Engaging with ‘Caste’: Curriculum, Pedagogy and Reception

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Abstract

Caste has been a persisting form of stratification that continues to evade equality and social justice in Indian society. Among the routes to tackle the menace of caste has been the education system. In this regard, the National Curriculum Framework 2005 came with a resolute to engage the students with different issues, including that of caste with a critical and empathic eye. This paper locates the challenges to this curriculum by focusing on the pedagogy and reception of the curriculum. In doing so, it argues that the challenges emanate from the social identities and lived realities of the students and the teachers.

Keywords: Caste; Education; Caste and Education; Caste-based Discrimination in Schools; National Curriculum Framework 2005; Caste in Modern India

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