

Master of Education (M.Ed.)

Title of the Course: P4 Sociology of Education-II

(Semester II)

Credits: 2

MM: 50 (External: 35 Internal: 15)

Contact Week 15

Introduction of the Course

This is a higher level course in sociology of education which builds on the basic concepts and theories introduced in the introductory course [P 3]. It explores education as a social process and situates education in the context of modernity and colonization of India and a few other countries. Importantly, it investigates the questions about production of knowledge and its implications for social, economic, and political capital. The course deconstructs the interaction of education with historical, economic, political, and cultural structures in Indian society and elsewhere. The course additionally explores modern sociological themes too as they relate to education such as, teacher as a professional, use of technology, school surveillance, standardized testing, and accessibility.

Learning Outcomes:

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

- Investigate certain questions about the production of school and its relation with power
- Critically interact between education and historical, economic and political in the context of modernization and colonization.
- Introduce large scale assessment as a sociological entity
- Understand critically three schools of sociological theory
- Identify the social structures that perpetuate inequality within the educational system and limit social and cultural mobility

Number of Units: 3

Weeks 15 = 30 hours

Unit 1: Modernity and Education

(5 weeks = 10 hours)



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- Modernity, Modernization theory and its critique;
- India's colonization and its relation with education and modernization: Regional experience of colonization: Examples of Bengal, Tamil Nadu, Maharashtra and Jharkhand
- Opportunity, mobility and social change;
- Equity and equality: the legal framework.
- Teacher in school and society; teaching profession

Unit 2: Sociological Perspectives on Knowledge, Curriculum and Teachers (5 weeks = 10 hours)

- Basil Bernstein's codes and frames
- Michael Apple's construct of official knowledge; textbook as a contested site of official knowledge
- Rosenthal's theory of teacher expectations; differentiation and selection in public examinations; high stakes testing
- Emergence of global pedagogic markets in capitalist frames

Unit 3: New Sociological Themes

(5 weeks = 10 hours)

- Conceptual understanding of the three schools of thought: Conflict theory, structural functionalism and symbolic interactionism
- Classroom anthropology
- Discourse of market economy in education and its impact: the discourse of quality and efficiency
- Education in the age of entertainment

Assignments/ Projects

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

- Emerson, Rupert . 1966. Colonialism in David Sills (Ed.) *International Encyclopedia of Social Sciences* The Macmillan Company and The Free Press
- Goonatilake, Sushantha. 1982 *Crippled Minds: An Exploration into Colonial Culture.*

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Advent Books New York/ Vikas: Delhi

