

Maharshi Valmiki College of Education

(University of Delhi)

Geeta Colony, Delhi-110031

FACULTY SEMINAR

Monday, 19 February, 2018: 03.00 PM

Venue: Committee Room, Maharshi Valmiki College of Education

Topic: ***Curriculum in India: Narratives, Debates, Contestations***

Presentation by: **Prof. Poonam Batra**

Professor, Department of Education, University of Delhi

Abstract: The presentation of Prof. Batra was based upon one of her articles that was published in 2015 as Chapter One 'Curriculum in India: Narratives, Debates and a Deliberative Agenda' in the book 'Curriculum Studies in India: Intellectual Histories, Present Circumstances' edited by William F. Pinar.

It started with the discussion on the impact of our colonial past on the curriculum. It was agreed upon that we continued with the colonial system by default and not by choice. The focus of the policies of education at the time of independence was on higher education and technical education with the aim of becoming a 'modern' nation as envisioned by Nehru. So, little attention was given to school education which remain rooted in colonial system. With this background, the first curriculum framework was developed in 1975 with a focus on modernity. Knowledge was understood as objective, de-contextualised and empirically verifiable. Because of this understanding of knowledge, culture was seen as an obstacle in the way of obtaining knowledge. So, curriculum design became an activity of experts which resulted in rejection of socio-cultural context in shaping curriculum and indigenous knowledge.

In 1988, second curriculum framework was developed in which the focus was on child as citizen. The idea of citizen came from European Nationalism which fostered the idea of an obedient citizen. As opposed to it, the idea of citizen who is critical and can question the State, was taken in the National Curriculum Framework, 2005. As a result the books of 'civics' were changed and replaced with 'social and political life'. The aim of this curriculum framework was social transformation. The idea of child centred education was given importance but since this idea was adopted without the understanding of theories and their critiques, there existed theory-praxis gap and the local interpretations of the idea came.

NCF 2005 was the first curriculum framework that was grounded in the pedagog's viewpoint with 21 position papers. Child was seen as a citizen who not only questions the State but also participates in its' functioning. NCF 2005 also got influenced by the alternative curriculum frameworks like Eklavya that were based upon local cultures. It expanded the definition of curriculum and viewed culture as an object of interrogation.

Prof. Batra also highlighted some of the positive aspects of Two year B.Ed. curriculum. She appreciated the social strands of knowledge that has come in the two-year B.Ed. curriculum which has brought in the historical and contemporary perspectives. Two year B.Ed. curriculum framework also give space to a larger framework of understanding school subjects with an introduction of the subject of discipline. It also give space to the student teachers to develop was a teacher as well as a person. There is more focus on developing reflection as a habit. The medium of learning is now considered as experiential and exposure and not just text or classroom teaching. There is also an increased focus on the inclusion of gender as an interdisciplinary perspective to look at reality.

Faculty Members Present:

1. Dr. Parmesh Kr. Sharma
2. Dr. Neelam Mehta Bali
3. Dr. Ramji Dubey
4. Dr. Satveer S. Barwal
5. Mr. Ashwini Kr.
6. Ms. Nisha
7. Ms. Meenakshi Chawla
8. Dr. Kailash Goel
9. Dr. Jyoti Kohli
10. Dr. Meenu Talwar

Faculty Members Not Present:

1. Dr. Ila Mehrotra
2. Dr. Manjari Gopal
3. Dr. Gopal Rana
4. Dr. Raghvendra Prapanna
5. Dr. Sanjeev Kr. Verma
6. Mr. Vinod Kr. A.
7. Ms Rama Negi

Dr. Neelam Mehta Bali

In-Charge, Faculty Seminar

Dr. PK Sharma

Officiating Principal