

Course Title	Sociology of Education		
Programme Title	M.A. Education		
Specialisation			
Mode	M1	Level	3
Course ID		Credits	4
Course Type	Core	Semester	1
Version	1.0	Academic Year	2021-22
Course Development Team	Akash Bhattacharya, Amman Madan, Kuldeep Kumar Garg, Manoj Kumar, Nisha Butoliya, Vijitha Rajan, Vikas Maniar		

Rationale and Introduction

Meaningful and effective actions in the domain of education call for an ingenious understanding of the social context within which school and the larger education system exist. Sociology of Education enables students to see how intimately social structures interact with educational systems and processes - how they shape the context within which everyday life in school unfolds. Students start understanding the dynamics of socio-historical changes which constitute the social context of education. As a Core course in the MA Education programme it contributes to understanding processes which cut across all educational questions.

Sociology of Education equips students with the sociological understanding of existing curricula, classroom practices and institutional setting. The course helps students to question the narrow vision which sees institutions and social life in an isolated, static manner. Students begin to see how individual actions of teachers and students can combine to transform institutions and deeper structures of society. It enables them to see their actions contributing to the larger changes occurring in our times.

Thus Sociology of Education along with other courses of MA Education programme teaches students to engage with the educational challenges of our time. They become aware of their social locations and begin to see their orientations and dispositions in a reflective manner. Sociology of education also helps them in visualizing transformative educational initiatives.

Prerequisites

None.

Intended Learning Outcomes

Students will be able to

1. Explain the structural and historical shift to modernity in education, grasping the advantages it leads to and also the dilemmas it poses.
2. Apply a critique of modernity to visualize some pathways for contemporary education.
3. Describe various sociological theories and perspectives that offer narratives, concepts and methods to understand education from macro and micro perspectives and be able to comparatively evaluate them.
4. Explain the ways in which social structures like class, caste and gender shape the education system and get shaped by it.
5. Introspect their own social locations and seek new relations of the self with others.
6. Suggest directions for meaningful action in the domain of education, drawing from their learnings from the course, and be able to imagine alternative social arrangements which will lead to greater equality and empowerment in society.

Syllabus & Readings

Unit name	Weeks
Unit 1: Social transformations and emergence of universalist Schooling	5 Weeks
Unit 2: Sociological, political economic and emancipatory perspectives on education	4 Weeks
Unit 3: Social stratification and education	3 Weeks
Unit 4: Everyday life in school: Micro Sociology and New Sociology of Education	3 Weeks

The course will be pitched at an introductory level, given the fact that the majority of students will be encountering sociology for the first time. It will include factual, conceptual and procedural and some meta-cognitive knowledges in the following four units.

Unit 1: Social Transformations and Emergence of Universalist Schooling (5 Weeks)

Students will learn how Indian education today has emerged from the colonial past and bears the mark of nationalist responses to the colonial system. They will learn how education here as well as in other countries expresses the features of historical shift towards modernity. Characterized by the growth of industrialism, commodification, bureaucratization and

rationalization, this shift gives the contemporary education its underlying form and many of its dilemmas. It creates new space for freedoms and equalities as well as new forms of exploitation. The shift to modernity also creates situations of anomie, alienation and disenchantment. Students will see that debates still continue over whether we are seeing a further unfolding of modernity or we are in a post-Fordian, post-modern world. They will get an appreciation of how these trends have a profound influence on mass education and its challenges. They will be introduced to some interventions like Gandhian education that have tried to respond to the challenge of modernity in education.

Essential Readings

- “Education, growth of markets and social conflict” in Madan, Amman. 2019. *Education and Modernity: Some Sociological Perspectives* (pp. 43-60). Bhopal: Eklavya.
- “Education through formal organizations” in Madan, Amman. 2019. *Education and Modernity: Some Sociological Perspectives*. Bhopal: Eklavya.
- Brint, Steven. 1998. ‘Schooling in the Industrialized World’. In *Schools and Societies*, 29–64. Thousand Oaks: Pine Forge Press.
- Basu, Aparna. 1981. “The Origins and Operations of the Indian Education System, 1757-1947.” In *Essays in the History of Indian Education*, 1–27. New Delhi: Concept Publishing Company.
- Kumar, K. “Listening to Gandhi” In *What is Worth Teaching?* (pp. 111-128).

