

BIHAR CURRICULUM FRAMEWORK (BCF), 2008

Introduction:

- India has a vast diversity in several dimensions.
- Education needs to evolve and transform in different ages to meet the challenges of the times.
- If it has diversified with the advent of new technology and to meet the contemporary needs of economy, it has extended its reach and coverage since the introduction of democracy.
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- The National Policy of 1968 marked a significant step in the history of education in post Independence India.
- It aimed to promote national progress, a sense of common citizenship and culture, and to strengthen national integration.
- It laid stress on the need for a radical reconstruction of the education system, to improve its quality at all stages, and gave much greater attention to science and technology, the cultivation of moral values and a closer relation between education and the life of the people.
- The constitutional promise of universalisation up to fourteen years, and the acceptance of a common structure of education throughout the Country with the introduction of the 10+2+3 system by most States.
- After nearly two decades of the 1968 policy, in January 1985 the Government of India



formulated for the country a New Education Policy. It was based on a comprehensive appraisal of earlier policy and a countrywide debate. But contrary to the promise of the 1986 policy, the old issues not only remained unresolved, but piled on further.

- Education in India stands at the crossroads today, Bihar being the most notorious case.
- The rural areas, which accommodate the largest share of population in Bihar, have poor infrastructure and social services.
- The growth of our population, which is very high in Bihar, needs to be brought down significantly over the coming decades.
- The largest single factor that could help achieve the objective of reducing population growth or improving its quality is the spread of literacy and education among women.
- All the states themselves have State Council of Education Research and Training (SCERT)
- Several states are following their own state curriculum framework made by SCERT.
- Bihar was the first state to come up with its own Bihar Curriculum Framework.



- Bihar Curriculum Framework 2008 was inspired by the NCF 2005.
- It mainly emphasizes on the education with the social conditions where children lives are important factor of development of an individual and the society.
- It basically talks that society can be developed when the majority of the member attend school level education.
- School has become value transformation hub.
- School could maximize the opportunity to transformation of knowledge in systematic and proper way.
- BCF 2008 also focuses on the democratic value of equality, justice and secularism, social value and so on.
- Bihari society have a vast variety of culture, caste and economic class and for the entire society to provide equal opportunity and equal participation by the guidelines



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- Bihari society have a vast variety of culture, caste and economic class and for the entire society to provide equal opportunity and equal participation by the guidelines Curriculums aims of education, the hierarchy of cast, economic status, cultural diversity, gender, geographical condition & various power group.
- So the curriculum is designed to address the challenges which are raised due to social context in the education both at the planning and implementation level.
- ✓ Literacy rate of Bihar is very less (61.80%) , Male literacy is 71.20% and Female literacy 51.50% as compare to the national level.
- Over population, poor condition of infrastructure, floods in north Bihar, extreme gender discrimination are the major concerns which need to be tackled with extra effort and attention.

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- In our national perception, education is essentially for all. This is fundamental to our all- round development, material and non-material, individual and social.
- Education has an acculturating as well as transformative role.
- It refines sensitivities and perceptions that contribute to social cohesion, a scientific temper and independence of mind and spirit - thus furthering the goals of justice, socialism, secularism and democracy enshrined in our Constitution.
- Education develops manpower for different levels of the economy.
- It is also the foundation on which research and development flourish, being the ultimate guarantee of national self-reliance.
- Education is a unique and most valuable investment in the present and the future of individuals and society at large.



1. Value and Ideals:

- ❖ Equality of status and opportunity
- ❖ Freedom of thought, expression, beliefs faith and worship: as a value in life.
- ❖ Autonomy of mind as independence of thinking, based on reason
- ❖ Autonomy of action freedom to choose, ability and freedom to decide and ability and freedom to act.
- ❖ Care and respect for others going beyond respecting their freedom and autonomy, concern about well-being and sensitivity to all members of society.
- ❖ Justice: Social, economical and political

2. Capabilities of individual human beings:

- (a) **Knowledge bases:** Sufficiently broad knowledge base encompassing all crucial areas of social-political life, and all basic ways of investigation and validation of knowledge.





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- (b) **Sensitivity to others:** Sensitivity to others well beings and feelings coupled with knowledge should form basic of rational commitment to values 'others' should include all life forms.
- (c) **Rational/ Critical attitude:** Critical rationality is the only way to autonomy of thought and action.
- (d) **Learning to learn:** The future needs of development of knowledge, reason sensitivity and skills cannot be determined in advance. Therefore, ability to learn as new needs arise in new situations is necessary to function autonomously in a democratic society.
- (e) **Aesthetic appreciation/creation:** Application of beauty and art forms is an integral part of human life.

