

**B.A. (H) SOCIOLOGY**  
**GENERAL ELECTIVE 06**  
**THE SOCIOLOGY OF EDUCATION**

**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 weakness 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. Socialization: Conceptions, Sites, Practices (Week1-5)**

1.1. Durkheim, Emile. 1977. 'On Education and Society' in Karabel, J. And Halsey, A.H. (eds.) *Power and Ideology in Education*. New York: Oxford University Press. pp. 92-104

1.2. Parsons, Talcott. 1959/2008. 'The School Class as a Social System' in Ballantine. J. H. And Spade, J. Z. (eds.). *Schools and Society: A Sociological Approach to Education*. 3<sup>rd</sup> Ed. California: Pine Forge Press. (pp. 80-85).

1.3. Kumar, Krishna. 2009. *What is Worth Teaching?* New Delhi: Orient Blackswan. Chapters 1 ('What is Worth Teaching') &2 ('Origins of India's Textbook Culture'). pp. 1-22; 23-41.

1.4 Sarangapani, Padma. 2003. 'The End of Childhood' in *Construction of School Knowledge*. New Delhi: Sage. Pp 72-101.

1.5. Froerer, Peggy. 2007. Disciplining the saffron way: Moral Education and the Hindu Rashtra. *Modern Asian Studies*. 41 (5). pp. 1033-1071

1.6. Chanana, Karuna. 2006. Educate Girls. Prepare them for Life? In Ravi Kumar ed. *The Crisis of Elementary Education in India*. New Delhi: Sage. pp. 200-223

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

2.1. Macleod, Jay. 2009. *Ain't No Making It: Aspirations and Attainment in a Low Income Neighbourhood*. 3<sup>rd</sup> ed. USA: WestView Press. Chapters 2, 3, 7. pp. 11-24, 25-50, 113-135

2.2 Apple, Michael. 2013. 'The Other Side of the Hidden Curriculum: Culture as Lived- I' in *Knowledge, Power and Education: The Selected Works of Michael W. Apple*. New York: Routledge. pp. 132-151

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

3.1. Woods, Peter. 1983. *Sociology and the School. An Interactionist Perspective*. London: Routledge and Kegan Paul. Chapter 1. pp. 1-17

3.2. Davies, Bronwyn. 2004. 'The Discursive Production of the Male/Female Dualism in School Settings' in Ball, S. J. (ed). *The Routledge Falmer Reader in Sociology of Education*. London: Routledge Falmer. pp. 128-139

3.3. Gupta, Latika. 2014. 'Ethos as a Gendering Device: Muslim Girls in a Minority School' *Economic and Political Weekly*. Vol. 49. No. 32. pp.65-72

3.4. Kumar, Krishna.1989. 'Learning to be Backward' in *Social Character of Learning*. New Delhi: Sage. pp. 59-77

3.5. Dharampal. 2002. *The Beautiful Tree: Indigenous Education in the Eighteenth Century*. Dharampal Collected Writings. Volume III. Goa: Other India Press. Pp 7-21, 81-86

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

4.1. Freire, Paulo. (1970/1993). *Pedagogy of the Oppressed*. (Trans. Myra Bergman Ramos). London: Penguin Books. Chapter 2. pp. 52-67

4.2. Thapan, Meenakshi. 2006. ' 'Docile' bodies, 'good' citizens or 'agential' subjects? Pedagogy and Citizenship in Contemporary Society' in *Economic and Political Weekly*. Vol. 41, No. 39. Pp. .4195-4203

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

5.1. Barnett, Ronald. 1990. 'A Contested Concept' in *Idea of Higher Education*. Buckingham: The Society for Research into Higher Education and Open University Press. pp. 16-29

5.2. Deshpande, Satish and Apoorvanand. 2018 . 'Exclusion in Indian Higher Education Today' in *India Exclusion Report*. New Delhi:Yoda Press. pp. 191-218

5.3. Jeffrey, Craig. 2011. 'Great Expectations: Youth in Contemporary India' in Clark Deces, Isabelle. ed. *A Companion to Anthropology in India*. UK: Blackwell. pp. 62-79