- Gupta, Dipankar, 2002 *Mistaken Modernity: India Between Worlds*. HarperCollins
- Kumar, Krishna. 2014. *Politics of Education in Colonial India*. Routledge
- Kumar, Krishna. 2014. *Rurality, Modernity and Education*. *Economic and Political Weekly*, MAY 31, 2014, Vol. 49, No. 22 (MAY 31, 2014),
- Lerner, Daniel. 1966 *Modernization in David Sills (Ed.) International Encyclopedia of Social Sciences* The Macmillan Company and The Free Press
- *Modernization in Macropedia* (1974) Encyclopedia Britannica
- Apple, Michael. 2000 *Official knowledge: Democratic knowledge in a conservative age*. 2nd edition. New York: Routledge, 2000.
- Apple, Michael. 1986 *Teachers and Texts: A Political Economy of Class and Gender Relations in Education*. New York: Routledge and Kegan Paul, 1986.
- Apple, Michael. 1982 *Education and Power*. Boston: Routledge and Kegan Paul, 1982.
- Apple, Michael. 1979 *Ideology and Curriculum*. Boston: Routledge and Kegan Paul, 1979.
- Hansen, Kirstein. 2016 *The relationship between teacher perceptions of pupil attractiveness and academic ability*. *British Educational Research Journal* Vol. 42, No. 3, June 2016, pp. 376-398
- Kumar, Krishna. 2002 *Prejudice and Pride*. Penguin India
- कुमार कृष्ण 2005 मेरा दे । तेरा दे । राजकमल प्रकाशन
- LaDousa, C. 2018 *Language Medium and a High-Stakes Test: Language Ideology and Coaching Centers in North India*. *International Journal of the Sociology of Language* 253:103-124.
- LaDousa, C. 2018 *From Service Learning to Social Innovation: The Development of the Neoliberal in Experiential Learning*. In *The "Experience" of Neoliberal Education*. B. Urciuoli, ed. Pp. 112-136. New York: Berghahn Books.
- Rosenthal, Robert and Lenore F. Jacobson. *Teacher Expectations for the Disadvantaged*. *Scientific American*, Vol. 218, No. 4 (April 1968), pp. 19-23
- Sorokin A Pitirim. *Social and Cultural Mobility*. The Free Press of Glencoe
- Turner . Ralph. H, "Sponsored and Contest Mobility and the School System. *American Sociological Review*, Vol. 25, No. 6 (Dec., 1960), pp. 855-867
- Charles Turner, *Investigating Sociological Theory*. London & Los Angeles: Sage, 2010,
- Kumar, Krishna and Sarangapani, Padma. 2004 *History of the Quality Debate*. *Contemporary Education Dialogue*, 2(1), 30-52
- Kumar, Krishna. 2011. *Teaching and the Neoliberal State* *Economic and Political Weekly* MAY 21-27, 2011, Vol. 46, No. 21 (MAY 21-27, 2011), pp. 37-40
- Kumar, Krishna. 2012. *Pedagogy Market: The CBSE-Pearson Tie-up*. *Economic and Political Weekly*, DECEMBER 1, 2012, Vol. 47, No. 47/48 (DECEMBER 1, 2012), pp. 18-20

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- Postman, Neil. 1985 *Amusing Ourselves to Death*. Penguin Books
- Postman, Neil. 1982 *The Disappearance of Childhood*. Delacorte Press
- Postman, Neil. 1995 *The End of Education: Redefining the Value of School*. Knopf
- Vickers, Edward. *Rebranding Gandhi for the 21st century: science, ideology and politics at UNESCO's Mahatma Gandhi Institute (MGIEP) Compare: A Journal of Comparative and International Education*, DOI: 10.1080/03057925.2022.2108374

Additional Readings

- Auld, E., and P. Morris. 2019. "Science by Streetlight and the OECD's Measure of Global Competence: A New Yardstick for Internationalisation?" *Policy Futures in Education*: 1–22. doi:10.1177/1478210318819246.
- Davies, W. 2016. *The Happiness Industry*. London: Verso.
- Elfert, M. 2018. *UNESCO's Utopia of Lifelong Learning: An Intellectual History*. London: Routledge.
- Muller, J. 2017. *The Tyranny of Metrics*. Princeton: Princeton University Press.
- Mundy, K. 1999. "Educational Multilateralism in a Changing World Order: Unesco and the Limits of the Possible." *International Journal of Educational Development* 19 (1): 27–52. doi:10.1016/S0738-0593(98)00054-6.
- Sandel, M. 2020. *The Tyranny of Merit*. London: Allen Lane.
- UNESCO-MGIEP. 2017a. *Rethinking Schooling for the 21st Century: The State of Education for Peace, Sustainable Development and Global Citizenship in Asia*. New Delhi UNESCO-MGIEP.
- Vickers, E. 2021. "Slaves to Rival Nationalisms: UNESCO and the Politics of "Comfort Women" Commemoration." *Asia-Pacific Journal: Japan Focus* 19 (5): 5546.

Teaching Learning Process

The course will be taught through interactive pedagogic methods such as classroom discussion, debates, film discussions, critical media analysis, 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 in nature and will factor in student participation. Individual and group tasks and assignments will be given. Summative evaluation will be done through end-semester examination.

Key words: Knowledge, Modernity, Anthropology, Discourse.

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