

**School of Undergraduate Studies
Ambedkar University Delhi
Course Outline**

Time Slot- 11.15-1.15 pm (Monday & Wednesday)

Course Code:

Title: Multilingual Education in the Indian Context

Type of Course: Elective (MA Education & MA Education-ECCE)

Cohort for which it is compulsory: None

Cohort for which it is elective: MA Education & MA Education-ECCE

No of Credits: 4

Semester and Year Offered: 4th Semester (Winter Semester 2018)

Course Coordinator and Team: Shivani Nag

Email of course coordinator: shivani@aud.ac.n

Pre-requisites: -

Aim: The course aims to enable students to:

- i. Understand the relationship between language, culture and learning.
- ii. Understand the goals of multilingual education and the global context in which the demands for MLE programmes gained impetus and engage with some of the MLE models practiced in India.
- iii. Appreciate multilingualism in the educational context of India as reflected in number of languages children bring to the classroom and the number of languages each child knows and has the potential to know.
- iv. Engage with the possibilities enabled in a multilingual-multicultural classroom and reflect on whether multilingualism should be a goal restricted to few.

Brief description of modules/ Main modules:

Unit I: Significance of language and culture in education

- 1.1 Socio-cultural perspective on learning – concepts of mediation, tools, participation.
- 1.2 Languages as active cultural tools of mediation
- 1.3 Languages in school context

Unit II: What is Multilingual Education?

- 2.1 What is Multilingual Education?
- 2.2 The global context in which MLE models emerged
- 2.3 MLE and human rights

Unit III: Multilingual Education in India- Context, Policies & Initiatives

3.1 Multilingualism in India and its implications for education

3.2 Critically reviewing the 3-language formula and language related provisions in RTE

3.3 Examining a few of the key MLE models/initiatives in India- (Odisha, Andhra Pradesh, Assam, Chhattisgarh, Jharkhand and/or any other)

Unit IV: Can MLE be for all?

4.1 Critically examining the scope and implication of 'bridge/transition' models of MLE

4.2 Imagining multilingualism as a culturally sensitive pedagogic resource

4.3 Relation between language and power- why should MLE be for few?

Assessment Details with weights:

1. Group presentation 30% (Mid- February)
2. Review Paper 30% (Mid- March)
3. Reflective Journal 30% (the work to carry on throughout semester, submission at the end of semester)
4. Class participation 10% (throughout semester)

Core Readings

Unit I

Cole, M., & Scribner, S. (1978). Introduction. In M. Cole, V. John-Steiner, S. Scribner, & E. Souberman, *Lev Vygotsky- Mind and Society* (pp. 1-14). Cambridge: Harvard University Press.

Swain, M.; Kinnear, P. & Linda Steinman. (2012). Thaya- Writing across languages (Everyday and scientific concepts: Establishing connections). *Sociocultural Theory in Second Language- An introduction through narratives*. New Delhi: Oreint BlackSwan, pp.51-74.

Wells, Gordon (1999). *Dialogic Inquiry: Towards a sociocultural practice and theory of Education*. Cambridge: Cambridge University Press

Chapter 1- The complementary contributions of Halliday and Vygotsky to a "Language-based Theory of Learning" (Part I Establishing the Theoretical Framework). pp. 3-50

Chapter 3- Discourse and knowing in the classroom. pp. 98-134.

Chapter 4- Text, talk and inquiry: Schooling as semiotic apprenticeship, pp. 135-166

Unit II

Mohanty, A. K.; Panda, M.; & Skutnabb-Kangas, T. (2009). *Why Mother Tongue Based MLE?* New Delhi: National Multilingual Education Resource Consortium. pp.1-2.

Mohanty, A. K.; Panda, M.; Phillipson, R.; &SkutnabbKangas, T. (2009).*Multilingual Education for Social Justice*. New Delhi: Orient BlackSwan

Part I- Introduction (by A. K. Mohanty) pp. 3-20.

Chapter 3- MLE for global justice: Issues, approaches, opportunities (by ToveSkutnabb-Kangas), pp. 36-59.

