Name of the Programme	M.A. Education
Course Title	**Sociology of Education II**
Course Number	BC3
Semester	IV
Credits	5
Course Instructor	Mr. Nilesh Gourkhede

Course Description:

Conceptions of the nation and the nation-state are integral to the ways in which national education systems have been imagined as well as their functioning in terms of structure, content and processes. This course will attempt to understand the structural and ideological basis of education and its impact on schooling system through the lens of these conceptual formulations and their relationship to historically situated contexts of nation-building in the developing context. The course will also address competing notions of the nation and nationalism, and the politics of knowledge implicit in representations of the nation in textbooks. Drawing from these insights, contemporary developments in education in the era of globalisation and the implications of neoliberal reforms for issues of equity, social justice and democracy will be addressed.

The primary focus of the course is the Indian context, both post-independence and contemporary, drawing on theoretical perspectives within the sociology of education that explore linkages between educational structure, content and process and the structures of social stratification. The discussion on the central societal structures of power, domination and inequality in India such those of caste, class and gender and their interrelationships adopts a historical perspective. An understanding of the nature of these stratificatory forms is indispensable to analysis of the contemporary relationship between social structure and education in the Indian context and to understand patterns of educational inequality, social mobility and equality. The course will also draw from international comparative perspectives.

Objective:

The overall objective of the course is to enable students to critically engage with ideas of nation and nationalism, and how these relate to the structural and ideological dimensions of schooling. The course will enable students to understand the global politics of educational reform and its impact in the Indian context through an examination of what globalisation and neoliberal paradigms mean in relation to economic, social and political contexts both locally and globally.

Broadly, the course will enable students to
· Understand linkages between education and the nation/ nation-state, particularly in the developing context

- Identify implications of the nation in formation of national educational systems (structures and content) in historical context
- Understand key themes in the relationship of globalisation to education reform
- Identify the implications of current education reforms for equity, social justice and democratic citzenship(?)
- Develop an understanding of how constructs of the nation-state and globalisation are embedded in school knowledge

Teaching will be based on lectures, group discussions (based on readings and selected films) and group presentations.

Evaluation will be based on class participation, response papers to films and readings, one written assignment and one term paper.

Unit 1: The modern nation-state

This unit introduces students to theoretical perspectives on the nation and the nation-state, and the linkages between education, society and polity. The focus is on examining nation and nation-state in their constitutive mediations in the structures and systems of modern education structures and systems, and the implications of nationalist ideologies in framing education knowledge.

Unit 2: Nationalism, Modernisation and Education

This unit discusses nationalist, colonial and imperialist ideologies underpinning education discourse in colonial and postcolonial contexts. The focus is on India and in particular on the relationship of modernisation, development and education in the post-independence/Nehruvian era. Also explored in this unit are the ideological debates on education as a social leveller, and social, economic and political forces that have acted to increase social inequalities through unequal schooling systems.

Unit 3: Globalisation and Education

This unit examines the the global restructuring of education through a historical comparative lens, and its cultural, economic and social consequences in relation to educational structures, processes and outcomes. Students will be expected to understand how neoliberal discourses in education are impacting the provisioning, processes and labour outcomes of education in a restructured economy, and the effects of these on access and participation in education.

Unit 4: Social Justice, Citizenship and Educational Knowledge

This unit focusses on the relationship of nationalist ideologies to issues of social justice and citizenship. These linkages are examined through a comparative framework, using empirical and conceptual studies of school texts in different contexts to understand both material as well as ideological contexts that underpin global restructuring in contexts of poverty and marginalisation and the gendered, casted/raced and classed dimensions of its effects.

Expected Learning Outcomes

Students will be able to understand the process of building of the modern nation-state and the role of education in national integration

Students will also learn about the trajectories of modern institutional education system pre and post-colonial era

Students will be able to know the politics of global education reforms

Readings

Advani, S. (1996) 'Educating the national imagination', Economic and Political Weekly, 31:31, pp. 2077-2082.

Benei, V. (2008) 'Introduction:Sensitive subjects', in V. Benei, Schooling Passions:Nation, History, and Language in Contemporary Western India, Stanford Univeristy Press, pp. 9-24 (?)

Bhog, D., Mullick, D., Bharadwaj, P., & Sharma, J. (2010). Textbook regimes: A feminist critique of nation and identity: An overall analysis. Nirantar: New Delhi, Chapters 1-3.

Gellner, E. (1983) Nations and Nationalism, London: Basil Blackwell.