Optional Readings

1. Giddens, Anthony. 2006. What Is Sociology. In *Sociology*, 5th ed., 2–29. Cambridge: Polity Press. Sections on Durkheim, Marx and Weber.
2. Chapter “Bureaucracy and Modern organizations” from Henslin, James M. 2014. *Sociology: A Down-to-Earth Approach*. Pearson.
3. Carnoy, Martin, Amber K Gove, and Jeffery H Marshall. 2007. “Three Educational Systems in Three Social Contexts.” In *Cuba’s Academic Advantage: Why Students in Cuba Do Better in School*, 18–44. Stanford, Calif.: Stanford University Press.
4. Macaulay, Thomas Babbington. (1835) 1920. ‘Minute by the Hon’ble T.B. Macaulay, Dated the 2nd February 1835’. In *Selections from Educational Records: Part I 1781-1839*, edited by H. Sharp, 107–17. Calcutta: Superintendent Government Printing, India.
5. “The promise” in Mills, C. Wright. 1975. *The Sociological Imagination*. Harmondsworth: Penguin.

6. Madan, A. 2010. "Emile Durkheim on Moral Education." *Contemporary Education Dialogue* 7 (2): 225-48.
7. Madan A. Max Weber's Critique of the Bureaucratisation of Education. *Contemporary Education Dialogue*. 2014;11(1):95-113.
8. Green, Andy, *Education and State Formation: Europe, East Asia and USA* (Basingstoke: Palgrave Macmillan, 2013): pp. 11-34, 115-133, 170-203, 297-304.
9. Collins, Randall. (2000). Comparative and Historical Patterns of Education. Chapter-9. In *Handbook of the sociology of education*. edited by Maureen T. Hallinan. Springer. Pp- 213-240
10. Kumar, Krishna. 2005a. "Colonial Citizen as an Educational Ideal." In *Political Agenda of Education*, 2nd ed., 25-46. New Delhi: Sage.
11. Sykes, Marjorie. 1987. *The Story of Nai Talim*. Translated by Sriprakash. New Delhi / Wardha: RRCEE / Sevagram.
http://www.eledu.net/?q=en/archive/library_resource/2009/8/18.
12. Rege, Sharmila. 2010. 'Education as Trutiya Ratna: Towards Phule-Ambedkarite Feminist Pedagogical Practice'. *Economic and Political Weekly* 44 (44): 88-98.

Weekly Teaching Plan

Readings for the week: There are two readings listed for a week. The first one will be the mandatory reading for the students. Students will be encouraged to read the second reading too. However, teachers will use the second reading as supplementary reference for developing handouts and other such teaching learning materials.

Week 1

The key aspects of the sociological approach will be introduced and through examples students will explore its relevance for the domain of education. The emergence of complex societies, industrialism, the growth of commodification and its impact upon the domain will be introduced. Students will explore the implications of these through curricular examples and videos and also be invited to explore alternative ways of building relations between various social actors in the education system.

1. "Education, growth of markets and social conflict" in Madan, Amman. 2019. *Education and Modernity: Some Sociological Perspectives (pp.43-60)*. Bhopal: Eklavya.
2. Giddens, Anthony. 2006. "What Is Sociology." In *Sociology*, 5th ed., 2-29. Cambridge: Polity Press. Sections on Durkheim, Marx and Weber.

Movie: Charlie Chaplin's *Modern Times* (at least first 15 minutes).

Week 2

The emergence of rationalization and bureaucratization will be introduced. Students will discuss how this finds expression in the domain of education, the new challenges it poses and also explore ways of responding to them.

1. "Education through formal organizations" in Madan, Amman. 2019. *Education and Modernity: Some Sociological Perspectives*. Bhopal: Eklavya.
2. Chapter "Bureaucracy and Modern organizations" from Henslin, James M. 2014. *Sociology: A Down-to-Earth Approach*. Pearson.

Week 3

The emergence of mass education over the last two centuries will be introduced. Students will compare the forces leading to this in different countries.

1. Brint, Steven. 1998. 'Schooling in the Industrialized World'. In *Schools and Societies*, 29–64. Thousand Oaks: Pine Forge Press.
2. Carnoy, Martin, Amber K Gove, and Jeffery H Marshall. 2007. "Three Educational Systems in Three Social Contexts." In *Cuba's Academic Advantage: Why Students in Cuba Do Better in School*, 18–44. Stanford, Calif.: Stanford University Press.