## **REFERENCES**

### **Compulsory Readings**

Apple, Michael. 2013. 'The Other Side of the Hidden Curriculum: Culture as Lived- I' in *Knowledge, Power and Education: The Selected Works of Michael W. Apple*. New York: Routledge. pp. 132-151

Barnett, Ronald. 1990. 'A Contested Concept' in *Idea of Higher Education*. Buckingham: The Society for Research into Higher Education and Open University Press. pp. 16-29

- Chanana, Karuna. 2006. Educate Girls. Prepare them for Life? In Ravi Kumar ed. *The Crisis of Elementary Education in India*. New Delhi: Sage. pp. 200-223
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- Durkheim, Emile. 1977. 'On Education and Society' in Karabel, J. And Halsey, A.H. (eds.) *Power and Ideology in Education*. New York: Oxford University Press. pp. 92-104
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- Macleod, Jay. 2009. *Ain't No Making It: Aspirations and Attainment in a Low Income Neighbourhood*. 3<sup>rd</sup> ed. USA: WestView Press. Chapters 2, 3, 7. pp. 11-24, 25-50, 113-135
- Parsons, Talcott. 1959/2008. 'The School Class as a Social System' in Ballantine. J. H. And Spade, J. Z. (eds.). *Schools and Society: A Sociological Approach to Education*. 3<sup>rd</sup> Ed. California: Pine Forge Press. (pp. 80-85).
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Thapan, Meenakshi. 2006. ' 'Docile' bodies, 'good' citizens or 'agential' subjects? Pedagogy and Citizenship in Contemporary Society' in *Economic and Political Weekly*. Vol. 41, No. 39. pp.4195-4203

Woods, Peter. 1983. *Sociology and the School. An Interactionist Perspective*. London: Routledge and Kegan Paul. Chapter 1. pp. 1-17

Willis, Paul. 1977. *Learning to Labor: How Working Class Kids Get Working Class Jobs*. New York: Columbia University Press.

Thapan, Meenakshi. 1991. *Life at School: An Ethnographic study*. Delhi: Oxford University Press.

Ball, Stephen J. 1981. *Beachside Comprehensive: A Case Study of Comprehensive Schooling*. Cambridge: Cambridge University Press.

Everhart, R. B. 1983. *Reading, Writing and Resistance*. Boston: Routledge and Kegan Paul.

McLaren, P. 1986. *Schooling as a Ritual Performance*. Boston and London. Routledge and Kegan Paul.

Jeffrey, Roger et.al. 2006. 'Parhai Ka Mahaul ? An Educational Environment in Bijnor , Uttar Pradesh', in Neve, G. De and Donner, H. (eds.) *The Meaning of the Local : Politics of Place in Urban India*. Abingdon, Oxon: UCL Press.

Jeffrey, Craig. 2010. *Timepass: Youth, Class and the Politics of Waiting in India*. Stanford, California: Stanford University Press

Bettie, Julie. 2003. *Women Without Class: Girls, Race, and Identity*. California: University of California Press

Lukose, Ritty. 2009. *Liberalization's Children: Gender, Youth, and Consumer Citizenship in Globalizing India*. USA: Duke University.

### **Additional Resources**

Ball, Stephen J. 1981. *Beachside Comprehensive: A Case Study of Comprehensive Schooling*. Cambridge: Cambridge University Press.

Bettie, Julie. 2003. *Women Without Class: Girls, Race, and Identity*. California: University of California Press

Everhart, R. B. 1983. *Reading, Writing and Resistance*. Boston: Routledge and Kegan Paul.

Jeffrey, Craig. 2010. *Timepass: Youth, Class and the Politics of Waiting in India*. Stanford, California: Stanford University Press.

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Willis, Paul. 1977. *Learning to Labor: How Working Class Kids Get Working Class Jobs*. New York: Columbia University Press.

## **TEACHING LEARNING PROCESS**

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, discursive practices, agency, resistance, work cultures, education policy, higher education, history of education in India, global education, citizenship, childhood.