



Curriculum As Meditative Inquiry (Curriculum Studies Worldwide)

Ashwani Kumar

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Curriculum As Meditative Inquiry provides a detailed analysis of the relationship among consciousness, meditative inquiry, and education by engaging with three key questions: In what ways do the characteristic features of human consciousness—fear, conditioning, becoming, and fragmentation—undermine self-awareness in educational experience? What is meditative inquiry, and how can it help in cultivating awareness, which, in turn, can help in the understanding and transformation of human consciousness? In what ways can we re-imagine curriculum as a space for meditative inquiry that may provide transformative educational experiences for teachers and their students? These questions and their answers hold profound implications for educators of all kinds.

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