

BALANCED CURRICULUM

A balanced curriculum is that curriculum in which activities and subjects for various grades of pupils are selected in accordance with the all-round development of the personality. Such a curriculum includes all the aspects of human activity and human development. This type of curriculum is integrated with the growing and maturing interests of the child as well as the changing environment. A balanced curriculum should develop all major areas of human competence.

A balanced curriculum maintains a balance between the science and arts subjects, the academic and technical/vocational subjects, urban and rural learners. It implies order in its scope and leads to the advancement of all the educational objectives outlined.

According to **Ornstein and Hunkins**, "A balanced curriculum is one in which students have opportunities to master knowledge and to conceptualise it in ways that are appropriate for their personal, social and intellectual goals."

Characteristics of Balanced Curriculum

Following points explain the various characteristics of balanced curriculum:

1. **Learning by doing:** This curriculum is based on the principle of Learning by Doing. Students become active participants in teaching-learning process. They get real and first-hand knowledge.
2. **Psychological in nature:** Balanced curriculum is psychological in nature. It makes the process of learning interesting and psychological. Students can perform activities according to their interest, age, ability, capacity, needs and demands.
3. **Emphasise all round development:** Balanced curriculum helps in developing physical, mental, social, emotional, spiritual etc. aspects of the personality of the child. It ensures all round development of the child through various activities.
4. **Training of emotions:** Balanced curriculum provides training in the sublimation of emotions of the child. Students can release their pent up feelings by means of various activities.
5. **Channelisation of energy:** The energy of the students can be best channelised through this type of curriculum. This curriculum acts as a medium for the transformation of the excessive energy of the students.
6. **Development of leadership qualities:** Balanced curriculum helps in the development of leadership qualities like initiative, integrity, enthusiasm, planning, confidence, character, strength of will, insight, courage of convictions, clarity of thinking, independent judgement and decision-making among the children.
7. **Child-centred curriculum:** Balanced curriculum lays emphasis on interests, needs, abilities, age, grade and life of the child. In this curriculum child is regarded as the centre of all activities.

8. **Flexible in nature:** Balanced curriculum is flexible and adjustable to the needs of students in nature. Maximum freedom is provided to the child for free expression.
9. **Activity-centred curriculum:** Child is active by nature. The content must ensure the activity of body and mind. It should provide opportunities for physical, literary, social, creative, cultural and aesthetic activities. Thus, a balanced curriculum is activity-centred.
10. **Utilitarian curriculum:** A balanced curriculum is utilitarian in nature for the students. Vocational and technical education is emphasised for the development of various skills among the students. Due emphasis is given to work experience.
11. **Correlation:** Different subjects of the curriculum are correlated in balanced curriculum. These subjects are taught in an integrated manner. Traditional separation of subjects is avoided.
12. **Community-centred curriculum:** A balanced curriculum is based on the needs and problems of the community as well. Hence, problems of life form an integral part of this curriculum.
13. **Caters to individual differences:** Individuals differ in taste, temperament, skill, aptitude, innate ability and in sex. Therefore, the content is adapted to individual differences in this curriculum.
14. **Totality of experiences:** A balanced curriculum is based on totality of experiences that a pupil receives through manifold activities that go on in the school in the classroom, library, laboratory, workshop, and playground and in the numerous informal contacts between teachers and pupils.
15. **Conserves cultural heritage:** Education is regarded as a means of preserving the cultural heritage of humanity. The school serves two-fold functions in this regard-preservation of the past experiences and transmission of experiences.
16. **Balanced development:** This curriculum maintains a balance between subjects and activities, between direct and indirect experiences, between academic and vocational education, between compulsory and optional subjects, between formal and informal education, between individual and social aims of education etc.

17. **Utilisation of leisure:** This curriculum prepares the child for the proper utilisation of leisure time. Activities like music, sports, fine arts etc. are included in the curriculum for providing training for leisure. So, a balanced curriculum is designed in such a manner that the students may effectively utilise their leisure time.
18. **Fosters creativity:** A balanced curriculum cannot be purely intellectual or theoretical in nature. Sufficient opportunities are provided to the students for the development of creative abilities in the students.
19. **Develops democratic values:** The success of democracy rests upon the quality of the citizens devoted to democratic values. Thus, a balanced curriculum lays emphasis on the development of democratic values among the children. No book teaching can achieve this aim unless children are provided with opportunities to practice democratic norms and standards of behaviour.
20. **Develops sound and healthy habits:** A balanced curriculum seeks to develop sound and healthy habits in children. Habits are the source of good or bad conduct. Hence, this curriculum provides opportunities for the development of good habits in children from the very beginning to ensure their all-round development.
21. **Trains for good citizenship:** Every individual, in a democracy should possess qualities of discipline, co-operation and tolerance. This means that every citizen in democracy should be prepared to play an effective role in society. A balanced curriculum imparts training in dynamic and healthy citizenship to the students.
22. **Develops healthy sentiments:** Various activities and subjects in the balanced curriculum help in the development of healthy sentiments such as group sentiment, sentiment of social service and sentiment of loyalty.
23. **Work-experience:** A very important feature of a balanced curriculum is to provide opportunities to the students to be productive and self-reliant. A large number of work-experiences are included in the curriculum to suit the tastes of students. Work-experience is provided in areas like Engineering, Agriculture, Home Science, Commerce, Fine Arts and other trades which have great utility in domestic and other areas of work.