

GENERIC ELECTIVE COURSE – GE (GE-2) EDUCATION IN MULTICULTURAL SOCIETY

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		
EDUCATION IN MULTICULTURAL SOCIETY GE -2	4	3	1	-		• No Pre-requisite

Learning Objectives

The Learning Objectives of this course are as follows:

- To understand multiculturalism and its relevance for educational settings.
- To identify and analyze the cultural diversity within educational contexts, including language, religion, socioeconomic status, and gender.
- To understand the theoretical foundations and historical development of multicultural education.
- To evaluate the impact of cultural biases and stereotypes on teaching and learning.
- To examine the challenges and possibilities of multicultural education in specific regional or national contexts.

Learning Outcomes

After completion of the course students will be able to:

- Demonstrate an understanding of the concept of multiculturalism, including its theoretical foundations, historical development, and relevance in contemporary educational contexts.
- Analyse with awareness and sensitivity different cultures and show an appreciation for cultural differences and inclusion of diverse individuals and communities in educational settings.
- Evaluate biases and stereotypes that could become barriers in educational settings.

- Examine equity and social justice issues and recognize the relationship between multicultural education and social justice, especially how educational practices can promote equity, inclusivity, and equal opportunities for learners from diverse backgrounds.

Unit 1: Understanding Multiculturalism and Education in India (12 hours)

- Cultural, language and ethnic diversities in India, Multiculturalism: Significance, historical background, theoretical approaches to multiculturalism
- Cultural identities and schooling experiences in India: Cultural awareness, Stereotypes and biases
- Constitutional provisions for promoting inclusive experiences in multicultural society

Unit 2: Multicultural Classroom (18 hours)

- Multicultural curriculum: Examining National Curriculum Frameworks
- Culturally responsive pedagogy and inclusive classrooms
- Integrating diverse perspectives and knowledge systems
- Diverse learners and needs of marginalized students
- Examinations, Assessments and Multiculturalism: Issues and Challenges

Unit 3: Multicultural Education and Social Justice (15 hours)

- Multicultural Education and Social Justice: Inter-relationships
- Equity and Power Imbalances in education: Concerns and Strategies
- State and Non state roles

Practicum

- Preparing case studies on diverse cultural experiences that they bring to school
- Analysis of policy documents on social justice and inferring multi-cultural connections
- Getting to know a student from a culturally different background and writing a report on universal experiences and diverse ways of realizing them.

Note: The above are suggestive in nature and the teacher may design his/her own assignments and projects as per the specific needs of the class group. The practicum can be done through both individual and group project work.


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Essential Readings

Banks, J. A., & McGee Banks, C. A. (2019). *Multicultural Education: Issues and Perspectives*. John Wiley & Sons

Gollnick, D. M., & Chinn, P. C. (2021). *Multicultural Education in a Pluralistic Society* (11th ed.). Hoboken, NJ: Pearson Education.

Stembridge, A. (2019). *Culturally Responsive Education in the Classroom: An Equity Framework for Pedagogy*. New York: Routledge.

Delpit, L., & Kilgour Dowdy, J. (Eds.). (2008). *The Skin That We Speak: Thoughts on Language and Culture in the Classroom*. New York, NY: New Press.

Ministry of Law and Justice (2015). *The Constitution of India* New Delhi: Legislative Department, Ministry of Law and Justice, Government of India

Mohanty, A. K. (2019). *The Multilingual Reality: Living with Languages*. Bristol, UK: Multilingual Matters.

Additional Resources

https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf

https://www.education.gov.in/sites/upload_files/mhrd/files/NCF-School-Education-Pre-Draft.pdf

https://www.ncert.nic.in/pdf/focus-group/cst_final.pdf

https://www.ncert.nic.in/pdf/focus-group/special_ed_final1.pdf

https://www.ncert.nic.in/pdf/focus-group/position_paper_on_sc_st.pdf

https://www.ncert.nic.in/pdf/focus-group/heritage_craft.pdf

Teaching Learning Process:

The Course is to be taught through lectures, discussions, project work, reading of original school testimonies and policies. Observation and critical analytical skills are to be developed and reflective practices inculcated in the teaching-learning of the course. Interactive pedagogic methods such as classroom discussion, debates, film analysis are to be used. Individual and collaborative projects are to be undertaken and meticulous reporting encouraged.

Assessment Method

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

Key words

Multiculturalism, Social Justice Cultural Responsive Education, School Experiences

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



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