

Course Title	School and Society		
Programme Title	B.Sc.-B.Ed. and B.A./B.Sc.		
Specialisation	Also, part of the Education Minor/ Education IS		
Mode	M1	Level	2
Course ID		Credits	3
Course Type	Core for B.Sc.- B.Ed./Education IS students	Semester	3
Version	1.1	Academic Year	2021-22
Course Development Team	Amar Singh, Reva Yunus Minor Revisions by Vijitha Rajan, course instructor		
Pre-Requisites	<ul style="list-style-type: none"> • Understanding India – What is India • Understanding India – Who is an Indian 		

Rationale

Both Education Minor and B.Sc.-B.Ed. students will be taking the ‘School and Society’ course as part of the set of (slightly varying) core perspectives in education, the other components being philosophy, psychology, and language. This course is essentially conceptualised as a sociology of education course and offers a systematic engagement with realities of educational and social difference, marginalisation, and domination. Educational realities in India are diverse, complex, and as everywhere else, intimately linked with social realities. Today, disparities in terms of both educational opportunities and outcomes are unacceptably high despite the tremendous expansion we have witnessed in recent decades. This is significant when nations across the globe are experiencing both increasing socioeconomic inequalities and shrinking social spending. However, this is also a time when increasingly larger number of social groups are staking claim to educational participation and decision-making; this is evident in various kinds of mobilisation and agitation around educational issues, for example, school girls calling out gender-based discrimination in policy, pro-/anti-reservation protests as, contestation in the arena of school curriculum and student mobilisations in private medical colleges. Inevitably, these phenomena and realities shape and derive from (among other things) what happens in schools and classrooms; social and institutional realities simultaneously enable certain texts, practices and social relations in classrooms while closing off or silencing certain others. It is important for students of education to engage with these processes of social production and reproduction in and through education. Thus, sociological thinking is crucial to establishing education as something

deeply political – not a social or individual issue – and it is this ability to think sociologically about education that students are expected to develop through the ‘School and Society’ course.

Introduction

Given the sheer range of theoretical perspectives in the field of sociology of education (SOE) – despite its shorter history in India – it has only been possible to incorporate a limited number of perspectives in the course. The course makes available analytical approaches in varied theoretical traditions so that students can appreciate the political and analytical significance of interrogating educational policy and practice in diverse ways. The field of SOE is also marked by discontinuities and fragmentations as well as astonishing diversity of national and cultural concerns. However, the course draws upon research and analyses emerging from multiple national contexts and makes available a range of empirical work so that students can think through various aspects of the education question in concrete contexts. Care has also been taken to cover all aspects of education – from policy and social relations to curriculum and pedagogy – while discussing multiple power structures (gender/sexuality, class, caste, religion, ethnicity, and race).

Unit-wise organisation of the course

Unit One (2 weeks) introduces students to the beginnings of mass formal education in the industrialised west in the 19th century as well as its introduction in India under British rule. It also takes a look at the history of social and cultural exclusion and marginalisation in education. Additional readings in the unit offer a glimpse of pre-colonial education as well as the education of the working child in colonial India.

Unit Two (3 weeks) engages with patriarchy, gender relations and sexuality in the context of education. It also offers insights into how women’s experiences of education are complicated by their class, race, or ethnic locations. The unit begins with a look at the historically significant moments in women’s education in India as well as contemporary challenges. It proceeds to grapple with questions of curriculum, knowledge, and power through feminist analyses of the significance of women’s perspectives and how multiple structures of power (gender, race, ethnicity, regional-linguistic locations/hierarchies) work in tandem to silence these perspectives and knowledges. The unit also looks at women’s efforts to challenge and subvert such epistemological and social-cultural marginalisation in/through education. Lastly, the unit looks at classroom experiences of girls while also exploring issues of sexuality.

Unit Three (4 weeks) interrogates education through the lens of caste, which has been a central factor in access to and experience of education since pre-colonial times in India. Readings will introduce students to how division of labour was closely linked to

hierarchies of knowledge and attempts of anti-caste reformers and groups to articulate and challenge caste-based discrimination in/through education in colonial and post-independence India. The unit also engages with Black and Dalit perspectives on educational practice and decision-making and shows how such an engagement with non-dominant can fundamentally open up pedagogic and curricular possibilities. The last part of the unit offers analyses of Adivasi students' experiences of cultural marginalisation and devaluation in education and the im/possibilities of building on educational opportunity in contemporary India. Optional readings in the unit make available autobiographical accounts by Dalit writers as well as further interrogation of educational decision-making from Adivasi perspectives.

