

Critical Knowledge and Pedagogical Possibilities

Optional Course (M.A. 4th Semester)

Credits: 04

This course introduces students to debates in critical education, a field largely untouched by mainstream educational studies. It weaves in perspectives from diverse locations within social science to expand the idea of pedagogy and process of knowledge formation. Pedagogy represents a complex matrix of socio-economic, cultural and political contexts, which gets translated into formal and informal conceptualizations of pedagogical forms as well as their content. This paper introduces students to critical perspectives in the sphere of education and prepares them to converse with the works of scholars/thinkers as vivid as Gandhi and Adorno. Following the critical tradition of scholarship it would introduce students to the idea of how pedagogy is experiential and also becomes a source of transformation, hence affecting the process of how experiences are generated. In other words, it would draw upon works of Freire, Illich, Gandhi, Marx and others to demonstrate the dialectics involved in the whole process.

1. The idea of learning and praxis: Processes of knowledge formation; theory, practice and pedagogy; understanding the notion of pedagogic practices and sources

Readings:

- ⇒ Adorno, Theodor (1997) *Prisms (Studies in Contemporary German Social Thought)*, pp.35-50
- ⇒ Althusser, Louis (2006) *Lenin and Philosophy and Other Essay*, Aakar Books: New Delhi, pp. 85-126
- ⇒ Apple, M.W. (2004) *Ideology and Curriculum*, New York: Routledge
- ⇒ Badheka, Gijubhai (2003) *Divaswapna*, National Book Trust: New Delhi
- ⇒ Bourdieu, Pierre and Passeron, Jean-Claude (1990) *Reproduction in Education, Society and Culture*, Sage Publications: London
- ⇒ Freire, Paulo (1996) *Pedagogy of the Oppressed*, Penguin Books: New Delhi
- ⇒ Gandhi, M.K. (1956) *Basic Education*, Navjivan: Ahmedabad
- ⇒ Gramsci, Antonio (2004) Selections from the Prison Notebooks, Orient Longman: Chennai, pp.5-23; 26-43
- ⇒ Illich, Ivan (1972) *The Deschooling Society*, Harper and Row, available at <http://reactor-core.org/deschooling.html>
- ⇒ Marx, Karl (1968) 'Ruling Class and Ruling Ideas' in *The German Ideology*, Progress Publishers: Moscow, available at <http://www.marxists.org/archive/marx/works/1845/german-ideology/ch01b.htm#b3>

2. Contextualising Processes of Teaching-Learning: Relationship between education and social structure; state, society and education; classroom as a limiting source of knowledge transaction

Readings:

- ⇒ Apple, Michael W. (January and March 2004) 'Creating Difference: Neo-liberalism, Neo-Conservatism and the Politics of Educational Reform', *Educational Policy*, Vol. 18, No.1, pp. 12-44
- ⇒ Kumar Krishna (1989) *The Social Character of Learning*, Sage: New Delhi
- ⇒ Kumar, Krishna (2005) *Political Agenda of Education: A Study of Colonialist and Nationalist Ideas*, Sage Publications: Delhi, pp.13-21
- ⇒ Kumar Ravi (2006) 'Educational Deprivation of the Marginalised: A Village Study of Mushar Community in Bihar' in Kumar, Ravi (ed.) *The Crisis of Elementary Education in India*, New Delhi: Sage Publications, pp. 301-342
- ⇒ McLaren, Peter (1999) *Schooling as a Ritual Performance: Toward a Political Economy of Educational Symbols and Gestures*, Rowman & Littlefield: Lanham, pp.xxix-lxxiii
- ⇒ Ottaway, A. K. C. (Feb., 1968) 'Durkheim on Education', *British Journal of Educational Studies*, Vol. 16, No. 1, pp. 5-16
- ⇒ Parsons, Talcott (1967) *Sociological Theory and Modern Society*, The Free Press: New York, pp.139-191
- ⇒ Pathak, Avijit (2002) *Social Implications of Schooling: Knowledge, Pedagogy and Consciousness*, Rainbow Publishers: Delhi, (Ch.1)

3. Transformations in educational processes: schools as factories; disciplining as a function of educational systems; intensification of militarization of schools; teachers as transformers; Political education and formal education

Readings:

