COURSE OBJECTIVE

1. The course aims to present the familiar discourses, sites and practices of education in a new light by locating them in a historical and political relationship to the class, gender, caste and ethnic composition of society. In the process, the learner is enabled to critically reflect on education and its evolving and multiple meanings.

2. Learners will have opportunities to examine the aims of education and the complex interface between the levels of institutional and everyday practices from a variety of theoretical paradigms and specific case studies. In the process, they will learn to assess the strengths and weaknesses of each position using relevant evidence.

3. The course gives significant importance to deconstructing the idea of ‘learning’ as restricted to certain sites like schools or colleges as well as to rituals of attestation and accreditation like examinations. The selection of texts and organization of topics is meant to enable students to examine their personal journey with respect to ‘learning’ and to gain both the skills and confidence in their ability to pursue topics of interest to them and relevant for their work.

COURSE LEARNING OUTCOMES

i. An understanding of the social dimensions of education and its dialectical relationship to the production and reproduction of various social structures, categories and identities. (This includes exposure to the ideas and practices of education which have been critical in the development of modern ideas of childhood, individuality, citizenship and work).

ii. An exposure to the historical trajectories of educational practices and cultures at various levels in India

iii. The ability to make connections between the political economy of global educational regimes and the consequent transformation of institutional structures and practices.

iv. An appreciation of the importance of cross cultural and historical comparisons as well as micro and macro perspectives in apprehending any aspect of education.

v. The course enables students to reflect on their own educational trajectories and analyse its intersections with larger socio-cultural developments.
COURSE CONTENT

Unit 1. Socialization: Conceptions, Sites, Practices

Unit 2. Social Reproduction, Schooling and Work cultures

Unit 3. Pedagogical Contexts and Discursive Practices

Unit 4. Agency and Resistance in Teaching and Learning

Unit 5. Higher Education: Conceptions, Transformations, Practices

Unit 1. Socialzation: Conceptions, Sites, Practices (Week 1-5)


Unit 2. Social Reproduction, Schooling and Work Cultures (Week 6-7)


Unit 3. Pedagogical Contexts and Discursive Practices (Week 8-10)


Unit 4. Agency and Resistance in Teaching and Learning (Week 11-12)


Unit 5. Higher Education: Transformations and Challenges (Week 13-14)


REFERENCES

Compulsory Readings


Additional Resources


As the content of this paper deals with educational practices including pedagogy and the production of knowledge, the perspectives it seeks to familiarize students with must be supplemented with classroom practices that demonstrate a practical application of them.

i. While there would be lectures and group tutorials, the classroom would be learner centric and discussion oriented with the teacher and learners reflecting on their personal experiences as a counterpoint to the readings they are required to do.

ii. The interdisciplinary space of the General Elective class would be strategically used so that perspectives from other disciplines are used in relation to the sociological perspective, thereby helping students understand and deconstruct disciplinary boundaries.

iii. The course also offers opportunities for the screening of select documentaries or films that add further dimensions to the topics being explored.

iv. Students would be encouraged to take projects or small scale research based on topics that they find interesting from within the course. They would also be facilitated in using different methods including autoethnographic writing, classroom observations, interviews, content analysis of textbooks and other education material etc.

ASSESSMENT METHODS

Among the modes of assessment that will be used to evaluate progress towards the learning outcomes will be the following: Class discussions and participation, including student presentations; a project/research based assignment; the creative interpretation of texts; an open or closed book examination etc.
KEYWORDS

Schooling, pedagogy, teachers and learners, socialization, social reproduction, knowledge, discoursive practices, agency, resistance, work cultures, education policy, higher education, history of education in India, global education, citizenship, childhood.