

**B.ED SEMESTER IV**  
**COURSE 1.4.8B**  
**(Knowledge and Curriculum part –II)**  
**UNIT V : Curriculum as process and practice**  
**Topic : Hidden Curriculum and Children’s Resilience**

## **WHAT IS HIDDEN CURRICULUM?**

Hidden curriculum is the unwritten, unofficial, unintended lessons, values and perspectives that pupils learn in and through school’s social environment. In a sense hidden curriculum is the **side effect** of education, the school-climate, the organization of school work, school discipline, rules and traditions and even teachers’ enthusiasm teach these unintentional lessons. Teaching strategies of teachers can convey intentional and unintentional messages regarding social role, sex role etc.

According to some educationists, some values are actually implicit in the arrangement made by the schools for pupils – they are clearly in the consciousness of teachers and planners and accepted by them as values which ‘pupils’ should learn even though they are not overtly recognized by the pupils. In this sense curriculum remains **hidden** only to pupils and the values are not **directly** taught but become a **product** of what is **planned**.

## **HOW DOES HIDDEN CURRICULUM BUILD RESILIENCE AMONG CHILDREN?**

***Resilience*** is the ability to cope/learn/ thrive in face of adversities, challenges, changes and stress.

***Resilience - Patience - Integrity (RPI)*** are the traits that we want to inculcate in the learners through a sustainable educational environment.

To develop a ‘**resilient mindset**’ we still have to look beyond the official curriculum. Rather, the school should make **social** and **emotional intervention** (together with academics) , **unobtrusively** through the Hidden Curriculum.

Unlike the general impression that “***childhood is a bed of roses***”, the school life is always not tension free. Sources of tension can be syllabus load, ability-deficiency, peer rejection, bullying and teacher indifference.

The teacher– mentor should be there **not** to smooth out hurdles **but** to help and prepare the child to tackle his own problems and find ways out of a problem. This, in the long run will boost self- confidence and self esteem.

The **Hidden Curriculum** in schools can **build a resilient mindset** in many ways:

- (i) Developing resilient thinking skills** – Teachers can give challenging tasks to learners and encourage them to cope with the problem. This generates the quality of resourcefulness, confidence and the power to overcome constraints.
- (ii) Showing learners how to bounce back from failures**- To accept setback, reframe problems and try new approaches ( of course with the teacher’s encouragement).
- (iii) Developing school connectedness** – This can be done by involving learners in group activities. Through school- connectedness, the child can be socialized. He feels a sense of belonging. He can form meaningful associations and develop a spirit of cooperation.
- (iv) Developing leadership skills** – It can be done by appointing children as prefects, monitors, sports captains and heads of school committees.
- (v) Developing a spirit of helpfulness** – Every individual has a social responsibility. This can begin early in school through activities such as taking charge of a new entrant , collecting money for charity and other things. These are stepping stones for becoming responsible citizens.
- (vi) Positive Criticism** - The teacher should offer positive criticism and give sustained feedback on students’ progress. Both serve as great motivators.
- (vii) Encourage reasonable risk- taking** – The teachers should motivate learners to take up challenging assignments with chances of ‘**half- way snags**’, rather than take up dull , easy and sure projects. In the long run, this would prepare citizens who can take up courageous venture or take “informed” risks in business enterprises.
- (viii) No teacher should call for unquestioning compliance** – This is because it dampens the spirit, rather they should appreciate logical contradictions. In this way , the learners develop firm opinions, self respect and do not grow into ‘ **yes men**’ for their bosses.

Overall the teachers should be the ideal role models for the learners to emulate and build a culture of trust. Above all when children exemplify character virtues of courage and resilience , the teacher should praise them and articulate clearly why such behavior is praiseworthy because this leads the child to reflect upon his own behavior, consciously work on it , repeat it , not only now but later on.

#### **SOURCES**

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[From: Subhashri Dasgupta]