Week 4

The key processes of colonial times that have shaped contemporary Indian education would be outlined. The way they have shaped educational agendas, teacher identities, the functioning of schools, etc. would be explored.

1. Basu, Aparna. 1981. "The Origins and Operations of the Indian Education System, 1757-1947." In *Essays in the History of Indian Education*, 1–27. New Delhi: Concept Publishing Company.
2. Macaulay, Thomas Babbington. (1835) 1920. 'Minute by the Hon'ble T.B. Macaulay, Dated the 2nd February 1835'. In *Selections from Educational Records: Part I 1781-1839*, edited by H. Sharp, 107–17. Calcutta: Superintendent Government Printing, India.

Week 5

Alternative pathways to education in modernity would be explored, through the example of Gandhian education. Examples would be given of how different scholars have seen the dilemmas of modernity in today's education and the kind of solutions they have proposed.

1. Kumar, K. "Listening to Gandhi" In *What is Worth Teaching?* (pp. 111-128).
2. Rege, Sharmila. 2010. 'Education as Trutiya Ratna: Towards Phule-Ambedkarite Feminist Pedagogical Practice'. *Economic and Political Weekly* 44 (44): 88-98.

Unit 2: Sociological, political economic and emancipatory perspectives on education (4 Weeks)

Students will be introduced to a set of concepts, narratives and methods through which the place of education in social life can be understood. The role of education vis-à-vis social structure will first be examined from functionalist perspectives. They will then learn conflict approaches, including Marxist, Weberian and neo-Marxist perspectives on education. Key arguments of human capital and capability approach will be presented. Some aspects of the tradition of critical pedagogy will also be introduced.

Mandatory Readings

- Feinberg, W, & Jonas S. S.(2009) The Functionalist Perspective on Schooling. In *School and Society*(pp. 15-24), 4th Edition. New York and London: Teachers College Press, Columbia University.
- Unterhalter, E. (2009). Education. In Deneulin, S., & Shahani, L. (Eds.) *An Introduction to the Human Development and Capability Approach* (pp. 207-227). London: Earthscan Ltd.
- Feinberg, W. , & Jonas S. S.(2009). "Chapter 4 Marxist Theory and Education." In *School and Society* (43-56), 4th Edition (online pdf version). New York and London: Teachers College Press, Columbia University. Total 16 pages
- Collins, R.(1971). Weberian sociology of education. 'Functional and Conflict Theories of Educational Stratification'. *American Sociological Review* 36 (6): 1002-19. Please read pages 1009-1018.

Optional Readings

- Parsons, T. (1959). The School Class as a Social System: Some of its Functions in American Society. *Harvard Educational Review*, 29(4), pp. 297-318.
- Madan, A. 2018. "Rethinking Human Capital." *NHRDN Network Quarterly Journal* 10 (5): 25-29.

- Bourdieu, P. (1984) 2004. The Forms of Capital. In *The Routledge Falmer Reader in Sociology of Education*, 15–29. New York: Routledge Falmer.
- Hopper, Earl I. 1968. A Typology for the Classification of Educational Systems. *Sociology* 2 (1): 29–46.
- Psacharopoulos, George, and Harry Anthony Patrinos. 2004. “Returns to Investment in Education: A Further Update.” *Education Economics* 12 (2): 111–134.
- Nussbaum, Martha Craven. 2011. *Creating Capabilities the Human Development Approach*. Cambridge, Mass.: Belknap Press of Harvard University Press. Chapters 1 and 2.
- Bowles, Samuel. 1977. “Unequal Education and the Reproduction of the Social Division of Labor.” In *Power and Ideology in Education*, edited by Jerome Karabel and A.H. Halsey, 137–53. New York: Oxford University Press.
- Jenkins, Richard. “Bourdieu Pierre.” In *Encyclopedia of Social Theory*, 2004., 66–71. Thousand Oaks: Sage Publications.
- Apple, Michael W. 2008. ‘Can Education Contribute to a More Just Society’. *Education, Citizenship and Social Justice* 3 (3): 239–61.
- McLaren, Peter. 2006. *Life in Schools: An Introduction to Critical Pedagogy in the Foundations of Education*. 5th ed. Allyn & Bacon. Chapters 4 and 5.
- Pathak, Avijit. 2008. ‘Exploring Reflexive Pedagogy: Towards a Radical Transformation of Schooling’. In *Education and Moral Quest: Recalling the Forgotten*, 71–126. New Delhi: Aakaar.

