

Betrayal and Solidarity:

**(De)centring Ethnographic Images
of the "Literate-Self-in-Illiterate-
Others"**

1. What are possible theoretical and methodological complexities in conceptualising and practicing ethnography as a transformative approach?
2. How can ethnography be used to probe issues of power and representation?
3. What type of issues related to voice, visibility and agency are involved in transformative ethnographic approaches?
4. How is the learning trajectory of the researcher affected by ethnography as a transformative approach to educational research?

Reflexive ethnography

- 'declarative mode'
- maintains that the ethnographer is not separate from the object of investigation
- it questions its own authority

Deconstructive ethnography

- 'interrogative mode'
- the identity of the reader with a unified subject of enunciation is discouraged
- it forfeits its authority

(Visweswaran 1994 cited in Zou & Trueba 2002: 121)



BIHAR 2001



Research Methods

- Participation observation
- Participatory Rural Appraisal
- Semi structured interviews
- Focus group discussions
- Photography

(Re)presenting Voices

Nathu

- Dalit
- Bonded labourer
- 'Illiterate'
- Father
- Dowry payer

Key Issues/Challenges

- Dialogue
- Representational power
- Responsibility & accountability

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