

DISCIPLINE SPECIFIC ELECTIVE COURSE – 7 (DSE-7): SCHOOLING, EDUCATION AND MARGINALIZATION

Credit distribution, Eligibility and Prerequisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ practice		
Schooling, Education and Marginalization (DSE 7)	4	3	1	0	Class XII th pass	NIL

Learning Objectives: The Learning Objectives of this course are as follows:

1. To understand the complex relationship between education and marginalization.
2. To understand the role of education in maintaining the status quo in the society and how marginalization occurs on the basis of caste, class, religion, gender, language and ethnicity.
3. To understand the critical interventions made in education for the marginalized sections of the society.

Learning outcomes: The Learning Outcomes of this course are as follows:

1. Develop an understanding of education in relationship with issues of class, caste, gender, religion and other social diversities.
2. Understand the facets of marginalization in the Indian context.
3. Study the rights and privileges enshrined in the Constitution with regard to various marginalized sections of society.

Total Hours: 45

Unit I: Understanding Marginalization

(10 hours)

- Understanding marginalization: Educational, social, cultural, economic dimensions
- State, Society and Marginalized groups
- The role of education in social transformation

Unit II: Marginalization and Schooling

(10 hours)

- Educational experiences of children coming from marginalized sections of the society
- Critical interventions made in education

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Unit III: The Constitution of India and Education

(12 hours)

- Equality in Indian constitution
- Provisions related to education and children with special reference to their contexts – Caste, class, gender, tribe, religion, language and PWD.
- Democratic education

Unit IV: Educational Policy and Marginalization (13 hours)

- RTE Act (2009): Achievements and Gaps in implementation
- NEP 2020: Opportunities and concerns for equity
- NGO and international interventions in education

Practicum/ Suggested Projects / Assignments (Any Two)

1. Interview five children of any one marginalized section to explore the challenges, issues and concerns with regard to their education.
2. Study the constitution and develop a report on the provisions available for different sections of the society.
3. Study some of the important interventions made for the emancipation of the most oppressed and marginalized communities

Essential/ Recommended Readings

- Ambedkar's Speech at Mahad, 1927
- Farooqi, F. (2014). Teaching 'Marginalisation' to the marginalised. *Learning Curve*, (23), 44-47.
<http://www.cscsarchive.org/dataarchive/otherfiles/TA001003/file>
- Ilaiah, K. (1990). Reservations: Experience as framework of debate. *Economic and Political Weekly*, 2307-2310.
- Jotirao Phule, 1881. Memorial Address to the Education Commission.
<https://www.roundtableindia.co.in/memorial-addressed-to-the-education-commission/#:~:text=Let%20there%20be%20schools%20for,financial%20as%20well%20as%20political.>
- Kumar, K. (1983). Educational experience of scheduled castes and tribes. *Economic and Political Weekly*, 1566-1572.
- Nambissan, G. B. (2000). Identity, exclusion and the education of tribal communities. *The Gender Gap in Basic Education: NGOs as Change Agents*, New Delhi: Sage Publications, 175-224.
- Nambissan, G. B. (2016). Low-Cost Private Schools for the Poor in India: Some Reflections. In *India infrastructure report 2012* (pp. 122-131). Routledge India.
- Pantić, N., & Florian, L. (2015). Developing teachers as agents of inclusion and social justice. *Education Inquiry*, 6(3), 273-11
- Saxena, S. (1998). Education of the Poor-A Pedagogy of Resistance. *Education, Development and Underdevelopment*, 265-98.

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- Talib, M. (1998). Educating the oppressed: Observations from a **school in a working-class settlement** in Delhi. *Education, Development, and Underdevelopment*.

Audio visual materials:

- *Salaam Bombay*. 1988. Directed by Mira Nair.
- *Masaan*. 2015. Directed by Neeraj Ghaywan.
- *Dor*. 2016. Directed by Nagesh Kukunoor.
- *Fandry*. 2013. Directed by Nagraj Manjule.
- *Gully Boy*. 2019. Directed by Zoya Akhtar.

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:

Marginalization, Equality, Constitution

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

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