

Category IV

Common Pool of Discipline Specific Electives (DSE)

Discipline Specific Elective (DSE) 04

Sociology of Education

DISCIPLINE SPECIFIC ELECTIVE COURSE -04 (DSE-04) : Sociology of Education

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSE 04 Sociology of Education	4	3	1	0	12th Class Pass	Nil

Learning Objectives:

1. To introduce sociology of education as an area of sociological interest and investigation.
2. To constitute education as discursive practice at the confluence of various social, political, economic and cultural processes.
3. To map significant issues in the sociology of education in India.

Learning Outcomes:

Students will be able to:

1. *Develop* an understanding of the social dimensions of education.
2. *Recognise* the role of education in the production and reproduction of social structures, categories and identities.
3. *Analyse* the diversity of educational practices and cultures in a comparative context.
4. *Examine* the relationship between the political economy and educational regimes in their social context and translate this understanding into sociologically informed education practice and policy.

SYLLABUS OF DSE 04: Sociology of Education

Unit I: An Introduction to Sociology of Education (9 Hours)

This unit introduces some of the key sociological perspectives on education

Unit II: Education in the Societal Context (24 Hours)

This unit explains the interactions of education with the larger frameworks of modernization, development and inequality. It also brings out nuances of the practices of education that inform and are informed by these interactions

a. Education, Modernity and Development

b. Education, Ideology and Reproduction

c. Textbook, Curriculum and Pedagogies

Unit III: Social Character of Education in India (9 Hours)

This unit focuses on how India has evolved with its own agenda of education; Civilizational, National and constitutional aspirations, social character, diverse practice and its contradictions.

Unit IV: Globalization and Education (3 Hours)

This unit engages with the emerging questions related to the new technological advancements in contemporary times and the nature, role and contradictions of new educational socialization.

Practical Component: Nil

Course Outline and Essential/Recommended Readings:

Unit I: An Introduction to Sociology of Education

Durkheim, Emile. (1985). 'Education: Its Nature and Role;', in Suresh Chandra Shukla and Krishna Kumar (Eds.) *Sociological Perspectives on Education: A Reader*. Delhi: Chanakya Publication. Pp. 9-22.

Dewey, John. (2009). 'Education as a Social Function' in *Democracy and Education: An Introduction to the Philosophy of Education*. New Delhi: Aakar. Pp.11-25

Saha, L. (2008). 'Sociology of Education', in Thomas L. Good (ed.), *21st Century Education: A Reference Handbook*, Sage Publications Inc, California. Pp. 299-307

Unit II: Education in the Societal Context

a. Education, Modernity and Development

Weber, Max. (2014). 'The Rationalization of Education and Training'. in Richard Arum, Irene R. Beattie and Karly Ford. (Ed.) *The Structure of Schooling: Readings in the Sociology of Education*. London: Sage Publications'. Pp. 4-6.

Chabbott, C., & Ramirez, F.O. (2000). 'Development and Education' in Hallinan, M.T. (eds) *Handbook of the Sociology of Education*. Boston: Springer. Pp.163-187

Altbach, Phillip, G. (1976). 'Higher Education and Modernization: The Indian Case', in Giri Raj Gupta (Ed). *Main Currents in Indian Sociology, Vol. I: Contemporary India*. New Delhi: Vikas Publishing House Pvt Ltd. Pp. 201-220

Jayaram, N. (2015). 'Education and Emancipation: The Saga and Ideology of Dr B.R. Ambedkar', in Singh, A.K. (Ed.). *Education and Empowerment in India*. New Delhi: Routledge India. Pp. 73-90.

(The course instructors are suggested to discuss the Education Commission Report 1964-66 in the Indian context, with reference to Education and National Development)

b. Education, Ideology and Reproduction

Bourdieu, Pierre. (1997). 'Forms of Capital' in A.H. Halsey et al (Eds.). *Education, Culture, Economy and Society*. Oxford: Oxford University Press. Pp.46-58.

