

Name of the Programme	M.A. Education
<b>Course Title</b>	<b>Sociology of Education I</b>
Course Number	BC2
Semester	II
Credits	5
Course Instructor	Prof. Nandini Manjrekar

## OBJECTIVES

- To initiate learners into “thinking sociologically” about education:
- To acquaint students with sociological perspectives and concepts that deal with key aspects of social reality relevant to the study of education, with particular reference to elementary education in India
- To understand the embeddedness of education in social structure and culture; to understand education as a social institution and its complex linkages with other major social institutions
- To understand educational problems and issues related to educationally excluded/disadvantaged groups, deriving out of intersections of gender caste, class, culture, ethnicity, disability
- To provide an orientation to the political nature of school and the ideological, socio-economic and cultural forces shaping education
- To inculcate critical and comparative perspectives on the role of education in society
- To enhance capacities for the critical evaluation of the role of education in social change
- To enhance capacities for sociological reflection on educational issues.

## DESCRIPTION

### Unit I: Introduction

- Introduction to the course
- What is Sociology?; Perspectives in Sociology
- Conceptualizing Education: Culture, Socialization and Education; Education: Formal, Informal and Non formal
- Childhood: Sociological perspectives; Family, culture and education
- Education as a social institution; its historical evolution and contemporary forms; Global trends in the institutionalization of education

## **Unit II: Social Structure and Education**

- The Concept of Social Structure
- Theoretical Perspectives on Education in Society education; stability, change power and ideology in education
- Approaches to the Study of Culture and Education; Cultural Diversity and Education
- Social Roots of Educational Systems and Educational Change

## **Unit III: Education and Social Stratification**

Conceptualising Social Stratification: Social Differentiation, Social Inequality and Social Stratification

Forms and Bases of Social Stratification: caste, class, gender, race and ethnicity; The position of the disabled in society

The relationship between Social stratification, Social mobility and Education; Educational Opportunity and the Drive for Social Mobility and Equality Education as a mechanism of Selection, Exclusion and Control in the context of Inequality the Educational Situation of Dalits, Tribals, Women, Religious minorities and disabled people in India; Explaining Inequality: Functional, Conflict, Feminist and Critical/Radical Perspectives on the relationship between Education and Stratification/inequality Education, Reproduction, Resistance

## **Unit IV: Education, Economy and Polity**

- The Relationship between Education and Economy: Theory of Human capital? Correspondence Theory, their critiques and relevance
- Education, Work and the Structure of Employment
- Education, State and Politics: Debates on the nature of the State; The relationship between state and education; State control over education; Power and Control in Patterns of Educational Organisation; Bureaucratisation of Education.
- The Political Economy of Educational Expansion; Colonial and Post colonial Encounters
- Global Economy and the Restructuring of Education

## **Unit V: Cultural Assertion and Hegemony in Education**

Culture, Power, Knowledge and Education: What counts as Educational Knowledge and Why?

Ideology, Hegemony and Curriculum; The Hidden Curriculum and Nature of Conflict, Cultural marginalization of minority groups: the case of low castes/dalits, language and religious minorities and tribals  
Hegemonic Processes and Multiculturalism in Indian Education

## **Unit VI: Education, Social Change and Social Transformation**

The concepts of social change, social transformation and development

The complex interplay between Education and Social Change; Education for Planned Change/Development in Post colonial societies.

Education for Social Transformation: Educational Reform and Impact in Revolutionary Societies

Assessing the role of education in social change

### **Unit VII : Schools in Society**

- The importance of micro-sociological study of education: analyzing Schools and Classrooms
- The Interpretative paradigm in education: application to the study of Curriculum, Pedagogy and Classroom processes
- The School in Socio-cultural and State-bureaucratic contexts; The School as a Social organization and as an agent of socialization and social control
- School Cultures; the Indian setting: rural, urban regional and caste, class, gender, tribe variations in school Organisation and School cultures

### **Unit VIII: Teachers in Society**

Teachers in Society: Social and Occupational Status; Social characteristics of teachers; the Gendering of School teaching  
Social context of teachers; Teacher and teaching in the authority system of schools; Teacher control and agency; Teacher professionalism  
Current context of Restructuring and the Deskilling of teacher's work

### **Unit IX: Schools as Sites of Social and Cultural Reproduction**

- Curriculum in Process: Social organization and social meanings of curriculum and texts; Culture and pedagogy;
- The Hidden Curriculum and its operation in the classroom; Teacher Student relations and Interactions; Teacher perceptions, preconceptions, categories and how they affect distribution of knowledge, treatment and classroom evaluation of pupils as learners; The Politics of ability grouping, labeling and streaming; Caste/class/gender location of teachers and modes and processes of caste, class, ethnic and gender discrimination;
- Everyday life of Pupils: Conformity and Resistance; the development of oppositional subcultures

### **Expected Learning Outcomes**

After doing this course students are expected to be able to identify and analyse the sociological factors and processes underlying education. They are expected to develop an understanding of different theoretical approaches to the sociology of education and their application to analysis of educational systems and processes.

