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


   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


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 Tove Skutnabb-Kangas, R. Phillipson, M. Panda and A.K. Mohanty) pp. 313-334


**Unit III**


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.


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


Unit IV


Chapter 6- Multilingual Education for all: Applying an integrated multilingual curriculum modell 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.


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


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:


