



**FIRST SEMESTER 2019-2020**

**Course Handout Part II**

01-08-2019

In addition to Part-I (General Handout for all courses appended to the time table), this portion gives further specific details regarding the course.

**Course No.** : HSS F243  
**Course Title** : Introduction to Critical Pedagogy  
**Instructor-in-Charge** : Santosh Mahapatra

**Scope and Objective of the Course:**

Rooted in Paulo Freire's views about pedagogy, critical pedagogy tries to establish that pedagogy, i. e, the process of teaching and learning, is influenced by ideology, politics and power. The proposed course aims to develop students' critical awareness about pedagogy and promote a democratic and liberatory view of pedagogy as opposed to pedagogy as a neutral concept. In this discussion-oriented theoretical course, the participants will be encouraged to deconstruct various aspects pedagogy like materials, methods, assessment, etc. in relation to social factors like culture, class, race, religion, gender, sexuality, ethics and morality.

While the course will comprise writings and theories of Paulo Freire, Michael Foucault, Antonio Gramsci, Michael Apple, Bell Hooks and Steven Pinker, the local Indian contexts will be extensively used for classroom discussions. Students' performance will be assessed through examinations and assignments, which will involve critical analysis of relevant local pedagogical issues in the light of critical theories. Digital tools and platforms will be extensively used during the course. Interest in the topics and ability to understand and analyze complex written texts may be considered prerequisites.

The main objectives of the course are to:

- develop students' critical understanding of pedagogy;
- help them analyze how ideology, power and politics shape curriculum, syllabus, teaching, learning, educational materials and assessments;
- enable them to develop a liberating sense of learning.

**Textbooks:**

1. Paulo Freire. *Pedagogy of the Oppressed*. (30th Anniversary Edition). 2014. Bloomsbury Publishing USA

**Reference books**

1. Suzana Andrade. *Tensions and Possibilities in Applying Freirean Critical Pedagogy Towards Fostering Critical Literacy in India's Education System*. 2008. Queen's University (Canada). Available online at: [https://qspace.library.queensu.ca/bitstream/1974/945/1/Andrade\\_Suzana\\_200712\\_MEd.pdf](https://qspace.library.queensu.ca/bitstream/1974/945/1/Andrade_Suzana_200712_MEd.pdf)
2. Michael W. Apple. *Ideology and Curriculum*. 2004. Routledge



3. Bell Hooks. *Teaching to Transgress*. 2014. Routledge
4. Michael Foucault. *Discipline and Punish: The Birth of the Prison*. 1991. Penguin UK
5. Steven Pinker. *The Blank Slate: The Modern Denial of Human Nature*. 2003. Penguin UK
6. Antonia Darder , Marta P. Baltodano & Rodolfo D. Torres (Editors). *The Critical Pedagogy Reader*. (2nd Edition). 2008. Routledge
7. Ivan Illich. *Deschooling Society*. New Ed. 2000. Consortium Book Sales & Dist

\* Apart from the above-mentioned books, we may use web sources.

#### Course Plan:

Lecture No.	Learning objectives	Topics to be covered	Chapter in the Text Book
1	Familiarize themselves with the course components, objectives and outcomes, and how performance will be assessed	What the course is about, main objectives of the course, assessment components, expected outcomes	-
2-7	Examine the definitions of CP	Critical pedagogy (CP): definitions, a historical overview, applications	<b>TB Ch1; RB6 pp.1-21</b>
8-10	Analyze how ideology works in an educational system	Ideology and education	<b>TB Ch1; RB2, pp.1-23</b>
11-15	Differentiate between oppressive and liberatory pedagogies, examine traits of democratic education	Oppressive vs. liberatory pedagogies Practice of freedom Democratic education	<b>TB, Ch.2 &amp; 3; RB7, pp.3-12</b>
16-18	Critique the concept of ‘hidden curriculum’	Hidden curriculum	<b>RB2, pp.77-97</b>
19-22	Explain power and politics in the classroom	Power and politics in the classroom	<b>RB2, pp.99-115</b>
23-34	Debate the roles of class, religion, gender, sexuality and disability in the classroom	Class, religion, gender, sexuality and disability in the classroom	<b>RB3, pp.177-190; RB6, pp.269-330; web sources</b>
35-37	Critique the concept of ‘examination’ and its impact on stakeholders	Examination and impact	<b>RB2, pp.184-194</b>
38-39	Evaluate the concept of ‘mind as a blank slate’	Mind as blank slate	<b>RB5, pp.1-13</b>
40-42	Explain humanistic teaching and how it leads to awakening of critical consciousness	Awakening critical consciousness Humanistic teaching	<b>TB, Ch. 3 &amp; 4; RB3, pp. 1-12</b>

\* TB: Textbook, RB: Reference book



**Evaluation Scheme:**

Component	Duration	Weightage (%)	Date & Time	Nature of Component
Mid-semester Examination	90 minutes	30	3/10, 1.30 -- 3.00 PM	Open Book (only class notes)
Assignment/s	-	30	TBA	Collaborative video project/focus group discussion
Comprehensive Examination	3 hours	40	10/12 FN	Closed Book (only class notes)

**Chamber Consultation Hour:** The slot will be decided in the first class.

**Notices:** All the notices will be shared on the CMS.

**Make-up Policy:** Makeup will be granted in genuine cases.

**Academic Honesty and Integrity Policy:**

Academic honesty and integrity are to be maintained by all the students throughout the semester and no type of academic dishonesty is acceptable.

**Santosh Mahapatra**  
**INSTRUCTOR-IN-CHARGE**

