

M Ed Two Year Programme

P.2 : Sociology of Education

Maximum Marks: 100

Unit 1: Questions and Tools

What does it mean to look at education from a sociological perspective? Introductory examples for discussion: Why are there different types of schools? Why do so many young people want to compete for civil service? What kinds of information do matrimonial advertisements provide for grooms and brides? (More questions can be added to initiate students into sociological reflection.)

Conceptual tools: Society, Role, Status, Institution, system.

Unit 2: Reading Classics:

Learning to situate a text in the development of a discipline and in the historical context of its content with the help of three classical texts: 'Education, Its Nature, and its Role' by Durkheim; 'The Historical Character of Educational Aims' by Mannheim; 'School Class as a Social System' by Parsons; 'Ideology and Ideological State Apparatus' by Althusser.

Unit 3: Socialisation: Theory and Application

Durkheim's distinction between mechanical and organic solidarity; meanings and role of education in their context; social construction of reality (Berger and Luckmann) with reference to primary and secondary socialization. Bourdieu's concept of habitus;

Caste, Class and Gender as domains of socialization: varna and jati; gender and caste (Leela Dubey); caste and class; Educational experience of the Scheduled Castes and the Scheduled Tribes..

Unit 4: Modernity and Education

Modernization theory and its critics; modernity under colonial conditions; colonialism in a comparative context (examples may be drawn from Latin America, Africa and South-East Asia); Debates concerning indigenous systems of education; Responses to colonial education; Regional experience of colonization: Bengal, Tamil Nadu, Maharashtra and Jharkhand as examples. Opportunity, mobility and social change; Society and State: Conflict and resistance; Equity and equality: the legal framework.

Unit 5: Knowledge, Curriculum and Pedagogy

Bernstein's codes and frames; Apple's idea of official knowledge; Why do textbooks provide sites for controversy; How are pedagogy and performance shaped by children's backgrounds; Rosenthal's theory of expectations; differentiation and selection under in public examinations; Classroom anthropology; the teacher and the new technology of communication: emergence of global pedagogic markets under the new knowledge economy.

Practicum

Students will be expected to undertake a project based on a question or idea arising out of different units of the syllabus. They can do such a project either individually or jointly with other students. Project reports can be used as basis for internal assessment, in addition to tests and/or book reviews and other assignments.