

Master of Education (M.Ed.)

Title of the Course: P3: Sociology of Education-I

(Semester: I)

Credit 2

MM: 50 (External: 35 Internal: 15)

Contact Week 15

Introduction of the Course

This course is at an introductory level in sociology of education. It focuses on formal education in India and employs a sociological lens to analyze educational provisions and settings, with a greater focus on social inequality. It provides an overview of the sociology of education literature, covering both historical and contemporary issues regarding roles education plays vis-a-vis the interaction with system, family and society.

The course will introduce the students to key thinkers in sociology of education to investigate what the theories suggest about the nature of power in society. How does education reinforce, strengthen, or challenge established social hierarchies? Using some of the basic theoretical constructs, the course aims at providing an analytical understanding of caste, gender, class, religion and region-based experience of growing up in India and becoming a learner in school.

Learning Outcomes:

After completion of the course, student will be able to:

1. Familiarize themselves with sociological perspectives, ways of analysis in the field
2. Understand the basic theoretical frameworks
3. Investigate the relationship between school, society, family and how social inequality gets perpetuated.
4. Inquire how social inequalities related to social class, language, gender, caste, region and religion get manifested in educational settings and exert their force

Number of Units: 3

Weeks 15 = 30 hours

Unit 1: What is Sociology of Education, and Why Do We Need It?(3 weeks = 6 hours)

- What does it mean to look at education from a sociological perspective?

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- Viewing school as an institution with its norms, roles, values and functions
- Getting the preliminary experience of sociological analysis by investigating different types of schools, matrimonial advertisements, various products and services advertisements in newspapers, data generated in police reports, NFHS and NSS reports.
- Getting introduced to gender, caste, region, religion and language as factors that shape educational settings

Unit 2: Reading Classics:

(5 weeks = 10 hours)

Learning to situate a text in the development of a discipline and in the historical context of its content with the help of four classical texts of sociology of education:

- '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;
- 'Annihilation of Caste' by Ambedkar

Unit 3: School and Socialization: Theory and Application (7 weeks = 14 hours)

- Berger and Luckmann's 'social construction of reality' with reference to primary and secondary socialization.
- Bourdieu's concept of habitus and cultural capital
- Gender, caste, class and religion as domains of socialization: developing a sociological understanding of caste (varna-jati) by referring to the works of Srinivas and Ambedkar, connections between gender and caste by referring to the framework of Leela Dube;
- Educational experience of the Scheduled Castes and the Scheduled Tribes.
- Language as a domain in secondary socialization and its role in perpetuating social inequalities

Practicum/ Suggested Projects / Assignments (Any Two)

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. They can do a sociological investigation by undertaking an empirical work involving interviews or analyzing different kinds of data.

Note: On the basis of the above, the teacher may design his/her own relevant projects/ assignments.

Essential/ Recommended Readings

- "kqDyk] ";kepj.k rFkk d''.k dqekj 1985 f'k{kk esa lekt''kkL=h; ifjizs {; xaFkf'kYih
- Althusser, L. 1968 Lenin and Philosophy and Other Essays. Translated from French by Ben Brewster. Monthly Review Press.
- Ambedkar, B.R. 1936/2021 Annihilation of Caste in *Annihilation of Caste and Other*

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Essays Maple Press

- Apple, Michael. 2010 *The Routledge international handbook of sociology of education*. New York: Routledge,
- Berger, Peter, L. 1963 *Invitation to Sociology* Anchor Books: A Division of Random House.
- Chowdhry, Prem. 2009 'First Our Jobs Then Our Girls': The Dominant Caste Perceptions on the 'Rising' Dalits. *Modern Asian Studies*, Mar., 2009, Vol. 43, No. 2 (Mar., 2009), pp. 437-479
- Dube, Leela. 1996. 'Caste and Women' in M. N. Srinivas, *Caste It's Twentieth Century Avatar*. New Delhi: Penguin Press
- Dube, Leela. 2001 *Anthropological Explorations in Gender: Intersecting Fields*. Sage Publications
- Dumais, Susan, A. 2002 Cultural Capital, Gender, and School Success: The Role of Habitus. *Sociology of Education*, Jan., 2002, Vol. 75, No. 1 (Jan., 2002), pp. 44-68
- Durkheim, Emile. 1956. (Translated by S.D. Fox.) *Education and Sociology*. The Free Press
- Gupta, Charu, Shankar S. 2019. 'My Birth Is My Fatal Accident' Introduction to Caste and Life Narratives in S. Shankar and Charu Gupta, *Caste and Life Narratives*. (pp.1-13). New Delhi: Primus Books
- Jeffrey, Craig. 2000. 'A fist is stronger than five fingers': caste and dominance in rural north India. Edinburgh: Department of Geography, University of Edinburgh.
- Kumar, Krishna. 1992/2004 Implications of a Divisive School System in *What is Worth Teaching?* Orient Longman
- LaDousa, C. 2018 Mind the (Language-Medium) Gap. In *Handbook of Education in India: Debates, Practices, and Policies*. K. Kumar, ed. Pp. 81-96. London: Routledge.
- Mannheim, Karl and Stewart, W.A.C. *An Introduction to the Sociology of Education*. Routledge and Kegan Paul
- Mannheim, Karl and W.A.C Stewart. 1962 *The Historical Character of Educational Aims in An Introduction of the Sociology of Education*. Routledge and Kegan Paul
- Mehta, Jal, and Scott Davies. 2018. *Education in a new society: renewing the sociology of education*. Chicago; The University of Chicago Press. Introduction, Epilogue
- Nash, Roy. 1990. Bourdieu on Education and Social and Cultural Reproduction. *British Journal of Sociology of Education*, Vol. 11, No. 4 (1990), pp. 431-447
- Ottaway, A.K.C. 1968 Durkheim on Education *British Journal of Educational Studies*, Vol. 16, No. 1 (Feb., 1968), pp. 5-16
- Parimala, D. (2010). *Equity and Education in India: Policy, Issues and Challenges*. New Delhi: Kanishka Publisher
- Parimala, D. (2011). *Diversity in Teacher Education: A Global Perspective*. New Delhi: Kanishka Publisher
- Parimala, D. (2012). *Role of Teacher in Changing Context: Policy and Perspectives*. New