Unit Four (4 weeks) will enable students to appreciate the historical role of schooling in maintaining social orders based on class; it also takes a brief look at to look at current narratives of social mobility (or lack thereof). The unit offers intersectional perspectives and encourages students to understand the relationship between social class hierarchies and the institution of education understood through analyses of classroom experiences, family school relationships and the intersection of gender and class structures. The unit also looks at the predicament of working-class children who succeed in education and have to negotiate the demands of two different class cultures given the middle-class nature of educational processes. It also introduces students to contemporary realities of gendered and classed labour and the labouring child's experience of education; secondly, it offers an engagement with these labouring children's understanding of their opportunities and abilities as a result of their participation in a stratified school system which refuses to even acknowledge their realities. Lastly, there is a brief discussion of the neoliberal moment in education, the meaning of neoliberalism and its implications for educational policy and practice.

The last unit, Unit Five (2 weeks) captures a very important aspect of education in colonial countries – the imperative of nation-building that shape educational systems, as well as right-wing nationalist agendas that seek to use educate (among other things) to establish an “other” and this other's marginalisation. To this end, the unit looks at early education policies and the social inequalities, egalitarian impulses and contradictions built into it as well as the gendered imagination of the citizen. Moving to recent times, the unit offers a brief engagement with right-wing educational organisation and the efforts of minority students to (re)make sense of their locations, identities experiences and opportunities as students and citizens.

Learning Objectives

Very broadly speaking, developing an ability to think sociologically about the question of education. Specifically,

- a. Recognition of historical conditions and structures that have shaped contemporary educational realities: for example, imperatives of nation-building, capitalism, or Brahmanical patriarchy.
- b. Appreciation of social relations, pedagogic relations, and classroom texts and practices; leading to both maintenance and/or contestation of structures and processes in wider society.
- c. Beginning to understand how micro- and macro-processes are linked with each other, and the complexity of educational issues.
- d. Appreciate the context-specific nature of educational questions while also engaging with some educational concerns common to diverse national & cultural contexts: for example, shrinking state spending in education, the role of education in marginalisation, domination, and exclusion.

Syllabus & Readings

An introduction to histories of modern schooling (2 weeks)

Week 1

Essential

1. Brint, Steven (1998). Schooling in the Industrialized World. In, *Schools and Societies*. Pine Forge Press: California.
2. Kumar, Krishna (2012). Colonial Citizen as an Educational Ideal. In, *Politics of Education in Colonial India*. Routledge: New Delhi.

Additional

1. Radhakrishnan, P. (1990) Indigenous Education in pre-British India. *Contributions to Indian Sociology*. 24(1), pp. 1-27.
2. Minute recorded in the General Department by Thomas Babington Macaulay, law member of the governor-general's council, dated 2 February 1835. In Zastoupil, L and Moir, M. (1999) *The Great Indian Education Debate: Documents relating to the Orientalist-Anglicist Controversy 1791-1843*. Surrey: Curzon Press.

Week 2

Essential

1. Bara, Joseph (2010). Schooling 'truant' tribes: British colonial Compulsions and educational evolution in Chhotanagpur, 1870-1930. *Studies in History*, 26(2) 143-173.
2. Chakravarti, Uma (1998). Men Women and the Embattled Family. In *Rewriting*

History, the Life and Times of Pandita Ramabai. New Delhi: Kali for Women. Pp. 200-245.

Additional

1. Balagopalan, S. (2002). Constructing indigenous childhoods: colonialism, vocational education and the working child. *Sage Family Studies Abstracts*. 24, 415-500.
2. Amin (1995). The Orthodox Discourse and The emergence of the Muslim bhadromohila in early 20th century Bengal. In Zachariah, Kuruvila, and Rajat Kanta Ray (Eds.) *Mind, Body, and Society: Life and Mentality in Colonial Bengal*. Oxford University Press, USA, 1995.
3. Forbes, Geraldine, & Geraldine Hancock Forbes (1998). Education for Women. In *Women in modern India*. Cambridge University Press.

Gender and education (4 weeks)

Week 3

Essential

1. Manjrekar, N., 2003. Contemporary Challenges to Women's Education: Towards an Elusive Goal? *Economic and Political Weekly*, pp.4577-4582.
2. Pappu, Rekha (2002). Within the Edifice of Development: Education of Women in India. *IDS Bulletin*. 34(4). Pp. 27-33.

Additional

1. Liddle, J. & Joshi, R. (1989). Women & Caste. In Johana, Liddle and Roma, Joshi, *Daughters Of Independence* (Eds). *Rutgers University Press* (pp. 55-64)
2. Weiler, Kathleen. (1988). Feminist Analyses of Gender and Schooling. In, *Women Teaching for Change: Gender, Class and Power*. New York: Bergin Garvey.

Week 4

Essential

- Ghose, Malini (2002). Literacy, Power and Feminism. *Economic and Political Weekly*, April 27, 2002, 1615-1620.
- Collins, P. H. (2002). Knowledge, Consciousness, and the politics of Empowerment. In *Black feminist thought: Knowledge, consciousness, and the politics of empowerment*. Routledge.