Weekly Teaching Plan

Week 6

Sociological perspectives or theories of education will be introduced. The structural-functionalist approach and its application in human capital perspectives will be discussed through education-related examples. Ways in which this can guide educational planning, curricula, etc. will be discussed. Possible criticisms will also be discussed.

1. Feinberg, Walter, and Jonas S. Soltis. 2009. “Chapter 2 The Functionalist Perspective on Schooling.” In *School and Society*, 5th Edition. New York and London: Teachers College Press, Columbia University. 13-26.
2. Psacharopoulos, George, and Harry Anthony Patrinos. 2004. “Returns to Investment in Education: A Further Update.” *Education Economics* 12 (2): 111–34.

Week 7

The human capability approach as another way of thinking about the functions of education will be delineated. Its applications to school curricula and pedagogy will be explored.

1. Unterhalter, E. (2009). Education. In Deneulin, S., & Shahani, L. (Eds.) *An Introduction to the Human Development and Capability Approach* (pp. 207-227). London: Earthscan Ltd.
2. Nussbaum, Martha Craven. 2011. *Creating Capabilities the Human Development Approach*. Cambridge, Mass.: Belknap Press of Harvard University Press. Chapters 1 and 2.

Week 8

The Marxist approach in the sociology of education will be introduced and discussed through examples. Its implications for curricula, policy, etc. will be discussed. Possible criticisms will also be discussed.

1. Feinberg, Walter, and Jonas S. Soltis. 2009. "Chapter 4 Marxist Theory and Education." In *School and Society*, 5th Edition. New York and London: Teachers College Press, Columbia University.
2. Bowles, Samuel. 1977. "Unequal Education and the Reproduction of the Social Division of Labor." In *Power and Ideology in Education*, edited by Jerome Karabel and A.H. Halsey, 137–53. New York: Oxford University Press.

Week 9

The Weberian approach to sociology of education and the work of Pierre Bourdieu will be introduced through examples. Neo-Marxist approaches to the sociology of education will be introduced through examples.

1. Collins, Randall. 1971. Weberian sociology of education. 'Functional and Conflict Theories of Educational Stratification'. *American Sociological Review* 36 (6): 1002–19. Please read pages 1009-1018.
2. Jenkins, Richard. "Bourdieu Pierre." In *Encyclopedia of Social Theory*, 2004., 66–71. Thousand Oaks: Sage Publications.

Unit 3: Social Stratification and Education (3 Weeks)

The idea of social stratification will be introduced, with its key themes of class, caste and gender. Students will learn that social life is not static and social mobility and social change are ongoing processes. They will see how education has played an important role in creating,

reproducing and also challenging stratification.

Various approaches to the study of social class would be introduced along with the centrality of contemporary education in shaping and changing them. The class structure of rural and urban India would be presented along with the role of education in social mobility and the possibility of social change. Students will learn how educational certification and the idea of meritocracy have played a role in both shaping and challenging inequality. Status groups, caste and community have added further dimensions to inequalities and opportunities in education. The main features of the Indian caste system and the processes of change in it will also be introduced. The fundamental role played by gender and patriarchy in shaping social and educational inequality will be discussed. Their roots and variations across different kinds of societies will be discussed along with the implications for education. The difference between social mobility and social change will be highlighted along with the processes that create greater social and educational equality.

Mandatory Readings

- Ghurye, G. S. 2000. "Features of the Caste System." In *Caste and Race in India*, 5th rep. ed, 1–30. Bombay: Popular Prakashan. At least pp 1-22. And Giddens, A. (2006). Stratification and class. In *Sociology* (6th ed., pp. 429–442 only). Cambridge: Polity Press. Section "Systems of social stratification".
- Kerbo, Harold R. 2003. "Gender Stratification and Inequalities: The Persistence of Ascription." In *Social Stratification and Inequality: Class Conflict in Historical, Comparative, and Global Perspective*, 5th ed., 319–30. Boston: McGraw-Hill.
- Wright, E. O. (1996). Class analysis. In *Class Counts: Comparative Studies in Class Analysis* (pp. 1–35). Cambridge University Press. Suggested - pp 13-25 "Class exploitation" onwards.