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Delhi: Kanishka Publisher

- Parimala, D. (2016). *Higher Education in India: Challenges and Possibilities*. New Delhi: Kanishka Publisher
- Parsons, Talcott. 1951 *The Social System*. Routledge
- Scott, John. *Fifty Key Sociologists: The Contemporary Theorists*. Routledge Taylor and Francis Group
- Sharma, Mukul 2019. 'Brahmanical Activism As Eco-casteism Reading the Life Narratives of Bindeshwar Pathak, Sulabh International, and "Liberated" Dalits in S. Shankar and Charu Gupta, *Caste and Life Narratives* (pp. 205-227). New Delhi: Primus Books
- Shimbori, Michiya 1979 *Sociology of Education International Review of Education* , 1979, Vol. 25, No. 2/3, Jubilee Number pp. 393-413
- Shukla, S.C. and Kumar, Krishna. 1985 *Sociological Perspectives in Education*. Chanakya Publications
- Smith, Edwin. 2003 *Ethos, Habitus and Situation for Learning: An Ecology*. *British Journal of Sociology of Education*, Vol. 24, No. 4 (Sep., 2003), pp. 463-470
- Srinivas, M.N. 1969 *Social Change in Modern India*. University of California Press
- Xaxa, Virginus. 2011 *The Status of Tribal Children in India: A Historical Perspective*. IHD-UNICEF Working Paper Series. *Children of India: Rights and Opportunities*. Working Paper no. 7. UNICEF

Additional Readings

- Benei, V. 2008. *Schooling Passions: Nation, History and Language in Contemporary Western India*. Redwood, CA: Stanford University Press.
- Bidwell, Charles E. 2001. "Analyzing Schools as Organizations: Long-Term Permanence and Short-Term Change." *Sociology of Education* 74:100-14
- Dube, Leela (1980). *Studies on women in South East Asia: a status report* (PDF). UNESCO Regional Office in Asia and Oceania.
- Froerer (2015) *Adivasi young people and the risk of education in rural Chhattisgarh*, *South Asian History and Culture*, 6:3, 365-379, DOI: 10.1080/19472498.2015.1030873
- Kumar, Krishna.(ed) 2018. *Routledge Handbook of Education in India: Debates, Practices and Policies*. Routledge, Taylor and Francis Group
- Kumar, Krishna. 2021. *Smaller Citizens: Writings on the Making of Indian Citizens*. Orient Blackswan
- LaDousa, C. 2014 *Hindi Is Our Ground, English Is Our Sky: Education, Language and Social Class in Contemporary India*. New York: Berghahn Books. [published in South

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Asia by Cambridge University Press, 2014.]

- LaDousa, C., Davis, C.P., Choksi, N. 2022 Postcolonial Language Ideologies: Indian Students Reflect on Mother Tongue and English. *Journal of Linguistic Anthropology* 32(3): 607-628.
- Mukherjee, Arun Prabha. 2009 B. R. Ambedkar, John Dewey, and the Meaning of Democracy. *New Literary History*, SPRING 2009, Vol. 40, No. 2, India and the West (SPRING 2009), pp. 345-370
- Saraswati, T.S. (Ed).1999 Culture, Socialization and Human Development: Theory, Research and Applications in India. Sage Publications.
- Sinha, Durganand. 1981 Socialization of the Indian Child. Concept Publishing Company
- Stroud, Scott R. 2017 What Did Bhimrao Ambedkar Learn from John Dewey's Democracy and Education? *The Pluralist*, Vol. 12, No. 2 (Summer 2017), pp. 78-103

Teaching Learning Process


The course will be taught through interactive pedagogic methods such as classroom discussion, debates, film discussions, critical media analysis, and collaborative learning tasks, which enhance reading comprehension of core writings in the area and innovative projects. Reflective expression and learning will be encouraged.

Assessment Method

The assessment will be formative and will factor in student participation. Individual and group tasks and assignments will be given. A summative evaluation will be done through an end-semester examination.

Keywords: Foundations of Education, Sociology of Education, Socialization and Society.

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Head/Dean
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