Chapter 5- The tension between linguistic diversity and dominant English (Robert Phillipson), pp. 79-94.

Chapter 19- MLE concepts, goals, needs and expense: English for all or achieving justice (by ToveSkutnabb-Kangas, R. Phillipson, M. Panda and A.K. Mohanty) pp. 313-334

Sachedva, Rajesh (2009). Linguistic Diversity and MLE in India.*Swara, MLE Newsletter*, Vol 1 (1) , pp. 10.

Pattanayak, D. P. (2010).MLE through human rights.*Swara, MLE Newsletter*, Vol 1 (3) , pp. 6.

Skutnabb-Kangas, T.; & Phillipson, R. (n.d.). A Humn Rights perspective on language ecology. In Angela Creese, Peter Martin & Nancy Hornberger (Eds). *Encyclopedia of Language and Education*, Vol (9). New York: Springer, 3-14.

Unit III

Government of India (1959). Right to Free and Compulsory Education Act (2009). In *The Constitution of India* (p. [Clause 29 (2)]). Govt. of India.

Pattanayak, D. P. (2009). MLE and Language Policy in India. *Swara, MLE Newsletter*, Vol 1, pp. 9.

Banerji, Rukmini (2017). Language and learning: The challenges of primary education in India. In Hywel Coleman (Ed). *Multilingualisms and Development: Selected proceedings of the 11th language & development conference*. London: British Council, pp. 37-50.

Pattanayak, D. P. (Ed).(2007). *Multilingualism in India*.New Delhi: Orient Longman

Chapter 1- A demographic appraisal of multilingualism in India (by B.P. Mahapatra) pp. 1-14

Chapter 4- Multilingualism and school education in India: Special features, problems and prospects (by A.K. Srivastava) pp.37-53.

Mohanty, A. K.; Panda, M.; Phillipson, R.; &SkutnabbKangas, T. (2009).*Multilingual Education for Social Justice*. New Delhi: Orient BlackSwan

Chapter 15- Hundreds of home languages in the country and many in most classrooms-coping with diversity in primary education in India (by Dhir Jhingran), pp. 250-267

Chapter 17- Overcoming the language barrier for tribal children: MLE in Andhra Pradesh and Orissa, India (by A.K. Mohanty, M.K. Mishra, N.U. Reddy & G. Ramesh), pp. 278-294

Chapter 18- Language matters, so does culture: beyond the rhetoric of culture in multilingual education (M. Panda; & A.K. Mohanty), pp. 295-312.

John, S. V. (2017). Unleashing potential in multilingual classrooms: The case of Bastar in Chhattisgarh State, India. In Hywel Coleman (Ed). *Multilingualisms and Development: Selected proceedings of the 11th language & development conference*. London: British Council, pp. 181-188.

Unit IV

Coleman, Hywel (Ed) (2017). *Multilingualisms and Development: Selected proceedings of the 11th language & development conference*. London: British Council.

Chapter 6- Multilingual Education for all: Applying an integrated multilingual curriculum model to low income contexts (By Carol Benson), pp. 101-114.

Chapter 8- Theoretical assumptions regarding the mind-culture-language relationship underlying models of multilingual education in India and their impact on resulting practices (by Shivani Nag), pp. 133-150.

Agnihotri, R.; Gupta, A.S.; & Khanna, A.L. (Eds) (2017) *Trends in Language Teaching*. New Delhi: Orient BlackSwan

Chapter 3- Innovations in Research and Teaching in Multilingual Classrooms (By Mukul Saxena), pp. 31-45

Chapter 4- 'Speaking of food- apple... ice cream... posto... pesta... roti...' (by Rimli Bhattacharya), pp. 82-97

Panda, M. (2009). Editorial. *Swara I* (6-7), 1.

Panda, M. (2012). 'Bridging' and 'Exit' as metaphors of multilingual education: A constructionist analysis. *Psychological Studies*, 57 (2), 240-250.

Agnihotri, R. (1995). Multilingualism as a classroom resource. In K. Heugh, A. Siegruhn, & P. Pluddemann, *Multilingual Education for South Africa*. Johannesburg: Hienemann. (pp. 3-7).

