

## Master of Education (M.Ed.)

**Title of the Course: S.Ee.3(n) : Dalit and Tribal studies in Education  
(Semester: I, II, III & IV)**

**Credits: 4**

**MM: 100 (External: 70 Internal: 30)**

**Contact Week 30**

### Introduction of the Course

This course intends to provide a comprehensive understanding of historical sociological and educational context, experiences and perspectives of dalit and tribal communities in india. It tries to explore the intersection of caste, education and social justice focusing on challenges and aspirations of dalit and tribal students, educators and communities within the educational processes.

### Learning Outcomes

After completion of the course student will be able to:

1. Understand the historical and socio-cultural context of Dalit and Tribal education in India.
2. Analyse the role of education in perpetuating or challenging disparities of Dalit and Tribal students
3. Examine the processes of Dalit and Tribal hegemony and resistance through education
4. Explore theoretical frameworks and methodologies for researching Dalit and Tribal experiences in education
5. Examine the educational policies and practices affecting Dalit and Tribal students
6. Analyse the challenges faced by Dalit and Tribal students in accessing and achieving education
7. Explore strategies for promoting just and equitable opportunities of success in educational institutions
8. Critically evaluate existing research and literature on Dalit and Tribal education.

**Number of Units (5)**

**Weeks 15 = 60 hours**

### Unit 1: Dalit and Tribal Critique of Knowledge (3 weeks = 12 hours)

- Dalit and Tribal epistemologies and knowledge system - Buddha, Kabir, Phule
- Memorandum to Hunter Commission
- Dalit and Tribal critique of Hindi literature and writing of history,

### Unit 2: Dalit and Tribal Movements in the Context of Education (3 weeks = 12 hours)

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- Dalit and Tribal struggles for education
- Constitutional debates rights and affirmative actions
- Jyotiba Phule, Savitribai Phule, Iyothee Thass
- Dalit movements and activism
- Dalit and Tribal Feminism- class caste and religion

**Unit 3: Dalit and Tribal Perspectives on Education (3 weeks = 12 hours)**

- Voices from the margins- Dalit and Tribal narratives on Education
- Autobiographical accounts and literature - dalits and tribals educational experiences
- Agency and Resistance: Dalit and Tribal Educational Activism
- Dalit and tribal identity and power assertion through writing
- The evolving aesthetic of Dalit and Tribal literature

**Unit 4: Philosophical foundations of Dalit and Tribal perspectives in India (3 weeks = 12 hours)**

- Pragmatist perspectives
- Materialistic perspectives
- Rationalist perspectives
- Socio-political perspectives

**Unit 5: Representation and Recognition of Dalits and Tribals in Education (3 weeks = 12 hours)**

- Educational status- social character of assessment, evaluation and examination
- Intersectionality
- Analysis of educational policies, curriculum and pedagogy from dalit and Tribal perspective
- Guidelines against caste based discrimination experienced by Dalit and Tribal children inside school and classroom- mid day meal, distribution of work etc
- Pedagogical approaches for promoting Dalit and Tribal perspective in education

**Practicum/ Suggested Projects / Assignments (Any Two)**

1. Critical analysis of Dalit and Tribal Literature
2. Treatment of Deprived classes in Print and Electronic media
3. Case Study Project
4. Narratives and Personal/Family histories
5. Constitutional Provisions and Law

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

**Essential/ Recommended Readings**

- Ambedkar, B. R. (1936). Annihilation of Caste: An Undelivered speech. New Delhi.
- Apple, Michael W. & Smith, Christian L. (ed.), (1991) The Politics of the Textbook, Routledge, New York.