- ⇒ Allman, Paula (2001) *Critical Education Against Global Capitalism: Karl Marx and Revolutionary Critical Education*, Bergin Garvey/Greenwood
- ⇒ Lewis, Tyson (2006) Utopia and Education in Critical Theory, *Policy Futures in Education*, Vol.4, No.1
- ⇒ MK Gandhi (1938) *Hind Swaraj*, Navajivan Publishing House: Ahmedabad
- ⇒ McLaren, Peter (2005) *Capitalists and Conquerors: A critical Pedagogy Against Empire*, Rowman and Littlefield: Lanham and Boulder, pp. 75-114
- ⇒ Rikowski, Glenn (2004) Marx and the Education of the Future, *Policy Futures in Education*, Vol.2. No.3&4

- ⇒ Saltman, Kenneth J. & Gabbard, David A. (eds.2003) *Education as Enforcement: The Militarisation and Corporatisation of Schools*, RoutledgeFalmer: London
- ⇒ Shukla, Sureshachandra (1983) *Indian Educational Thought and Experiments: A Review*, *Comparative Education*, Vol. 19, No. 1, pp. 59-71
- ⇒ Tagore, Rabindranath (1933) *My School*, (lecture delivered in America published in *Personality*, London: MacMillan)
- ⇒ Tolstoy, Leo (undated), *On the Significance of Science and Art*, available at <http://www.online-literature.com/tolstoy/2734/>

4. Education beyond the 'given': Experience as knowledge; from experience to canonization of knowledge; the idea of resistance in knowledge formation.

Readings:

- ⇒ Andrews, Paul (2010): Hope and the many discourses of education, *Cambridge Journal of Education*, Vol.40, No.4, pp.323-326
- ⇒ Freire, Paulo and Freire, Ana Maria Araújo (2006) *Pedagogy Of Hope: Reliving Pedagogy Of The Oppressed*, Continuum: London
- ⇒ Giroux, Henry (2007) *Democracy, Education and the Politics of Critical Pedagogy*, in McLaren, Peter and Kincheloe (eds) *Critical Pedagogy: Where are we Now*, Peter Lang: New York, pp.1-8
- ⇒ Horkheimer, Max (2002) *Critical Theory: Selected Essays*, Continuum: New York, pp.188-243
- ⇒ McLaren, Peter and Farhamandpur, Ramin (2005) *Teaching Against Global capitalism and the New Imperialism: A Critical Pedagogy*, Rowman and Littlefield: Lanham and Boulder, pp. 159-191
- ⇒ Webb, Darren (2010): Paulo Freire and 'the need for a kind of education in hope', *Cambridge Journal of Education*, Vol.40, No.4, pp.327-339
- ⇒ Weiner, Eric J (2007) *Critical Pedagogy and the Crisis of Imagination*, in McLaren, Peter and Kincheloe (eds) *Critical Pedagogy: Where are we Now*, Peter Lang: New York, pp.57-78
- ⇒ Wexler, Philip (1995) *After Postmodernism: A New Age Social Theory in Education*, in Smith, Richard and Wexler, Philip (eds.) *After Postmodernism: Education, Politics and Identity*, The Falmer Press: London, pp.41-62

Supplementary readings:

