

## Master of Education (M.Ed.)

**Title of the Course: S.Ee.1(n): Equality and Education – Sociological Perspectives  
(Semester: I, II, III & IV)**

**Credits: 4  
MM: 100 (External: 70 Internal: 30)  
Contact Week 15**

### Introduction of the Course

The concept of equality in Education is historically well established in our Educational discourse. The focus on this particular constitutional value is being increasingly felt in contemporary times. Educational policies and reports of committees and commissions have time and again expressed their concerns on promoting equality for any progressive society. In fact, for teacher educators, public intellectuals and policy makers, it has acquired almost one of the most significant and unavoidable educational concerns. The students engaging with this course would get the opportunity and an academic space to comprehend and develop their perspectives around the idea of equality.

### Learning Outcomes :

After completion of the course student will be able to:

1. Engage with critical perspectives on the educational system and patterns in a democratic and secular country with a pluralistic social context and its relevance in the contemporary context of a globalised world.
2. Examine how the quest for equality and self identity is a central concern in the processes of education.
3. Nurture capacities to critically reflect on the socio- historical realities, cherish the human values of equity and tolerance and challenge the social forces that threaten these constitutional values.
4. Promote democratic participation, challenge notions of patriarchy and the sociological discourse of equality in education.
5. Investigate the policies of education and its praxis in the context of India and analyse the critics and alternatives generated by the exponents of equality in the Indian Society.

**Number of Units (5)**

**Weeks 15 = 60 hours**

### Unit 1:Introduction: Sociological Perspectives

**(3 weeks = 12 hours)**

- Class, Status, Ethnicity, Sex, Caste and Religion as categories of analysis in the Sociology of Education.

### Unit 2:Relation between Education, Mobility, Educational Opportunity and Social Change

**(3 weeks = 12 hours)**

Head/Dean  
विभागाध्यक्ष एवं संकाय अध्यक्ष  
शिक्षा विभाग/Deptt. of Education  
दिल्ली विश्वविद्यालय, दिल्ली-110007  
University of Delhi, Delhi-110007

- "The Equality of Educational Opportunity" Debate in India with special reference to Muslims, Scheduled Castes/Tribes and Women.
- Alternatives in Education
- The De-schooling movement

### **Unit 3: Critical Perspectives in Education.**

**(3 weeks = 12 hours)**

The issues of representation in School Education and Higher Education.

- Qualitative and Quantitative representations.
- Religion, Caste and Gender.
- Equality and Inclusive Education.

### **Unit 4: Studying Dalit Literature as protest, liberating memories and assertion for Equality.**

**(3 weeks = 12 hours)**

Study of Dr. Ambedkar and Phule's writings.

- Assembly Debates
- New challenges

### **Unit 5: Studying Educational Experiences of Marginalised Groups (3 weeks = 12 hours)**

- Autobiographies, novels, poetry and other forms of expression
- Documentaries and films

### **Practicum/ Suggested Projects / Assignments (Any Two)**

1. Critical analysis of Dalit Literature
2. Treatment of Deprived classes in Print and Electronic media
3. Case Study Project
4. Narratives and Personal/Family histories
5. Constitutional Provisions and Law

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

### **Essential/ Recommended Readings**

- Ambedkar, B. R. (1936). Annihilation of Caste: An Undelivered speech. New Delhi.
- Apple, Michael W. & Smith, Christian L. (ed.), (1991) The Politics of the Textbook, Routledge, New York.
- Baisantri, K. (1999). Dohra Abhishap. Premeshwari Prakashan.
- Bala, R. (2004). Schooli Pathyapustak me Dalit-vanchit Varg ki Chhavi, Paripeksya. vol.1
- Bhasin, K. (1994). What is Patriarchy? Kali for Women, New Delhi
- Bhog, D. (2002), Gender and Curriculum, Review of Women Studies, Economic and

