

**Master of Education (M.Ed.)**

**Title of the Course: S. St. 1(g): Social Theory of Knowledge, Education and Society  
(Semester: I, II, III, and IV)**

**Credits: 4**

**MM: 100 (External: 70 Internal: 30)**

**Contact Week: 15**

**Introduction of the Course**

The course is envisioned to explore and develop a comprehensive and critical understanding about the relationship among individual, school, society and state. The course elaborates and conceptualizes the process of knowledge construction with reference to emerging trends in social theory. The course aims to help learner understanding and evaluating the role of culture, ethos and education in re-contextualizing the prevailed perspectives, knowledge and practices. The aforesaid is expected to achieve while engaging with various theoretical approaches and perspectives of social theory. In all, course develops abilities in scholars to evaluate the social and educational concerns from a social theory perspective.

**Learning Outcomes**

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

1. Understand and conceptualize the concepts of the discourse of social theory of/in education
2. Understand and evaluate various theoretical perspectives on the relationship of individual, school, society and state.
3. Elaborate and conceptualize the process of knowledge construction with reference to emerging trends relating with challenges of recognition of knowledge.
4. Develop skills and abilities as a social theorist to critically evaluate the social and educational concerns and locate possibilities to address them.
5. Critical reflect on the social nature of scientific research in social theory of education

**Number of Units: 4**

**Weeks 15 = 60 hours**

**Unit 1: Conceptualizing Social Theory of/in Education (4 weeks = 16 hours)**

- Reading social theory: Concept to Strategies
- Areas of Concerns in Social theory of Education



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- Discourse of Social Theory: language, Discourse, Meaning and Practice
- Metaphoric presentation in social theory of education

**Unit 2: Interaction of School, State, Society and Individual (4 weeks = 16 hours)**

- Functionalist Perspective
- Marxist Perspective
- Symbolic Interactionism
- Ethnomethodology

**Unit 3: Knowledge, Recognition and Impasse (5 weeks = 20 hours)**

- Construction of knowledge and social reality (objectivity-subjectivity)
- Understanding others as a core of social theory of education
- Locating Impasse: education, sociality and development
- Modern Societies as Knowledge Societies

**Unit 4: Research Perspective in Social theory of Education (2 weeks = 8 hours)**

- Researches in Social theory: Gaps and Possibilities
- Positivist and Social Research Methods in Social Theory
- Role of Social Theory in Educational Research
- Need of Theorizing in Social Theory of Education

**Practicum/ Suggested Projects / Assignments (Any Two) (Teacher may develop more)**

1. Explore the role of metaphoric representation in shaping social theories of education. Drawing upon relevant literature and theoretical frameworks, critically analyze how metaphors are employed to conceptualize and understand educational phenomena within social theory.
2. Investigate the intricate relationship between schools, society, and the individual by conducting a comparative analysis of educational systems across different socio-cultural contexts. Choose two or more educational systems from diverse cultural, political, and economic backgrounds, and examine how each system reflects and reinforces societal values, norms, and structures while simultaneously shaping the experiences and identities of individuals within those societies.
3. Incorporating symbolic interaction theory, explore the role of symbolic interactions within the educational setting by conducting mini study within a specific school community. Utilizing participant observation, interviews, and document analysis, investigate how symbolic interactions shape the construction of meanings, identities, and social relationships among students, teachers, administrators, and other stakeholders within the educational environment.



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4. How do social factors such as culture, politics, economics, and technology influence the production and validation of knowledge? Examine the implications of knowledge construction processes for issues of power, inequality, and social change within contemporary society.

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

### Essential/ Recommended Readings

- Apple, M. (2014). *Official Knowledge*. UK: Routledge
- Berger, P.L. and Luckmann, T (1991) *social construction of Reality*, Penguin: USA
- Bernstein, B. (2003). *Class, Codes, and Control*. UK: Routledge
- Coughtan, W.R. & Sadovnik, R. A. (2011). *Sociology of Education: A Critical Reader*. London: Routledge.
- Dressman. M. (2008). *Using Social Theory in Educational Research*. New York: Routledge
- Haralambos, M. (2017). *Sociology: Themes and Perspectives*. India: Oxford University Press.
- Kumar, S. (2015). *The Impasse. The Communication*, University of Kashmir, Kashmir. Vol 23. (1-6). ISSN: 0975-6558
- Kumar, S. (2020). *Understanding Others: Perspective, Coercion and Ambiguities. HIGHBROW Bi-annual Multidisciplinary Journal of Research*, Satya Sai College for Women, Bhopal. Vol 7(1), (52-63). ISSN: 2350-1154.
- Kumar, S. (2023). *Reconceptualising Teacher Education from an Emancipatory Perspective. Journal of Educational Planning and Administration*, Vol 37, (31-45). ISSN: 0971-3859. (UGC Care Listed Journal)
- Mannheim, K. (1997). *Introduction to the Sociology of Education*. Routledge: USA
- Polity Press (2002). *The Polity Reader in Social Theory*. UK: Blackwell.
- Ritzer, G. & Smart, B. (2001). *Handbook of Social Theory*. London: Sage Publication.
- Virk, I, Moody, J. & Calhoun, C. (2012). *Contemporary Sociological Theory*. London: Wiley-Blackwell.

### Teaching Learning Resources (Digital and others): Across Units (If any)

#### 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.



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### **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:** Social Theory, Knowledge, School, Education



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