

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

**Title of the Course: S. St. 2(g): Critical Reader in Social Theory of Education**

**(Semester: I, II, III & IV)**

**Credits: 4**

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

**Contact Week: 15**

**Introduction of the Course**

The primary aim of the course "A critical reader in social theory of education" is to furnish learners with an all-encompassing comprehension of the fundamental principles, theories, and approaches that comprise critical social theory of education. By means of a meticulously curated assortment of readings and discussions, scholars shall delve into an assortment of critiques and points of view concerning social structures, power dynamics, and cultural phenomena and their relationship with education. The primary objective of this course is to cultivate students' critical thinking and analytical proficiencies by promoting an examination of dominant social norms, oppressive systems, and mechanisms of inequality. Studying important works by critical theorists from various fields helps students understand the complexities of modern society and prepares them to question prevailing beliefs, support social justice, and imagine ways to bring about personal and collective freedom. In addition, students will be provided with the methodological instruments, theoretical frameworks, and critical perspectives required for conducting innovative and rigorous research in the field of social theory. In its entirety, "A critical reader in social theory of education" endeavors to equip learners with the knowledge, skills, and awareness necessary to effect positive social transformation in their localities and beyond.

**Learning Outcomes**

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

1. Critically understand the nature and problem of theorizing in education from a social perspective.
2. Understand and evaluate the emerging concerns, debates and issues prevailing in the discourse of social theory to address them.
3. Engage and apply social theory's understanding in conceptualizing the research in education
4. Identify and conceptualize readings representing the theoretical insights into education derived from historiography, political philosophy, sociology, psychology, economic and anthropology

**Number of Units: 4**

**Weeks 15 = 60 hours**

**Head/Dean**

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

**Unit 1: Developing Critical Vision (3 weeks = 12 hours)**

- Understanding Theorists, Theories and Theorizing
- Debunking assumption in Social Theory
- Rejuvenating social theory: assumption, concept and methods
- School, Education and Policy: Post positivistic Critique

**Unit 2: Freedom, Equality and Individual (4 weeks = 16 hours)**

- The Concept of Equality of Educational Opportunity' (Coleman)
- Right Based Approach to Equality, Freedom and Individual
- Redefining modernity in the Context of Universal Diversity
- Post-liberal Democracy ( C. B. Macpherson, Democratic Theory)

**Unit 3: Concerns and Issues in Social Theory: Spacing Reconceptualization (4 weeks = 16 hours)**

- Meta-theorizing in Social Theory
- Theory of Consumption and Contemporary Context
- Gender and Sexualities: Social Theory and the Crisis of Identity
- Globalization, and international order (homogeneity or heterogeneity)

**Unit 4: Researching Social theory of/in Education (4 weeks = 16 hours)**

- Understanding social theory for educational research
- Social theory and the rhetoric of educational research
- Writing with social theory (Grounded Theory Research)
- Social theory and the production of educational Knowledge

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

1. Incorporating the concept of "Developing Critical Vision," critically examine the role of social theory in understanding and addressing issues within the realm of education. How can a critical vision based on social theory support transformative pedagogical practices, curriculum development, and educational policies that support social justice and equity?
2. Analyze how globalization processes shape and transform notions of gender and sexuality identities across different cultural, social, and geographical contexts.
3. Analyze the methodologies and approaches used in meta-theoretical inquiries, such as comparative analysis, historical contextualization, and interdisciplinary dialogue, to assess the strengths and limitations of different theoretical perspectives.
4. Utilizing grounded theory methodology, investigate the micro-level interactions, social dynamics, and structural constraints that shape the everyday experiences of marginalization and resilience within urban contexts.

## Essential/ Recommended Readings

- Apple, Michael ( 2014 ) Official Knowledge (Third Edition), Publisher: Routledge:
- Blackledge, D. and Hunt, B.(1985). Sociological Interpretations of education. USA: Rutledge.
- Coughtan,W.R. & Sadovnik, R. A. ( 2011 ). Sociology of Education: A Critical Reader. London: Routledge.
- Fraser, Nancy (1987) What is Critical about Critical Theory Cambridge: Polity.
- Kumar, S. (2018). Framework to Theorization: A Ray of Hope in Qualitative Research. *HIGHBROW Bi-annual Multidisciplinary Journal of Research*, Satya Sai College for Women, Bhopal. Vol 5(2), (84-89). ISSN: 2350-1154.
- Kumar, S. (2018). Social Theory: Debunking Assumptions, *The Communication*, University of Kashmir, Kashmir, Vol 25 (1), (39-44).ISSN: 0975-6558.
- Kumar, S. (2019). Knowledge at Crossroad: What we Have, What we need in Social Theory of Education. *MERI Journal of Education*, MERI College, Delhi. Vol; 14 (1), (112-122).. ISSN: 0974-2085.
- Kumar, S. (2020). National Education Policy 2020: Expectations, Coercions and Uncertainties. *Kala Sarovar*, Vol 4 (9), (146-156), October- December.. ISSN: 0975-4520. (UGC Care Listed Journal)
- Kumar, S. (2021). Critical Pedagogy: Perspective and Classroom Implications. In Basantia, T. (Eds). *Pedagogy in School*. India: Atlantic Publication, (41-64). ISBN: 978-81-269-3234-4
- Kumar, S. (2021). Uplabdh Pararoon se Pare Samajik Siddhant: Ek Vimarsh: *Samsmayik Srujan*, Vol (24), (386-388). October -December. ISSN 2320-5733 (UGC Care Listed Journal)
- Kumar, S. (2022). Open Margins: Diversity among Homosexuals in Urban India. In Johi, Tanaka & Perpoonwiwat (Eds.). *Gender Cityscapes: Perspectives on Identity and Equity in Urban Asia*. Delhi: Rawat Publication. (131-147) ISBN: 978-81-316-1114-2
- Kumar, S. (2023). Research and Innovation in the Context of the NEP 2020. In Mandal, Dutta and Pritam (Eds.). *National Education Policy 2020: Policy Reforms and Perspective*. Delhi: Atlantic Publication. (255-275). ISBN: 9-788126-935550.
- Mannheim, Karl (1996 ) Introduction to the Sociology of Education, Routledge: USA.
- Mills, W, C (1970) From Max Weber, Routledge: London.
- Pathak, A. (1998 ) Indian Modernity. Delhi: Gyan Pub. House.
- Ritzer, G. & Smart, B. (2001). *Handbook of Social Theory*. London: Sage Publication.

## 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.

**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, Critical, Reader



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