### **READINGS**

Acharya, P., 1981, Politics of Primary Education in West Bengal: The Case of Sahaj Path, *Economic and Political Weekly*, Vol. 16.

Acharya, P. 1987, Education: Politics and Social Structure in Ghosh, R. and Zachariah, M. (eds.) *Education and the Process of Change*, New Delhi: Sage, pp. 64-79

Acharya, Poromesh (1988) Is Macaulay Still Our Guru?, *Economic and Political Weekly*, Vol. XXIII, No. 22, May. 28, pp. 1124-1130.

Aikara, J., 1994, *Sociology of Education*, New Delhi: Indian Council of Social Sciences Research.

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- Annamalai E, 2001, *Managing Multilingualism in India: Political and Linguistic Manifestations*, Sage Publications, New Delhi.
- Apple, Michael, 1979, *Ideology and Curriculum*. London: Routledge & Kegan Paul.
- Apple, M.W., 1988, *Teaches and Texts: A Political Economy of Class and Gender Relations in Education*, New York: Routledge.
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- Demaine, Jack, 1981, *Contemporary Theories in the Sociology of Education*, London: The Macmillan Press Ltd.
- Durkheim, Emile, 1956, *Education and Sociology*, New York: The Free Press.
- Halsey, A.H. (et.al.), 1997, *Education: Culture, Economy and Society*, New York: Oxford University Press.

- Farrell, J., 1982, 'Educational Expansion and the Drive for Social Equality' in P. Altbach et. al. (eds), *Comparative Education*, New York: Macmillan, pp. 39-53.
- Foster, P., 1977, Education and Social Differentiation in Less Developed Countries, *Comparative Education Review*, Vol. 21, No. 2 and 3, pp. 211-229
- Furer-Haimendorf, C, V., 1989, Tribes of India: The Struggle for Survival, London: Oxford University Press.
- Gore, M.S., I.P. Desai and Suma Chitnis (eds.), 1967, *Papers in the Sociology of Education in India*. New Delhi: NCERT.
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- Ramachandran, Vimla (ed.), 2003, Getting Children Back to School: Case Studies in Primary Education. New Delhi: Sage. (NGO efforts- Pratham, Baljyothi etc.)
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- Scarse, T.J. (1993) *Image, Ideology and Inequality*, Australia: Charles Stuart University.
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- Shukla, S. and Krishna Kumar 1985, *Sociological Perspective in Education*, New Delhi: Chanakya Publications.
- Sujatha, K., 1987, *Education of the Forgotten Children of the Forests A Case Study of Yennadi Tribe*, New Delhi: Konark Publishers.
- Sundar, Nandini, 2004, *Teaching to Hate RSS' Pedagogical Programme*, *Economic and Political Weekly*, Vol. XXXIX, No. 16, pp. 1605-1612.
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- Thapan, Meenakshi, 1991, *Life at School: An Ethnographic Study*, Delhi: Oxford University Press. (Valley School)
- Vasavi, A.R., 2003, *Schooling for a New Society? The Social and Political Bases of Education Deprivation in India*, in Subrahmanian, Ramya, et.al. *Education Inclusion and Exclusion: Indian and South African Perspectives*, *IDS Bulletin*, Vol. 34, No. 1, pp. 72-80.
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- Velaskar, Padma, 1998, *Ideology, Education and the Political Struggle for Liberation: Change and Challenge among the Dalits of Maharashtra*, in Shukla, S. and R. Kaul (eds.), *Education, Development and Underdevelopment*, New Delhi: Sage Publications, pp. 210-240.
- Velaskar, Padma, 2005, *Educational Stratification, Dominant Ideology and the Reproduction of Disadvantage in India*, in Dahiwale, S.M. (ed.) *Understanding Indian Society: The Non-Brahmanic Perspective*. Delhi: Rawat, pp. 196-220
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Young, Michael F D 2004, *The Curriculum of the Future: From the "New Sociology of Education" to a Critical Theory of Learning*. UK: Routledge

**Journals**

Contemporary Education Dialogue

Sociological Bulletin

British Journal of Sociology of Education

Sociology of Education

Education Dialogue

Economic and Political Weekly

**URLs**<http://www.niepalibfreeyellow.com/>

[www.tcrecord.org](http://www.tcrecord.org)

**Planning Commission**

[www.planningcommission.nic.in](http://www.planningcommission.nic.in)

**Census of India**

[www.censusindia.net](http://www.censusindia.net)

**Films**

Lesser Humans by Stalin