- ⇒ Abbott, Ann A. (Jul., 1981), 'Durkheim's Theory of Education: A Case for Mainstreaming', *Peabody Journal of Education*, Vol. 58, No. 4, (Issues and Trends in American Education), pp. 235-241
- ⇒ Apple, Michael W. (1991) The Politics of Curriculum and Teaching', *NASSP Bulletin*, 75; 39
- ⇒ Apple, Michael W. (October 1992) The Text and the Cultural Politics', *Educational Researcher*, pp. 4-11
- ⇒ Beauvoir, Simone De (1997) *The Second Sex*, Vintage: London (Chapter 1, 2 and 3)
- ⇒ Chanana, Karuna (2006) 'Educate Girls, Prepare them for Life?', in Kumar, Ravi (ed.) *The Crisis of Elementary Education in India*, New Delhi: Sage Publications, pp. 200-223
- ⇒ Cheddadi, Abdesselam (1994), 'Ibn Khaldun', *Prospects: the quarterly review of comparative education* (UNESCO: International Bureau of Education), Vol. XXIV, No.1/2, p.7-19
- ⇒ Durkheim, Emile (1956) *Education and Sociology*, (trans. Sherwood D. Fox), The Free Press: Glencoe, Ill.
- ⇒ Durkheim, Emile (1961) *Moral Education* (trans. Everett K. Wilson and Herman Schaurer), The Free Press: New York
- ⇒ Gamble, Andrew (2001), 'Neoliberalism', *Capital and Class*, Issue no.75, Autumn, pp.127-134
- ⇒ Gandhi, M.K. (1998) *Gandhi on Education*, National Council for Teacher Education: New Delhi
- ⇒ Hill, Dave (September 2006) 'Class, Neoliberal Global Capital, Education and Resistance', *Social Change*, 36(3), pp.47-76
- ⇒ Hill, Dave (2002) 'Global capital, neoliberalism, and the growth of educational inequality', *The School Field: International Journal of Theory and Research in Education*, 13(1/2), pp. 81-107
- ⇒ Kumar, Ravi (2009) 'Persistent Inequities, Obfuscating Explanations: Reinforcing the Lost Centrality of Class in Indian Educational Debates', in Kelsh, Deborah; Hill, Dave; and Macrine, Sheila (eds.) *Class in Education: Knowledge, Pedagogy, Subjectivity*, Routledge: New York and London
- ⇒ Marcuse, Herbert (1972) *One Dimensional Man*, London: Abacus
- ⇒ McLaren, Peter (March 1999) 'A Pedagogy of Possibility: Reflecting Upon Paulo Freire's Politics of Education', *Educational Researcher*, pp. 49-54
- ⇒ Nambissan, Geetha (1996) 'Equity in Education? Schooling of Dalit Children in India', *Economic and Political Weekly*, 31 (16 and 17), pp.1011-24
- ⇒ Phule, Mahatma Jyptirao (1877) *Memorial Addressed to the Hunter Commission*, available at <http://www.mahatmaphule.com>

- ⇒ Sadgopal, Anil (2005) *National Focus Group on Work and Education*, NCERT, Government of India: New Delhi
- ⇒ Wright Jr., Theodore P. (Spring - Summer, 1966) Muslim Education in India at the Crossroads: The Case of Aligarh , *Pacific Affairs*, Vol. 39, No. 1/2, pp. 50-63
- ⇒ Pandey, Anurag (2007) Communalism and Separatism in India: An Analysis, *Journal of Asian and African Studies*.No.42, pp.533-549
- ⇒ Government of India (1966) *Education and National Development: Report of the Education Commission 1964-66*, Ministry of Education, New Delhi: Government of India, pp.1-20; 97-129
- ⇒ NCERT (2005) *National Curricular Framework 2005*, available at <http://www.ncert.nic.in/sites/publications/schoolcurriculum/NCFR%202005/contents2.htm>
- ⇒ Government of India (2006) *Report on Social, Economic and Educational Status of the Muslim Community of India* (Sachar Committee), Prime Minister's High Level Committee, Government of India: New Delhi
- ⇒ Ghai, Anita (September 2006) 'Education in a Globalising Era: Implications for Disabled Girls', *Social Change*, 36(3), pp.161-176
- ⇒ Ochoa, Gilda Laura and Ochoa, Enrique C (January 2004) 'Education for Social Transformation: Chicana/o and Latin American studies and Community Struggles', *Latin American Perspectives*, Issue 134, Vol.31, No.1, pp.59-80
- ⇒ Parsons, Talcott (Fall 1959) 'The School System', *Harvard Educational Review*, No. 29
- ⇒ Said, Edward (2001) *Reflections on Exile and other Literary and Cultural Essays*, Penguin Books: New Delhi, pp.165-172
- ⇒ Sri Aurobindo (undated) *Sri Aurobindo on Education*, available at http://www.ncte-in.org/pub/aurobin/auro_0.htm
- ⇒ Turner, Bryan S. (Mar., 1993) Talcott Parsons, Universalism and the Educational Revolution: Democracy versus Professionalism, *The British Journal of Sociology*, Vol. 44, No. 1, pp. 1-24
- ⇒ UNDP, UNESCO, UNICEF and World Bank (1990) *World Declaration on Education for All and Framework for Action to Meet Basic Learning Needs* (The Jomtien Declaration).
- ⇒ Zetkin, Clara (undated) *Lenin on Women's Question*, International Publishers, available at <http://www.marxists.org/archive/zetkin/1920/lenin/zetkin1.htm>