

M Ed Two Year Programme

P.5.6 : Marginalization, Schooling, and Education

Maximum Marks: 100

Course Vision

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 background including cultural, religious minorities, linguistic and different socio-economic groups.

This Course can also include a practical component.

Objective: Upon completing the Course , students should be able to do the following:

- *Define and analyse the concept of diversity and marginalization in the context of education and schooling.*
- *Understand the need to appreciate and respond to difference and its implications for children.*
 - I. Understanding Exclusion and Marginality.
Social, cultural, political, and economic dynamics of Exclusion
Language and Marginalization: Education and language, politics and language
 - II. The Learner's Profile: Recognition of Diversity, appreciation of difference and differing perspectives, Examining the differences based on social, cultural, political, and economic factors.
 - III. Culture of Schools and Classrooms. 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.

- IV. Understanding Diversity in the School
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
 - V. The Silenced Dialogue : Power and Pedagogy
Classroom Processes and School Texts
Schooling and the Hidden Curriculum
 - VI. Towards a Culturally Responsive Pedagogy - Addressing diversity in schools.
Multicultural Issues in Education – Shaping curriculum for Diversity
Communicating across cultures.
The language Issue – Lost in translations
Need for Segregated schooling – Inevitable or avoidable
- Internship in a diverse school setting – linguistic/religious/caste/rural
 - Seminars - Designed to explore and reflect upon issues that arise during their internship.

Essential Readings:

- 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 Wont 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.
- John Ogbu
- Jonathan Kozol. Savage Inequalities. Harper Perennial, 1992
- Kancha Iliah. Why I am Not a Hindu, Samya, 2003
- Kaushalya Baisantri

- 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
- Sylvia Ashton Warner. Teacher, 1963

Suggested 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.