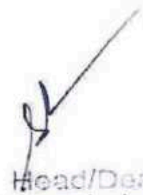
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- Baisantri, K. (1999). Dohra Abhishap. Premeshwari Prakashan.
- Bala, R. (2004). Schooli Pathyapustak me Dalit-vanchit Varg ki Chhavi, Paripeksya.
- Bala, R. & Sarohe, S. (2024, January 4). Why Savitribai Phule Matters for Women Struggling at Universities. Indian Express.
- Brueck, R Laura. (2019). "Narrating Dalit Womanhood and the Aesthetics of Autobiography". The Journal Commonwealth literature, Vol. 54(1) 25-37
- Chakravarti, Uma. (2012). "In Her own Write: Writing from a Dalit Feminist Standpoint." Indian International Journal Quarterly, vol. 35
- Giroux,H.(1981). Ideology,Culture and the Process of Schooling. Falmer Press, London.
- Gupta, R. (2012).Dalit Chetna, Navchetna Prakashan, Delhi
- Ilaiah, K. (1996).Why I Am Not a Hindu: A Sudra critique of hindutva philosophy, culture and political economy. Samya, Calcutta translated in hindi by Om Prakash Valmiki and published by Bhatkal and Sen).
- Illiich, I. (1989).Deschooling Society (available in hindi also as Paathshala bhang kardo - translation by Indu Prakash Kanungo,Madhya Pradesh Hindi Granth Akademi)
- Kamble, S. (2009) Naja goes to school- and doesn't. Poisoned bread: translations from modern marathi dalit literature. New delhi, black orient swan
- Kumar, K. (1992, 3rd edition in 2004).What is Worth Teaching,Orient Blackswan, Delhi
- Kumar, K. (1991) Political Agenda of Education Sage ,Delhi
- Kumar, S. (2008). "Dalit Women at the Intersections Voices from the Margins." The Indian Journal of Social Work. Vol.69. 159-177
- Matthews, J.C.(1985). Examinations:A Commentary. George Allen
- Munda, R. (2018). Adivasi astitva aur jharkhand asmita ke sawal. RUMBUL
- Narayan, B. (2006). "Women Heroes and Dalit Assertion in North Indian Culture, Identity and Politics." Cultural Subordination and The Dalit Challenge. Vol. 5.
- NPE (1986). National Policy on Education, MHRD, Delhi
- NEP. (2020). National Education Policy, MHRD, GOI, Delhi
- NCF, (2000). National Curriculum Framework for School Education, N.C.E.R.T. New Delhi
- NCF, (2023). National Curriculum Framework for School Education, N.C.E.R.T. New Delhi
- NCF (2005). National Curriculum Framework, N.C.E.R.T. New Delhi
- NCF (2005). Position Paper no. 3.1 by National Focus Group on Problems of Scheduled Caste and Scheduled Tribe Children, N.C.E.R.T. New Delhi
- NCF (2005). Position Paper no.3.2 by National Focus Group on Gender issues in Education, N.C.E.R.T. New Delhi
- Omvedt,G.(1971).Jotirao Phule and the ideology of social revolution in India',Economic and Political Weekly,6 (37):1969-78.
- Pawar, D. (2006). Achoot. Radhakrishna Prakshan.
- Pawar, U. (2008). The QWeave of My Life: A Dalit Woman's Memoir. Columbia University Press
- Phule, J., (1996).Kisan ka kora (hindi translation by Prof Ved Kumar Vedalankar,Mahatma Jyotirao Sadhane Prakashan Samiti,Mumbai)
- Phule, J., (1996).Ghulamgiri; hindi translation by Prof Ved Kumar Vedalankar,Mahatma Jyotirao Prakashan Samiti,Mumbai

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- Ramamurty Committee Report (1990). Towards enlightened and humane society, MHRD, Delhi
- Rawat S. R and K. Satyanarayan. 2016. Dalit Studies. Duke University Press. Durham & London
- Rege, S. (2014). Writing Caste/Writing Gender: Narrating Dalit Women's Testimonies.
- Tulsiram. (2016). Murdahiya. Rajkamla Prakashan
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- Virginius Xaxa. (2020). Handbook of Tribal Politics in India. Sage Publications.
- Valmiki, O. P. (1997). Joothan.

### **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 the end- semester examination.

**Key words:** Dalit, Tribals, Discrimination, Critical thinking, Caste, Gender.



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