Additional

1. Manjrekar, Nandini (2011). Ideals of Hindu girlhood: Reading Vidya Bharati's Balika Shikshan. *Childhood*, 18(3) 350-366.
2. Bhog, Dipta (2002). Gender and Curriculum. *Economic and Political Weekly*, 37 (17), pp. 1638-1642.

Week 5

Essential

1. Mirza, H. S., 1992. Life in the Classroom. *Young, female, and black*. London: Routledge.
2. Nevatia, S., Raj, Mahajan, S., Shah, C., & Lesbians and Bisexuals in Action (LABIA). (2012). Bound by norms and out of bounds: Experiences of PAGFB (persons assigned gender female at birth) within the formal education system: Lesbians and Bisexuals in Action (LABIA). *Contemporary Education Dialogue*, 9(2), 173-196.

Additional

1. Khan, Farida(2005) Other Communities, Other Histories: A study of Muslim Women's Education in Kashmir. In Zoya Hasan & Ritu Menon (Eds.) In a minority: Essays on Muslim Women in India. New Delhi: *Oxford University Press*.
2. Connell, R. W. (1989). Cool guys, swots, and wimps: The interplay of masculinity and education. *Oxford review of education*, 15(3), 291-203.

Week 6

Essential

1. Balagopalan, S., 2014. Memories of Tomorrow. Inhabiting 'childhood': children, labour and schooling in postcolonial India 2014. London: Palgrave Macmillan.
2. Pappu, Rekha., & Vasanta, D. (2010). Educational quality and social inequality: Reflecting on the link. *Contemporary Education Dialogue*, 7(1), 94-117.

Additional

1. Connell, R. W. Ashenden, S. Kessler, and Dowsett G.W. 1982. Schools and the organisation of social life. In *Making the difference: Schools, families, and social division*. Sydney: Allen & Unwin.
2. Manjrekar, Nandini (2007). Ideal child in the ideal nation: Gender, class, and work in a school lesson. *EMIGRA working papers*, (62), 0001-11.

Caste, tribe, and education (4 weeks)

Week 7

Essential

1. Venkatesh, Karthik(2016).Education For Liberation: Exploring Mahatma Phule's Work In Education. *Contemporary Education Dialogue*, 13(1), 121-144.
2. Balagopalan, Sarada and Subrahmanian, Ramya (2003). Dalit and Adivasi Children in Schools: Some Preliminary Research Themes and Findings. *IDS Bulletin*, 34 (1).

Additional

1. Nambissan, Geetha B. (1996). Equity in education? Schooling of Dalit children in India. *Economic and Political Weekly*, 1011-1024.
2. Krishna, Murali (2012). Pedagogic practice and violence against Dalits in schooling.

In Sleeter, Christine, Shashi Bhushan Upadhyay, Arvind K. Mishra, and Sanjay

Week 8

Essential

1. Chakravarti, Uma (2009). Understanding Caste. In *Gendering caste through a feminist lens*. Calcutta, Street.
2. Rege, Sharmila (2010). Education as *Trutiya Ratna*: Towards Phule-Ambedkarite Feminist Pedagogical Practice. *Economic and Political Weekly*, 45(44-45).

Additional

1. Henry, A. (1996). Five Black Women Teachers Critique Child-Centred Pedagogy: Possibilities and Limitations of Oppositional Standpoints. *Curriculum Inquiry*, 26(4), pp. 363-384.
2. Delpit, L. D. (1992). Acquisition of literate discourse: Bowing before the master? *Theory into practice*, 31(4), 296-302.
3. Ladson-Billings, G. (1995). But that's just good teaching! The case for culturally relevant pedagogy. *Theory into practice*, 34(3), 159-165.

Week 9

Essential

1. Delpit, L. (1988). The silenced dialogue: Power and pedagogy in educating other people's children. *Harvard educational review*, 58(3), 280-299.
2. Paik, Shailaja (2009). Chhadi lage chham, vidya yeyi gham gham (the harder the stick beats, the faster the flow of knowledge) Dalit women's struggle for education. *Indian journal of gender studies*, 16(2), 175-204.

Additional

1. Valmiki, Omprakash (2003). Joothan: A Dalit's life. (Translated by Arun Prabha Mukherjee) Columbia University Press.
2. Baby, Kamble (2009). *The Prisons We Broke*. (Trans. Maya Pandit) Hyderabad: Orient Black Swan.

Week 10

Essential

1. Sundar, Nandini (2010). Educating for Inequality: The Experiences of India's "Indigenous" Citizens. *Asian Anthropology*, 9(1), 117-142.
2. Froerer, Peggy (2015). Adivasi young people and the risk of education in rural Chhattisgarh. *South Asian History and Culture*, 6(3), 365-379.

