

Master of Education (M.Ed.)

**Title of the Course: P 11.6 : Marginalization, Schooling, and Education
(Semester: I & III)**

Credits: 4

MM: 100 (External: 70 Internal: 30)

Contact Week 15

Introduction of the Course

Given the increase in India's demographic diversity, especially in educational institutions, it is critical for an Education Programme to include an understanding of diversity and marginalization within the classroom and recognize the need to develop sensitivity towards this aspect. However, classrooms today are ill equipped to handle this need. Classroom teaching and practice operate with an assumption of homogeneity. The teacher maintains what she considers the 'norm'. Students are encouraged to be part of the 'mainstream'. Any deviance from the norm is disregarded and even scoffed at. Many children thus have a traumatic relationship with schooling. Schools construct their learning environments without recognizing the complexities of the lives of children, the socio-cultural backgrounds from which they come and very often negate their ways of knowing, leading thereby to their marginalization. This course, thus, aims at highlighting the need to understand diversity and develop an understanding/ sensitivity and appreciation of difference. There is an attempt to view schooling and education from the perspective of marginalized groups. It will help in building an understanding which will equip them to work effectively with students from diverse backgrounds including cultural, religious minorities, linguistic and different socio-economic groups.

Learning Outcomes

After completion of the course student will be able to:

1. Define and analyse the concept of diversity and marginalization in the context of education and schooling.
2. Understand the need to appreciate and respond to differences and its implications for children.

Number of Units (6)

(Weeks 15 = 60 hours)

Unit 1: Understanding Exclusion and Marginality (3 weeks = 12 hours)

- Social, cultural, political, and economic dynamics of Exclusion
- Language and Marginalization: Education and language, politics and language

Unit 2: The Learner's Profile

(3 weeks = 12 hours)

- Recognition of Diversity



Head/Dean

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- Appreciation of difference and differing perspectives
- Examining the differences based on social, cultural, political, and economic factors.

Unit 3: Culture of Schools and Classrooms (3 weeks = 12 hours)

- Assumptions about students' backgrounds
- Differential participation and achievement in schools
Theories regarding the “marginalized” groups participation and achievement in schools: Deficit model and its critique, discontinuities/mismatch and its limitations, multilevel comparisons of different groups.

Unit 4: Understanding Diversity in the School (3 weeks = 12 hours)

- Discounting Diversity, transition from home to school Possibilities of Exclusion.
- Construction of the ‘Other’ – Assumptions, Stereotypes, Prejudice, Humiliation
- Forms of discrimination and ‘de-valuation’
- Schooling and its meaning for the ‘Other’
- Resistance and Counter School Culture

Unit 5: The Silenced Dialogue: Power and Pedagogy (2 weeks = 8 hours)

- Classroom Processes and School Texts
- Schooling and the Hidden Curriculum

Unit 6: Towards a Culturally Responsive Pedagogy - Addressing diversity in schools. (1 week = 4 hours)

- Multicultural Issues in Education – Shaping curriculum for Diversity
- Communicating across cultures
- The language Issue – Lost in translations
- Need for Segregated schooling – Inevitable or avoidable

Practicum/ Suggested Projects / Assignments (Any Two)

1. Internship in a diverse school setting – linguistic/religious/caste/rural
2. Seminars - Designed to explore and reflect upon issues that arise during their internship.
3. Critical analysis of Marginalized Literature
4. Case Study Project
5. Narratives and Personal/Family histories

Note: On the basis of the above, the teacher may design his/her own relevant projects/ assignments.

Essential/ Recommended Readings

- Ambedkar, B. R. Annihilation of Caste: An Undelivered speech. New Delhi. 1936

- Christine Sleeter, Shashi Bhushan Upadhyay, Arvind K. Mishra & Sanjay Kumar (Edited). School Education, Pluralism and Marginality. Comparative Perspectives. Orient BlackSwan, 2012
- Geetha B. Nambissan. Equity in Education? Schooling of Dalit Children in India. EPW, April 20-27, 1996
- Geetha B. Nambissan. Exclusion and Discrimination in Schools: Experiences of Dalit Children. Working Paper Series, Vol.1 No.1. Indian Institute of Dalit Studies and UNICEF, 2009
- Herbert Kohl. I Won't Learn from You. The New Press, New York. 1994
- James A. Banks and Cherry A. McGee Banks (Edited): Multicultural Education. Issues and Perspective. John Wiley & Sons, NJ, 2010.
- Jonathan Kozol. Savage Inequalities. Harper Perennial, 1992
- Kancha Iliah. Why I am Not a Hindu, Samya, 2003
- Kaushalya Baisantri. Dohra Abhishap. Premeshwari Prakashan. 1999
- Lisa Delpit. Other People's Children
- Lisa Delpit. "Multiplication is for White People". Raising Expectations For Other People's Children. The New Press, New York, 2012
- Meenakshi Thapan(Ed.). Ethnographies of Schooling in Contemporary India. Sage, New Delhi, 2014
- Paul Willis. Learning to Labour. How working class kids get working class jobs., 1997
- Phule, Mahatma Jyotirao. Kisan ka kora (hindi translation by Prof Ved Kumar Vedalankar, Mahatma Jyotirao Sadhane Prakashan Samiti, Mumbai) 1996
- Phule, Mahatma Jyotirao. Ghulamgiri; hindi translation by Prof Ved Kumar Vedalankar, Mahatma Jyotirao Prakashan Samiti, Mumbai, 1996
- Ritu Bala. Rashtriya Pathyacharyao me Pariksha ka Vimarsh, Paripekshya. 2017
- Ritu Bala. Schooli Pathyapustak me Dalit-vanchit Varg ki Chhavi, vol.1, Paripekshya. 2004
- Shobha Sinha. Different Tales. Contemporary Education Dialogue. 2010
- Sylvia Ashton Warner. Teacher, 1963

Additional Readings

- Amartya Sen. Social Exclusion: Concept, Application, and Scrutiny. Social Development Papers No. 1, Asian Development Bank, June 2000
- Gopal Guru (Ed.). Humiliation. Claims and Context. OUP, 2009
- Gurpreet Mahajan (Ed.). Accommodating Diversity. Ideas and Institutional Practices. OUP, 2011
- Homi K. Bhabha. The Location of Culture. Routledge, 1994
- Naila Kabeer. Social Exclusion and the MDGs: The Challenge of 'Durable Inequalities' in the Asian Context, March 2006.)
- Ritu Bala and Raghavendra Prapanna. Shiksha ke Naam Par. Yash Publications. 2014

Teaching Learning Process

The course will be taught through interactive pedagogic methods such as classroom discussion, debates, film discussions, critical media analysis, collaborative learning tasks which enhance reading comprehension of core writings in the area and innovative projects. Reflective expression and learning will be encouraged.

Assessment Method

The assessment will be formative in nature and will factor in student participation. Individual and group tasks and assignments will be given. Summative evaluation will be done through end-semester examination.

Key words: Marginalisation, Schooling, Disadvantaged, Deprived, Language, Disparity



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