Optional Readings

- Ambedkar, B.R. 1936. "The Annihilation of Caste." 1936. http://ccnmtl.columbia.edu/projects/mmt/ambedkar/web/readings/aoc_print_20_04.pdf.
Excerpts – 'caste as a multi-story building without a staircase...' or 'caste and social efficiency.'
- Kumar, Krishna. 1992. "Growing up Male." In *What Is Worth Teaching?*, 1–22. New Delhi: Orient Blackswan.
- Giddens, A. (2006). Stratification and class. In *Sociology* (6th ed., pp. 429–442 only). Cambridge: Polity Press.
- Nambissan, Geetha. 2010. 'Exclusion and Discrimination in Schools: Experiences of

Dalit Children'. In *Blocked by Caste: Economic Discrimination in Modern India*, edited by Katherine S. Newman and Sukhadeo Thorat, 253–86. New Delhi: Oxford University Press.

- Ilaiah, K. 1996. 'Childhood Formations'. In *Why I Am Not a Hindu: A Sudra Critique of Hindutva, Philosophy, Culture, and Political Economy*, 1–19. Calcutta; Bombay: Samya ; Distributed by Bhatkal Books International.
- Velaskar, Padma. 2005. 'Educational Stratification, Dominant Ideology and the Reproduction of Disadvantage in India'. In *Understanding Indian Society: The Non-Brahmanic Perspective*, edited by S.M. Dahiwale, 196–220. New Delhi: Rawat.
- Bhattacharjee, Nandini. 1999. "Through the looking glass: gender socialization in primary school." Pp. 336-355 in *Culture, socialisation and human development: theory, research and applications in India*, edited by T.S. Saraswathi. New Delhi: Sage Publications.
- Chopra, Radhika. 2005. "Sisters and Brothers: Schooling, Family and Migration." In *Educational Regimes in Contemporary India*, edited by Radhika Chopra and Patricia Jeffery, 299–315. New Delhi: Sage.
- Breman, Jan. 1989. 'Agrarian Change and Class Conflict in Gujarat, India'. *Population and Development Review* 15 (January): 301–23.
- Madan, Amman. 2017. "Modernity and Meritocracy: Searching for a Fourth Way." *Economic and Political Weekly* 52 (47): 16–20.

Weekly Teaching Plan

Week 10

The idea of social stratification and its impact on education will be introduced through the analysis of examples. The caste system as it operates in India would be introduced. Through examples the impact of caste on education will be discussed. Ways in which education can combat casteism will be explored.

1. Giddens, A. (2006). Stratification and class. In *Sociology* (6th ed., pp. 429–442 only). Cambridge: Polity Press.
2. Ghurye, G. S. 2000. "Features of the Caste System." In *Caste and Race in India*, 5th rep. ed, 1–30. Bombay: Popular Prakashan. At least pp 1-22. And Giddens, A. (2006). Stratification and class. In *Sociology* (6th ed., pp. 429–442 only). Cambridge: Polity Press. Section "Systems of social stratification".

Week 11

The social construction of gender will be introduced along with the ways in which it influences the education system. Examples and case studies will be used to explore this. Different ways of seeing gender will also be introduced and the possible contribution of the education system to combating patriarchy will be explored.

1. Kerbo, Harold R. 2003. "Gender Stratification and Inequalities: The Persistence of Ascription." In *Social Stratification and Inequality: Class Conflict in Historical, Comparative, and Global Perspective*, 5th ed., 319–30. Boston: McGraw-Hill.
2. Bhattacharjee, Nandini. 1999. "Through the looking glass: gender socialization in primary school." Pp. 336-355 in *Culture, socialisation and human development: theory, research and applications in India*, edited by T.S. Saraswathi. New Delhi: Sage Publications.

Week 12

Intersectionality and various approaches to the study of class and their usefulness for understanding the social construction of inequality in and through education will be discussed. The example of Gujarat would be discussed. Ways through which education can decrease class inequality will be explored.

1. Wright, E. O. (1996). Class analysis. In *Class Counts: Comparative Studies in Class Analysis* (pp. 1–35). Cambridge University Press. Suggested - pp 13-25 "Class exploitation" onwards.
2. Breman, Jan. 1989. 'Agrarian Change and Class Conflict in Gujarat, India'. *Population and Development Review* 15 (January): 301–23.