Green, A. (1990) 'Education and State Formation: The Rise of Education Systems in England, France and USA' , Hampshire: The Macmillan Press, pp. 1-25, 308-316.

Kaviraj, S. (1998) 'The Modern State in India', in Doornbos & Kaviraj, S. (eds). Dynamics of State Formation: Europe and India Compared, London: Sage. pp. 225- 250.

Kelly, G.P and Altbach, P.G. (1978) Education and Colonialism. New York: Longman, pp. 1-49.

Kumar, R. (2002) 'India: 'A 'nation‑ state' or 'civilisation‑ state'?', South Asia: Journal of South Asian Studies, 25:2, pp. 13-32

George, A. M. (2004) 'Children's Perceptions of Sarkar: The Fallacies of Civics Teaching', Contemporary Education Dialogue, Vol. 1, No.2, pp. 228-257.

Ball, S.J. (1981) 'The sociology of education in developing countries,' British Journal of Sociology of Education, Vol. 2, No.3, pp. 301-313.

Kamat, A.R. (1985) Education and Social Change in India, Somaiya pp.

Kumar, K. (1998) 'Agricultural modernisation and education: Contours of a point of departure', in Shukla, S & Kaul, R. (ed.), Education, Development and Underdevelopment, New Delhi: Sage, pp.79-98.

Kumar, N. (1998) 'Why does nationalist education fail? The case of Banaras from 1880s to the 1930s', in S Bhattacharya (ed.) The Contested Terrain: Perspectives on Education in India, New Delhi: Orient Longman.

Naik, J.P. (1982). Education Commission and After. Bombay: Allied Publsihers, pp 172-201.

Velaskar, P. (2010)' Quality and inequality in Indian education: Some critical policy concerns' in Contemporary Education Dialogue, Vol. 7 No.1, January, pp- 58- 93.

Burbules, N.C and Torres, C.A. (2000) Globalization and Education: Critical Perspectives, New York: Routledge, Introduction, pp. 1- 16.

Carnoy, M. (2000) 'Globalization and educational reform', in N. Stromquist and K. Monkman.(eds.) Globalization and Education; Integration and Contestation Across Cultures, New York: Rowman & Little Field Publishers, pp. 43-61.

Dale, Roger (2000). 'Globalization and education: Demonstrating a common world educational culture or locating a globally structured educational agenda', Educational Theory 50(4). 427-428.

Green, A. (1997) Education, Globalisation and the Nation State, pp. 130-185.

Kumar, K., Priyam S. and Saxena, S. (2001). 'Looking beyond the Smokescreen: DPEP and primary education in India', Economic and Political Weekly, February 17. pp. 560-568.

Luke, A. & C. Luke (2000). 'A situated perspective on cultural globalization'. In N.C. Burbules and C. A. Torres (eds.). Globalization and Education: Critical Perspectives, pp. 275-298. New York: Routledge.

Kellner, D. (2000). 'Globalization and new social movements: Lessons for critical theory and pedagogy'. In N.C Burbules, N. & C. A. Torres (eds.). Globalization and Education: Critical Perspectives, pp. 299-322. New York: Routledge.

Nambissan, G. B and Ball, S.J (2010) 'Advocacy networks, choice and private schooling of the poor in India', Global Networks 10, 3 , pp. 324–343.

Robertson, S. (2005) 'Re-imagining and rescripting the future of education: Global knowledge economy discourses and the challenge to education systems', Comparative Education. 41(2). 151-170.

Nambissan, G. B. (2010) 'The global economic crisis, poverty and education: A perspective from India', Journal of Education Policy, 25:6, 729-737

Kanci, T. and Altinay, A.G.(2007) 'Educating little soldiers and little Ayses: Militarised and gendered citizenship in Turkish textbooks', in M. Carbon, A Rabo & Fatma Gok (eds.) Education in Multicultural Societies: Turkish and Swedish perspectives, SRIIT, Vol. 18, pp. 51-70.

Scrase, T. (1993*) '*Textbooks, labour and class formation', in T. Scrase, Image, Ideology and Inequality: Cultural Domination, Hegemony and Schooling in India, New Delhi & London: Sage, pp. 81-98.

Talib, M. (2003) ' Modes of learning-labour relations: Educational strategies and child labour', In Kabeer, N. Nambissan, G & Subramaniam, R. (eds). Child Labour and the Right to Education in South Asia : Needs versus Rights?, New Delhi: Sage, pp. 143-163.

Saigol, R. (2003) 'His rights/her duties: Citizen and mother in the Civics discourse', Indian Journal of Gender Studies, 10:3, pp. 299-404.

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.