Agnihotri, R. (2009). Multilinguality and a new world order. In A. K. Mohanty, M. Panda, R. Philipson, & T. Skutnabb-Kangas, *Multilingual Education for Social Justice: Globalising the local* (pp. 268-277). New Delhi: Orient Blackswan.

Garcia, Ofelia (2010). Misconstructions of multilingualism in education: Global Perspectives. *Swara, MLE Newsletter*, Vol. 1 (3), pp. 2-5.

Videos:

Multilingual Classroom by Ramakant Agnihotri- <https://www.youtube.com/watch?v=l74ULxuBM3E>

Speaking, Reading, Writing in a Multilingual Classroom –
<https://www.youtube.com/watch?v=iaPOW3ZYDIk&t=99s>

ADDITIONAL REFERENCES:

Luria, A. R. (1978). *Cognitive Development: Its cultural and social foundations*. Cambridge: Harvard University Press.

Roy D' Andrade (1990). Some propositions about the relations between culture and human cognition. In Michael Cole, *Cultural Psychology- A once and future discipline* (pp.65-129). Cambridge: Cambridge University Press

Srivastava, R. N.; & Gupta, R. S. (2007). Literacy in a multilingual context. In D. P. Pattanayak (Ed) *Multilingualism in India*. New Delhi: Orient Longman, pp.67-78

Panda, M. (2007). Saora culture, as-if discourse and mathematics learning. In G. Zheng, K. Leung, & J. Adair, *Perspectives and Progress in Contemporary Cross-Cultural Psychology* (pp. 359-369). Beijing : China Light Industry Press.

Ballenger, Cynthia (1999). *Teaching Other People's Children: Literacy and learning in bilingual classrooms*. New York: Teachers College Press

Narendra (2015, November 1). Dispatches from Bastar: Three dispatches from the tribal area of Abijhmad, Bastar, India. Retrieved from <http://dark-mountain.net/blog/dispatches-from-bastar-three-dispatches-from-the-tribal-area-of-abujhmad-bastar-india/> (3 pages)

Premchand (1938). *Idgaah*. Retrieved from http://premchand.kahaani.org/2006/03/blog-post_114186257841658058.html (Hindi) & Retrieved from https://archive.org/stream/Idgah-English-Premchand/idgah_djvu.txt (English translation by Kushwant Singh)

Mohanty, A. K. (2010). Languages inequality and marginalization: Implications of the double divide in Indian multilingualism. *International Journal of the Sociology of Language*, 2010 (205), 131-154.

Skutnabb-Kangas, T. (1988). Multilingualism and the education of the minority children. In T. Skutnabb-Kangas, & J. Cummins, *Minority Education: From shame to struggle* (pp. 9-44). Clevedon: Multilingual Matters.

Skutnabb-Kangas, T. (1999). Linguistic diversity, human rights and the free market. In K. Miklos, R. Philipson, T. Skutnabb-Kangas, & T. Varady, *Language: A Right and a Resource- Approaching linguistic human rights* (pp. 187-222). Budapest: Central European University.

Sarangpani, Padma (2003). Indigenising Curriculum. (Retrieved from <http://schoolingtheworld.org/resources/essays/indigenising-curriculum/>)

National Council of Educational Research and Training (NCERT). (2005). *Position Paper on Teaching of Indian Languages. National Curriculum Framework*. New Delhi: NCERT.

Dange, V. (2010). News from MLE, Chhattisgarh. *Swaral* (3), 7.

Manoharan, P., & Nag, S. (2009). *Andhra Pradesh: MLE Status Report*. Retrieved from www.nmrc-jnu.org: www.nmrc-jnu.org/nmrc_img/Andhra%20Pradesh-%20MLE%20status%20report.pdf

Nag, S., & Manoharan, P. (2009). *Orissa MLE: Status Report*. Retrieved from www.nmrc-jnu.org: www.nmrc-jnu.org/nmrc_img/Orissa-%20MLE%20status%20report.pdf

MTB MLE Program for the Adivasis of Assam (retrieved from <http://www.pajhra.org/promotion-of-langauge-and-education/>)