



THE EIGHTEENTH V. G. Kulkarni Memorial Lecture

Prof. Anita Rampal has a Ph.D in Theoretical Physics and was Head and Dean at the Faculty of Education, Delhi University, India. She has been a Fellow of the Nehru Memorial Museum and Library, a U.G. C. Research Scientist, the Nehru Visiting Professor at the University of Baroda, and the Director of the National Literacy Resource Centre, Lal Bahadur Shastri National Academy of Administration, Mussoorie. Prof. Rampal is on the Executive Committee of the International Commission of Mathematics Instruction (ICMI) and has been part of several national and international committees. She has been deeply involved with the Hoshangabad Science Teaching Programme, the National Literacy Campaigns, and the People's Science Movement. She was on the Executive Committee of the National Council of Education Research and Training (NCERT) and also the Chairperson of the textbook development teams at the primary stage. Her special interests include curriculum studies, science-technology-society and critical mathematics education, teacher education and policy analysis.

Prof. Anita Rampal

Formerly Professor at the University of Delhi, India



Date: Monday, September 23, 2019

Time: 4:00 - 5:30 pm

SCIENCE AND SENSIBILITY: REFRAMING A KNOWLEDGE COMMONS

There are concerns worldwide about the quality of education of countries being 'measured' through 'standardised' tests only in three learning areas of school - language, science and mathematics. India had resisted being pushed into international testing while focusing on equitable provision for all children, but has now declared its entry into PISA 2021. This presentation looks at the implications of global competition and 'standardisation' of science and mathematics education from a quality and equity perspective. It also looks back to interrogate what has historically constituted 'official' knowledge in science, distanced from people's social and cultural modes of knowledge production, creating hierarchies within disciplines, learners and societies. In this light, it is significant to understand some attempts made to democratise science education to depart from its gatekeeper role of 'filtering the talented few'. The challenges are profound, to reframe its 'knowledge commons', through pedagogies of situated activity and a vision for transformative community action. How do we engage with complex issues of social justice, in the face of increasing privatisation? How do we eradicate deep hierarchies of 'skill' vs 'knowledge', 'talent' vs 'low ability', or 'academic' vs 'vocational'? What could be a vision for sustainable development, encompassing an informed inclusive understanding of people's science and indigenous knowledge, without uncritical valorisation of the past?

Venue: **V. G. Kulkarni Auditorium**
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