Unit-4: Everyday Life in School: Micro Sociology and New Sociology of Education (3 Weeks)

The sociological study of everyday life in school will be introduced, highlighting the distinct insights it provides that complement macro-sociological perspectives on education and social inequality. Three approaches will be examined, using examples to show their value in understanding the everyday life of Indian schools: (a) Symbolic interactionism with its key concerns, the looking-glass self and meaning-making; (b) Dramaturgical sociology and the negotiation and presentation of the self in schools; (c) "New" sociology of education with a phenomenological emphasis on the construction of knowledge and power in the classroom. These theoretical approaches will help students in understanding how pupil and teacher identities are constructed in school, how learning is facilitated or obstructed by the contraction of these identities, how meanings of school subjects are produced, and how life

in the classroom generally unfolds. Their interactions with structural processes would be brought out to show that the interplay between structure and agency in education can both reproduce as well as challenge the status quo.

Mandatory Readings

- "Micro-Interpretive Approaches: An Introduction" pp 233-248 in Blackledge, David A., and Barry Dennis Hunt. 1985. *Sociological Interpretations of Education*. Taylor & Francis.
- Sadovnik, Alan. 2001. "Basil Bernstein." *Prospects: The Quarterly Review of Education* 31 (4): 687–703.
- "The 'New' Sociology of Education" pp 290-294 in Blackledge, David A., and Barry Dennis Hunt. 1985. *Sociological Interpretations of Education*. Taylor & Francis.

Optional Readings

- Amman, Madan, and Pathak Ananya. 2020. "Sociological Perspectives on Everyday Life and The Social Construction of School Failure: A Literature Review." 18. Azim Premji University Working Paper Series. Bengaluru: Azim Premji University.
https://azimpremjiuniversity.edu.in/SitePages/pdf/APU_201877_Working_Paper_Series_18-01-09-2020.pdf.
- Sarangapani, Padma. 2003. *Constructing School Knowledge: An Ethnography of Learning in an Indian Village*. New Delhi: SAGE Publications. Extracts.
- "Learning to be backward" in Kumar, Krishna. 1992. *What Is Worth Teaching?* New Delhi: Orient Blackswan.
- Woods, Peter, and Bob Jeffrey. 2002. "The Reconstruction of Primary Teachers' Identities." *British Journal of Sociology of Education* 23 (1): 89–106.
- Reay, Diane. 2004. "Finding or Losing Yourself? Working-Class Relationships to Education." In *The RoutledgeFalmer Reader in Sociology of Education*, edited by Stephen Ball. London and New York: Routledge Falmer.
- Arvind, Gaysu R. 2008. "Institutional Context, Classroom Discourse and Children's Thinking: Pedagogy Re-Examined." *Psicologia & Sociidade* 20 (3): 378–90.

- Bernstein, Basil. 2004. "Social Class and Pedagogic Practice." In *The Routledge Falmer Reader in Sociology of Education*, edited by Stephen J. Ball, 196–217. London and New York: Routledge Falmer.
- Rist, Ray C. 2007. "On understanding the processes of schooling: the contributions of labelling theory." pp. 71-82 in *Sociology of Education: A Critical Reader*, edited by Alan Sadovnik. New York and London: Routledge.
- Payne, George C.F. 1976. "Making a Lesson Happen: An Ethnomethodological Analysis." In *The Process of Schooling: A Sociological Reader*, edited by Martyn Hammersley and Peter Woods, 33–40. London and Henley: Routledge & Kegan Paul.
- Keddie, Nell. 1973. "Classroom Knowledge." In *Tinker, Tailor - The Myth of Cultural Deprivation*, edited by M. Young. Harmondsworth: Penguin.
- Nambissan, Geetha. 2010. 'The Indian Middle Classes and Educational Advantages: Family Strategies and Practices'. In *The Routledge International Handbook of the Sociology of Education*, edited by Michael W. Apple, Stephen J. Ball, and Luis Armando Gandin, 285–95. London and New York: Routledge.
- Kaufman, Peter. 2005. 'Middle-Class Social Reproduction: The Activation and Negotiation of Structural Advantages'. *Sociological Forum* 20 (2): 245–70.

Week 13

Micro-sociological approaches to the study of education will be introduced and explored. Their implications for how we understand teaching and the everyday life of teachers, students and other actors in education will be explored.

1. "Micro-Interpretive Approaches: An Introduction" pp 233-248 in Blackledge, David A., and Barry Dennis Hunt. 1985. *Sociological Interpretations of Education*. Taylor & Francis.
2. Amman, Madan, and Pathak Ananya. 2020. "Sociological Perspectives on Everyday Life and The Social Construction of School Failure: A Literature Review." 18. Azim Premji University Working Paper Series. Bengaluru: Azim Premji University. https://azimprejiiuniversity.edu.in/SitePages/pdf/APU_201877_Working_Paper_Series_18-01-09-2020.pdf.