- Political Weekly,37(17):1638-1642.
- Conference on Indian Muslims (2007). CIE, Department of Education, University of Delhi
  - Giroux,H.(1981).Ideology,Culture and the Process of Schooling.Falmer Press,London.
  - Gupta, R. (2012).Dalit Chetna, Navchetna Prakashan, Delhi
  - Ilaiyah, K. (1996).Why I Am Not a Hindu: A Sudra critique of hindutva philosophy, culture and political economy. Samya, Calcutta translated in hindi by Om Prakash Valmiki and published by Bhatkal and Sen).
  - Illlich, I. (1989).Deschooling Society (available in hindi also as Paathshala bhang kardo - translation by Indu Prakash Kanungo,Madhya Pradesh Hindi Granth Akademi)
  - Kumar, K. (1992, 3<sup>rd</sup> edition in 2004).What is Worth Teaching,Orient Blackswan,Delhi
  - Kumar, K. (1991) Political Agenda of Education Sage ,Delhi
  - Matthews,J.C.(1985) Examinations:A Commentary.George Allen
  - NPE (1986). National Policy on Education, MHRD ,Delhi
  - NCF, (2000). National Curriculum Framework for School Education, N.C.E.R.T. New Delhi
  - NCF (2005). National Curriculum Framework, N.C.E.R.T. New Delhi
  - NXΦ (2005). Ποσοτιον Παπερ νο. 3.1 βψ Νατιοναλ Φοχυσ Γρουπ ον Προβλεμσ ο φ Σχηδουλεδ Χαστε ανδ Σχηδουλεδ Τριβε Χηιλδρεν, Ν.Χ.Ε.Ρ.Τ. Νεω Δεληι
  - NXΦ (2005). Ποσοτιον Παπερ νο.3.2 βψ Νατιοναλ Φοχυσ Γρουπ ον Γενδερ ισσυε σ ιν Εδουχατιον, Ν.Χ.Ε.Ρ.Τ. Νεω Δεληι
  - Νιρανταρ (Απριλ 2009).Τεξτβουκ ρεγιμεσ:α φεμινιστ χριτιθυε οφ νατιον ανδ ιδεν τιτη. Νεω Δεληι
  - Ομπεδτ.Γ.(1971).εθοτιραο Πηυλε ανδ τηε ιδεολογι οφ σοχιαλ ρεπολυτιον ιν Ινδι αε,Εχονομιχ ανδ Πολιτιχαλ Ωεεκλψ,6 (37):1969-78.
  - Πηυλε, θ., (1996).Κισαν κα κορα (ηινδι τρανσλατιον βψ Προφ ζεδ Κυμαρ ζεδαλ ανκαρ,Μαηατμα θψοτιραο Σαδηανε Πρακασηαν Σαμιτι,Μυμβαι)
  - Πηυλε, θ., (1996).Γηυλαμγιρι; ηινδι τρανσλατιον βψ Προφ ζεδ Κυμαρ ζεδαλανκ αρ,Μαηατμα θψοτιραο Πρακασηαν Σαμιτι,Μυμβαι
  - Ραμαμυρτην Χομμιττεε Ρεπορτ (1990). Τοωαρδσ ενλιγητενεδ ανδ ηυμανε σοχιετην , ΜΗΡΔ, Δεληι
  - Ραζζαχκ,Αζρα(1994).Μυσλιμ ηονε κι πεηχηααν. Ηανσ, Δεληι
  - Σαχηαρ χομμιττεε Ρεπορτ (2006), Γοπερνμεντ οφ Ινδια.

### Teaching Learning Resources (Digital and others):

#### Movies and Documentaries

- Jai Bhim (2021)
- Article 15 (2019)
- India Untouched (2009)

Head/Dean

विभागाध्यक्ष एवं संकाय अध्यक्ष  
शिक्षा विभाग/Deptt. of Education  
दिल्ली विश्वविद्यालय, दिल्ली-110007  
University of Delhi, Delhi-110007

### **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 :** Equality, Discrimination, Critical thinking, Caste, Gender.



Head/Dean  
विभागाध्यक्ष एवं संकाय अध्यक्ष  
शिक्षा विभाग/Deptt. of Education  
दिल्ली विश्वविद्यालय, दिल्ली-110007  
University of Delhi, Delhi-110007