



# **HIDDEN CURRICULUM IN INDIAN UNIVERSITY CAMPUSES**

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# THE UNIVERSITY

A university cannot be studied in physical and social isolation with the rest of the society.

Education is used as a tool to reproduce the existing socio-cultural and economic inequality. (Bourdieu, 1976 and Ogbu, 1982).

“The relationships between the overt and covert knowledge taught in schools, the principles of selection and organization of that knowledge, and the criteria and modes of evaluation used to “measure success” in teaching.” (Apple, 1990)- all play a very important role when one sits to evaluate the different factors that impact educational equality.



# HIDDEN CURRICULUM

Hidden curriculum can be referred to as *“the norms and values that are implicitly, but effectively, taught in schools and that are not usually talked about in teachers’ statements of end or goals.”* (Apple 1990: 78)

Hegemony is created, and reproduced, by using the formal mechanism of the structure of the educational institution in terms of knowledge dissemination in overt as well as covert ways.



# INDIAN INSTITUTIONS

At a general level, educational institutions in India are seemingly neutral and overtly insulated from political processes. This has positive as well as negative consequences. While on the one hand, it helps the institutions survive irrespective of the group in power and thus not have a destructive effect on education; on the other hand, it can make the students and faculty rather unresponsive to the needs of local communities and a changing social order.



# STUDENT POLITICS IN INDIA

Students, in higher education, constitute *“a significant proportion of the rebellious elements in their respective societies. As such they play an important part in political life.”* (Lipset, 1968)

Since the 1980s, the number of Dalit-OBC students has grown. However, the presence of students' organizations associated with political parties and led by these students on university campuses is still marginal.



# RECENT TREND IN STUDENT POLITICS

Dalit student communities, under the umbrella of an Ambedkarite ideology, have started coming up in various colleges throughout the country.

They believe in the concept of social justice. This also implies questioning the existing education system.



# ROLE OF FACULTY

The faculty plays a very complex role in this discourse. They are involved, but after a certain extent, they are also not. They are allowed to formulate their classroom practices, but they are also supposed to be accepting of all students. Along with this, they are also to some degree liable to higher administrative authorities about their classroom practices.



# CONCLUSION

Even in the seemingly apolitical and egalitarian spaces of university campuses, there is a lot of covert and hidden knowledge that gets transmitted and reproduced.

The ideas of merit and legitimate knowledge need to be questioned and re-evaluated, to progress towards a more critical and progressive university as well as education system.