Kumar, Krishna. (1987). 'Reproduction or Change: Education and Elites in India' in Ratna Ghosh and Zacharia (Ed.) *Education and Process of Change*. New Delhi: Sage. Pp.27-41

Chanana, K. (2007). 'Globalisation, Higher Education and Gender: Changing Subject Choices of Indian Women Students' in *Economic and Political Weekly*, 42(7). Pp. 590–598.

c. Textbook, Curriculum and Pedagogies

Sarup, Madan. (1982). 'The Enforcement of Discipline' in *Education State and Crisis: A Marxist Perspective*. London: Routledge. Pp.14-29

Apple, Michael W. (2004) 'Cultural Politics and the Text' in Stephen J. Ball (Ed.) *The Routledge Falmer Reader in Sociology of Education*. Routledge. Pp. 179-195.

Kumar, Krishna. (1988). 'Learning to be Backward' in *Social Character of Learning*. New Delhi: Sage. Pp. 59-77.

Unit III: Social Character of Education in India

Shukla, Sureshchandra. (1983). 'Indian Educational Thought and Experiments: A Review'. *Comparative Education*, 19(1). Pp. 59–71.

Ghosh, Suresh Chandra. (1995). 'Towards a National Policy on Education' in: *The History of Education in Modern India*. New Delhi: Orient Black Swan. Pp.177-194

Deshpande, Satish.(2012). 'Social Justice and Higher Education in India Today' in Martha Nussbaum and Zoya Hasan (eds), *Equalizing Access: Affirmative Action in Higher Education in India, United States and South Africa*, New Delhi: Oxford University Press.p.212-238

Unit IV: Globalization and Education

Penprase, Bryan E. (2018). 'The Fourth Industrial Revolution and Higher Education' in Gleason, N. W. (Ed.). *Higher Education in the Era of the Fourth Industrial Revolution*. Springer Nature. Pp. 207-225

Kamat, Sangeeta G. (2011). Neoliberal Globalization and Higher Education Policy in India. In: Roger King, Simon Marginson, & Rajani Naidoo (Eds.), *Handbook on Globalization and Higher Education*. Cheltenham, UK: Edward Elgar. Pp. 273-285.

Suggested Readings:

Delanty, Gerard. (2005). The Sociology of the University and Higher Education: The Consequences of Globalization. In: Calhoun, Craig; Rojek, Chris and Turner, Bryan S (Eds.) *The SAGE Handbook of Sociology*. London: Sage Publications Ltd. Pp. 530-545.

Freire, Paulo. (2017). *Pedagogy of the Oppressed*. Penguin Classics.

Halsey, et. al. (1996). *Education, Culture and Economy*. Oxford: Oxford University Press.

Kumar, Krishna. (2005). Colonial Citizen as an Educational Ideal. In: *Political Agenda of Education*. New Delhi: Sage. Pp 27-48.

Ramachandran, V. (2018). In: *Inside Indian Schools: The Enigma of Equity and Quality*. Routledge.

Stevens, Mitchell, Eligabeth Armstrong and Richard Arum. (2008). Sieve, Incubator, Temple, Hub: Empirical and Theoretical Advances in Sociology of Higher Education, *The Annual Review of Sociology*. Pp.127-152

Thapan, Meenakshi. (1991). *Life at School: An Ethnographic Study*. New Delhi: Oxford University Press.

Vaidyantha Ayar, R.V. (2017). *History of Education Policymaking in India, 1947–2016*. New Delhi: Oxford University Press

Willis, P. (1978). *Learning to Labour: How Working-Class Kids Get Working Class Jobs*. London: Routledge.

Velaskar, Padma. (2018). The Redefinition of Equality and Excellence and Declining Goals of Democratic Egalitarianism in Higher Education. In: Varghese, N.V. & Sabharwal, Nidhi & C M, Malish. (2018). *India Higher Education Report 2016: Equity*. India: Sage Publications. Pp. 43-62

Education Policy Documents (can be used for Presentations and writing Review)

Ministry of Education, Report of the Education Commission, 1964-66. Government of India. Pp. 3-39

Ministry of Education. National Policy on Education 1968, 1986 and NPE as modified in 1992. Govt. of India.

Ministry of Human Resource Development. (2005). Report of the CABE Committee on Girls Education and Common School System. Govt. of India.

Ministry of Education, Govt. of India. (2020). Draft National Education Policy 2019 and NEP 2020.

NCERT, (2005). National Curriculum Framework (NCF, 2005). New Delhi: India

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.