



## **Department of Education**

### **University of Delhi**

#### **National Symposium**

**on**

#### **History Education: Perspectives and Possibilities from the Field**

**Saturday, 24<sup>th</sup> March, 2018**

(Under the aegis of Institute of Advanced Studies in Education (MHRD))

#### **CONCEPT NOTE**

History as a discipline demands engagements which are interactive so as to help discover processes of change and continuity, and to compare ways in which power and control are exercised. History is the memory of humanity, and all those who engage with history try to understand how this memory works. When a deliberate attempt is made in a society or community to preserve memories of the past, history takes the form of oral or written narratives. Historical narratives, oral or written, extend the limits of the memory of an individual or a generation. But when we are told of things that happened beyond those limits, we face certain inevitable questions. What is the method underlying the construction of a given version of history? How does one narrative of what happened compare with another? What are the sources of knowledge about the past and how does one arrive at what is true? Is it possible to arrive at a final truth? What are differences in the approach to history in different cultural formations? Attempts to answer such questions constitute the core of the idea of history and mediations in school history curriculum.

In fact, the process of historical inquiry, explanation and interpretation is a never-ending activity, for which historians develop values and conventions which themselves change over time. Learners of history investigate a variety of sources, some of which may be of a contentious nature. As new generations seek to explain and analyse the past, they come across opportunities for opinion and interpretations, which are culturally driven and require sensitive but critical analysis. Such situations create opportunities for curiosity and imagination. Does the historian

record history, or create it? Can the historian be free of bias in the selection and interpretation of material? The answer lies in the field.

Equally, recent perspectives emerging out of the larger shifts from a welfare State to neoliberal capitalism have necessitated reconstruction of histories to reflect upon the changing discourses on inequality and disparity. The study of history as a search for identity is increasingly important today. This symposium aspires to examine the growing disillusionment with the larger education system and the need for reclaiming knowledge and reconstructing pasts through alternative views on education as experienced and expressed in the writings of Jyotiba Phule, Gijubhai Badheka and other educationists, in order to build a more humane and egalitarian society.

The current decade has also witnessed efforts being made towards learning tasks in History class-room which are designed to ensure that learners will be encouraged to discover knowledge from sites other than the textbook, in their own experience, in the experiences of people at home and in the community, and other sites. This communicates the philosophy that learning and knowledge on history are to be sought out, authenticated and thereby constructed, and that neither the textbook nor the teacher is an authority. In this context, 'heritage sites' assume greater significance as sites of learning. This symposium hopes to make an effort to design history as an experiential method around walks engaging tangible and intangible heritage and shaping of identities in a varied and layered social context.

This symposium aims to build up on the experiences of invited speakers, who have engaged with history and worked at the grass root levels to take history to the most marginalized and disadvantaged. While doing so, they helped to evolve learner-friendly and activity based methods of reconstructing the pasts and implement innovations, field tested at the micro-level, on a larger scale. There is thus a need to advocate the expansion of learning spaces beyond the school into the community transcending from the local to the global.

This academic gathering shall examine the complex negotiations between a learner as a historian and the evidences from the past. The deliberations and discussions are expected to highlight ways to shape a society which celebrates shared 'pasts' and learns through stories of development as well as displacement, the mighty as well as the marginalized. It expects to create opportunities for meaningful collaborations amongst the community of history educators. Interactive sessions and discussions following the presentations at the symposium are expected to encourage deeper appreciation and understanding of challenges towards reconstruction of multiple pasts and open up new possibilities of critical pedagogy.

Department of Education (CIE)  
University of Delhi  
Delhi-110007

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*on*  
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*Venue: Conference Room (First Floor)*

**PROGRAMME SCHEDULE**

**09:00 A.M. - 09:30 A.M.** Registration

**INAUGURAL**

**09:30 A.M. - 09:50 A.M.** Welcome Address: Prof. Namita Ranganathan

Concept Note: Dr. Ashish Ranjan

**09:50 A.M. - 11:00 A.M.** **Keynote Address:** *इतिहास बोध और इतिहास शिक्षण, वैश्वीकरण के दौर में*  
*(Historical Consciousness and History Teaching in the Era of Globalisation)*  
Shri C.N. Subramaniam (Eklavya Foundation)

Chair: Prof. Sadhna Saxena

**11:00 A.M. - 11:15 A.M.** **Tea Break**

**SESSION-I**

**11:15 A.M. - 12:15 P.M.** *Heritage- A Teaching Tool*  
Ms. Smita Vats (ITIHAAS)

**12:15 P.M. - 01:15 P.M.** *पाठ्य सामग्री और सामुदायिक याददाश्त का इतिहास शिक्षण में उपयोग*  
*(Using Texts and Community memories in History Teaching)*  
Shri C.N. Subramaniam (Eklavya Foundation)

**01:15 P.M. - 02:00 P.M.** **Community Lunch (Tagore Quadrangle)**

## SESSION- II

**02:00 P.M. - 03.45 P.M.** पाठ्य सामग्री और सामुदायिक याददाश्त का इतिहास शिक्षण में उपयोग  
(Using Texts and Community memories in History Teaching)  
**(Group Activity)**  
Shri C.N. Subramaniam (Eklavya Foundation)

**03:45 P.M. - 04:00 P.M.** **Lemonade Break**

## SESSION- III

**04:00 P.M. - 05:00 P.M.** *Doing History: Experiences from the School*  
  
Ms. Chhavi Sharma (Matar Dei School)  
Ms. Divya Khattar (The Srijan School)  
Ms. Harshita Bakshi (DPS, Mathura Road)  
Ms. Indu Sridharan (Modern School, Barakhamba Road )  
Ms. Isha Aggarwal (Sarvodaya Kanya Vidyalaya, Daryaganj)  
  
Moderator: Dr. Manisha Subba  
(Mata Sundari College, University of Delhi)

**05:00 P.M. - 05:50 P.M.** **Valedictory Address:** *Colonial Reordering of Teacher Practices and Some Historic Critics: Implications for Transformation in our own Times*  
  
Dr. Vikas Gupta (Department of History, University of Delhi)

**05:50 P.M. - 06:00 P.M.** Vote of Thanks