

Politics of Pedagogy and Curriculum in India

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Abstract

Curriculum and Pedagogy is the benchmark of any university. But when we study history and objective of the university curriculum and pedagogy, we find that there is insufficient representation in subject of social science being taught and everyday social reality lived in. There is a vast difference between theory and practice. In fact, these curricula remain exclusionary as they do not reflect caste, class, gender, race, ethnic dimensions adequately. They are still dominated by colonial pattern of education that includes the power of socially entrenched classes. The democratisation of education fundamentally draws upon the three As: Access, Autonomy and Authority. The increase in diversity in classrooms has necessitated a large scale response in terms of understanding this diversity and supporting inclusion. Responses are needed both in school education and higher education curriculum, pedagogy and policy.

India has a rich and glorious tradition of higher education from ancient times. Nalanda, Takshashila, Vikramshila and Vallabhi were some of the important and well known universities of ancient India and they occupy a special place in the history of higher education in the country, which stretches over more than 2000 years. However, today the Indian education system stands at an important juncture with the enactment of the Right to Education Act and a commitment to the expansion of post secondary quality education. The increase in diversity in classrooms has necessitated a large scale response in terms of understanding this diversity and supporting inclusion. Responses are needed both in school education and higher education curriculum, pedagogy and policy.

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