Week 14

The work of Basil Bernstein would be introduced. Examples of the application of his ideas to examine teaching and curricula in India would be discussed.

1. Sadovnik, Alan. 2001. "Basil Bernstein." *Prospects: The Quarterly Review of Education* 31 (4): 687–703.
2. Bernstein, Basil. 2004. "Social Class and Pedagogic Practice." In *The Routledge Falmer Reader in Sociology of Education*, edited by Stephen J. Ball, 196–217. London and New York: Routledge Falmer.

Week 15

The politics of knowledge in the classroom and teacher-student relations will be introduced. The importance of seeing the micro and the macro together will be highlighted through examples.

1. "The 'New' Sociology of Education" pp 290-294 in Blackledge, David A., and Barry Dennis Hunt. 1985. *Sociological Interpretations of Education*. Taylor & Francis.
2. "Learning to be backward" in Kumar, Krishna. 1992. *What Is Worth Teaching?* New Delhi: Orient Blackswan.

Week 16

No new concepts will be introduced in this week. What this course could cover in this semester is just the tip of the iceberg. The focus of this week will be on helping students to go deeper into sociology of education beyond this course. Some reviews of textbooks and literature reviews will be shown, and ways of accessing the originals writings mentioned in them will be demonstrated.

Pedagogy

Classes will have expositions of the course content interspersed with group discussions around key issues, examples and case studies. Students will be expected to discuss the assigned reading for the week during class hours. The classroom will be dialogic, and it will be ensured that every student gets to participate in group discussions and regularly gets to speak. Students' own lives and experiences will be a valuable resource for drawing examples and for applying the concepts of the course. Students will be encouraged to speak in any language they feel comfortable in, followed by a translation into English. In groups they may also read and present important readings and case studies every week. Practicums will explore how to apply important ideas in schools. They may also be used for gathering, analyzing and interpreting data.

Support sessions will be held every week. They will cover the contents of the week again in accessible language and encourage students to discuss the main concepts through their own experiences and observations. Students will be asked to write short notes and detailed feedback will be provided.

Practicum

Students will learn to connect the classroom learnings with real life situations through practicum activities. Activities will be designed around the school as a site and students will also be encouraged to use secondary data.

Students may also interview their classmates and other people in the university. Certain activities may call for them to do oral histories of family experiences with education and the social structure. Some themes of the practicum include:

- Interviewing children, parents and members of the community to explore changing experiences of education across generations.
- Observing life in the school to identify and explore aspects of modernity in the school and the community – commodification, elements of bureaucratization, cultural changes, etc.
- Making observations and doing interviews to explore the class, caste and gender breakup of various kinds of schools.
- Analyzing social mobility and the constraints to it in different schools.
- Calculating and drawing out the patterns of inequality in expenditure on education in NSS data for students of various states.
- Observing the negotiations and presentations of the self in the classroom.
- Observing and analyzing the role of power in the curriculum and the classroom.

Assessment and Grading

Students are expected in all assessments (with the possible exception of A1) to show understanding, application, analysis and ability to create, while also responding to affective issues in a reflective manner. The knowledge expectations are at the introductory levels.

Assessment Type	Percentage	Intended Learning Outcome
A1. Attendance and participation	10%	1, 2, 3, 4, 5, 6
A2. Weekly readings and discussion forum	10%	1, 2, 3, 4, 5, 6

A3. Group presentations on case studies and readings	15%	1, 2, 3, 4, 5, 6
A4. Practicum	15%	1, 2, 3, 4, 5, 6
A5. Three short reflective notes (750-1000 words) / poster presentations / videos at the end of each of the first three units. These would expect students to show their ability to use concepts in an analytical way and be able to apply them on concrete situations. They would be expected to indicate possible future solutions as well.	Total 30%	1, 2, 3, 4, 6
A5.1	10%	1, 2, 6
A5.2	10%	3, 6
A5.3	10%	4, 6
A-6. A longer analytical essay (2000-2500 words) at the end of the last unit. This would go deeper into a particular theme of the course. Possible educational strategies for the future would be incorporated in the essay as well. The essay could also take the form of a video or a story, ensuring that key concepts are made use of in each of these different forms.	20%	1, 2, 3, 4, 5, 6