Additional

1. Kumar, Kumar (1989). Learning to be Backward. In *Social Character of Learning*. New Delhi: Sage Publications.

2. Sundar, N. (2002). "Indigenise, nationalise and spiritualise"—an agenda for education? *International Social Science Journal*, 54(173), 373-383.

Social class, neoliberalism, and educational stratification (3 weeks)

Week 11

Essential

1. Bowles, S. (1976) 'Unequal education and the reproduction of the social division of labour', in R. Dale, G. Esland, and M. MacDonald, (eds.) *Schooling and Capitalism: A sociological reader*, London, Routledge and Kegan Paul/OUP, pp. 32-42.
2. Froerer, Peggy (2011). Education, inequality, and social mobility in central India. *The European Journal of Development Research*, 23(5), 695-711.

Additional

1. Weiler, Kathleen. (1988). Critical Theories in Education. In, *Women Teaching for Change: Gender, Class and Power*. New York: Bergin Garvey.
2. Giddens, Anthony (2001). Class, Stratification, and Inequality. In, *Sociology* (4th ed.). London: Cambridge Polity Press.

Week 12

Essential

- Connell, R. W. Ashenden, S. Kessler, and Dowsett G.W. 1982. Families and their Kids. In *Making the difference: Schools, families, and social division*. Sydney: Allen & Unwin.
- Lucey, H., Melody, J., & Walkerdine, V. (2003). Uneasy Hybrids: Psychosocial aspects of becoming educationally successful for working-class young women. *Gender and education*, 15(3), 285-299.

Additional

1. Anyon, Jean (1981). Elementary Schooling and Distinction of Social Class. *Interchange*. 12(2-3). Pp. 118-132.
2. Bourdieu, Pierre (1977). Cultural and Social Reproduction. Teoksessa: Karabel, J. & Halsey, AH Power and ideology in education.

Week 13

Essential

1. Giroux, H. A. (2005). The terror of neoliberalism: Rethinking the significance of cultural politics. *College Literature*, 1-19.
2. Velaskar, P., 2010. Quality and Inequality in Indian Education: Some critical policy concerns. *Contemporary education dialogue*, 7(1), pp.58-93.

Additional

1. Sadgopal, Anil (2006). A Post-Jomtien reflection on the education policy: Dilution, distortion and diversion. *The Crisis of Elementary Education in India*. New Delhi: SAGE Publications.

2. Lipman, P. (2011). Neoliberal education restructuring dangers and opportunities of the present crisis. *Monthly Review*, 63(3), 114.

Nation-building, nationalism, and education (2 weeks)

Week 14

Essential

1. Kumar, K., 1996. Agricultural Modernisation and Education: contours of a point of departure. *Economic and Political Weekly*, pp.2367-2373.
2. Saigol, Rubina (2003). His Rights/Her Duties: Citizen and Mother in the Civics Discourse. *s*, 10(3), 379-404.

Additional

1. Bonder, G. (2000). **Young Women In Argentina**, In Arnot, M. & Dillabough, J. (edt), *Challenging Democracy: International Perspectives on Gender, Education and Citizenship*, New York: Routledge, pp. 238-256.

Week 15

Essential

1. Sarkar, Tanika (1994). Educating the children of the Hindu Rashtra: Notes on RSS schools. *Comparative Studies of South Asia, Africa, and the Middle East*, 14(2), 10-15.
2. Thapan, M. (2010). Imagining Citizenship: Being Muslim, Becoming Citizens in Ahmedabad. *Economic and Political Weekly*, 45-50.

Additional

1. Benei, Veronique (2008). Schooling passions: Nation, history, and language in contemporary Western India. Stanford University Press.
2. Kamat, Sangeeta, and Biju Mathew (2010). Religion, education, and the politics of recognition: a critique and a counterproposal. *Comparative Education*, 46(3), 359-376.

Pedagogy

Weekly lecture-discussions (1.5hrs X 2 per week)

Small group discussion and exercises

2 guest lectures by education scholars

Seminars by students (in groups)

Other media and material like poetry/movies/newspaper reports will also be used.

Assessment and Grading

Type	Description	Weightage	Mode	Corresponding Objectives
Small group seminars	Students will present additional readings in small groups and facilitate whole class discussion.	20%	Small Group	All objectives
10 Moodle postings distributed across five units.	Students will reflect upon essential readings and write a brief note of about 100-150 words in the Moodle forum every week.	20 %	Individual	All objectives
Mid Term Assignment	1 2000-word essay based on themes from unit 1 and 2, or a book review.	20 %	Individual	Objectives a, b & c
End Term Assignment	The questions will be primarily based on themes from units 3, 4 and 5.	20 %	Individual	Objectives a, b & d
Attendance and participation	Attendance, participation in large group and small group discussions and regularity in the engagement with readings will be considered.	20 %	Individual	All objectives