CONCEPT NOTE

In spite of guidelines given in the 'State Curriculum Framework - 2010' and 'National Curriculum Framework - 2005', schools do not facilitate critical thinking in classrooms especially on the twin issues of caste and gender inequalities. Dominant non-critical, traditional thinking and the reproduction of such cultures through the education system in India is a subject of concern for many educationists. Despite vast research on the subject, especially focusing on emancipatory pedagogies that are positioned to counter the varied forces that reaffirms marginalization, little is known about other alternative pedagogies.

To begin with, this workshop aims to provide a platform for a rigorous analysis of elements of traditional pedagogy. The workshop is facilitated around fundamental questions such as - How do students think on caste and gender in relation to critical thinking. What are the processes that make invisible the twin questions of caste and gender within school settings? What are the roles of teachers in facilitating dialogue in classrooms on the question of gender and caste inequalities? What are elements of critical thinking within classrooms that are useful for students' intellectual, social and emotional growth? These and many more questions are envisaged to be dealt with at this workshop.

The content for training in this workshop is framed around Dalit pedagogy, locating the same around the lived and shared experiences around and within the category Dalit, while at the same time encapsulating the gender question. The training sessions are formulated in a manner that allows an in-depth engagement with both content and process of Dalit pedagogy.

The morning session will begin with sharing findings of a research conducted in 84 primary and secondary students studying in Zilla Parishad schools in Maharashtra. This is followed by an analysis of the concrete Indian condition in order to unravel the structure in which education, both primary and secondary is framed in India.

The afternoon session deals with the historical processes that have shaped primary education teaching and training in India, together with conceptualizing and naming the problems and prospects. The session ends with praxis training in the structural and processual aspects of Dalit pedagogy.