geography and Land Use	Soil Science, Agriculture	Indian Council for Agricultural Research, National Bureau of Soil Survey & Land Use
Climatology	Atmospheric Science	Indian Meteorological Department, Indian Institute of Tropical Meteorology, World Meteorological Organisation

Hydrology	Water Resources Engineering, Hydrology, Indian Institute of Hydrologists	IIT-Roorkee, Ministry of Water Resources, WB State Water Investigation Directorate, Central Ground Water Board
Oceanography, Coastal Geomorphology	Oceanography, Marine Science	National Institute of Oceanography, Kochi
Biogeography (Plant Geography, Zoogeography)	Botany, Zoology, Ecology	Botanical Survey of India, Zoological Survey of India
Environmental Geography/ Disaster Management	Environmental Science	Central Pollution Control Board, Pollution Control Board, Ministry of Environment, Forests, and Climate Change, Ministry of Earth Science
Economic Geography, Commercial Geography, Geography of Resources, Industrial Geography	Economics, Commerce	Bengal Economics Society, Indian Statistical Institute, Bengal Chamber of Commerce, Ministry of Commerce
Agricultural Geography	Agriculture	Ministry of Agriculture
Population Geography	Pop Studies, Demography	Census of India, National Sample Survey Organization
Settlement Geography (Urban Geography, Rural Geography)	Architecture, Ekistics	Ministry of Urban Development./ Panchayat and Rural Development
Cartography	Mathematics, Geomatics, Surveying	Indian National Cartographic Association, Indian Institute of Remote Sensing, National Remote Sensing Agency, National Atlas and Thematic Mapping Organization
Social and Cultural Geography	Sociology	Anthropological Survey of India
Historical Geography	History, Archeology	Anthropological Survey of India
Political Geography	Political Science, International Relations	-
Philosophy of Geography	Philosophy	-
Regional Geography	Regional Planning	Regional Science Association
Tourism Geography	Tourism	Department of Tourism
Geography of Health	Physiological and Medical	Ministry of Health and Family Welfare, Public Health

	related issues	Engineering
Statistical Geography	Statistics, Computer Science	Indian Statistical Institute

Source: Prepared by the author

To bestow the learners with an explicit comprehension of curricular instructions and enable them to acquire the strategies through metacognition, experts of varied fields are regularly interacted through seminars, conferences, talks, special/memorial lectures, workshops and with hands-on experiences. As a result the students possess a better constructivism and are actively skill-oriented and become committed towards the society. Therefore the constant endeavour by the Department of Geography, University of Calcutta geared for the attainment of the learner's enhanced instructional objectives is indeed appreciable and would certainly equip them for better citizenship.

### Conclusion

The health and vitality of the society depend to a significant degree on how well curricularists meet the challenge. The qualitative projections of life, designed to integrate all the contents of Geography curriculum is to bring forth a meaningful learning. Accordingly curricularists like Tanner and Tanner [8] have stressed the venture to meet the requirements of individuals and reflect requisite support services. Therefore curricular designs need to integrate content in more meaningful ways. They need to create conceptual models for curriculum development, develop plans, strategies and procedures that encourage people to work together, foster interrelationships and comprehensiveness in curriculum development by people-involvement from within and outside the institutions for increasing professionalism regarding curriculum implementation. Educators are recognizing and addressing the different forms of intelligence that individuals possess and address the empowered individual educators for creating varied programme of options and alternatives and multiple carrier programmers for free associations in the community. Certainly the ultimate power of education is to present programmes and create opportunities for students to gain the knowledge and skills, and believe in values that will enable them to create productive lives for themselves and for others.

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