

## **M Ed Two Year Programme**

### **S.Ee.1 (n) : Equality and Education – Sociological Perspectives**

Maximum Marks: 100

#### **Rationale of Course**

The concept of equality in Education is historically well established in our Educational discourse. The focus on this particular constitutional value is being increasingly felt in the contemporary times. Educational policies and reports of committees and commissions have time and again expressed their concerns on promoting equality for any progressive society. In fact, for teacher educators, public intellectuals and policy makers, it has acquired almost one of the most significant and unavoidable educational concern. The students engaging with this course, would get the opportunity and an academic space to comprehend and develop their perspectives around the idea of equality. At the end of engaging with this course, the students would have met the following **Objectives**:

- Engage with critical perspectives on the educational system and patterns in a democratic and secular country with a pluralistic social context and its relevance in the contemporary context of a globalised world.
- Examine how the quest for equality and self identity is a central concern in the processes of education.
- Nurture capacities to critically reflect on the socio- historical realities, cherish the human values of equity and tolerance and challenge the social forces that threaten these constitutional values.
- Promote democratic participation, challenge notions of patriarchy and the sociological discourse of equality in education.
- Investigate the policies of education and its praxis in the context of India and analyse the critics and alternatives generated by the exponents of equality in the Indian Society.

#### **Unit 1 Introduction: Sociological Perspectives**

Class, Status, Ethnicity, Sex, Caste and Religion as categories of analysis in the Sociology of Education.

#### **Unit 2 –Relation between Education, Mobility, Educational Opportunity and Social Change**

- "The Equality of Educational Opportunity" Debate in India with special reference to Muslims, Scheduled Castes/Tribes and Women.
- Alternatives in Education
- the De-schooling movement

### **Unit 3- Critical Perspectives in Education.**

The issues of representation in School Education and Higher Education.

- Qualitative and Quantitative representations.
- Religion, Caste and Gender.
- Equality and Inclusive Education.

### **Unit 4-The New Sociology of Education.**

### **Unit 5- Studying Dalit Literature as protest, liberating memories and assertion for Equality.**

Study of Dr. Ambedkar and Phule's writings.

- Assembly Debates
- New challenges

### **Unit 5- Studying Educational Experiences of Marginalised Groups**

- Autobiographies, novels, poetries and other forms of expression
- Documentaries and films

### **Term Paper and Seminar Presentations**

- Critical analysis of Dalit Literature
- Treatment of Deprived classes in Print and Electronic media

### **Suggested Readings**

- Apple, Michael W. & Smith, Christian L. (ed.), (1991) *The Politics of the Textbook*, Routledge, New York.
- Bhasin, Kamla (1994). *What is Patriarchy?* Kali for Women, New Delhi
- Bhog, Dipta (2002), *Gender and Curriculum*, Review of Women Studies, Economic and Political Weekly, 37(17):1638-1642.
- CIE, Department of Education, University of Delhi (2007)-Conference on Indian Muslims.
- Giroux, H. (1981). *Ideology, Culture and the Process of Schooling*. Falmer Press, London
- Gupta, Ramanika (2012). *Dalit Chetna*, Navchetna Prakashan, Delhi
- Ilaiah, Kancha (1996). *Why I Am Not a Hindu: A Sudra critique of hindutva philosophy, culture and political economy*. Samya, Calcutta translated in hindi by Om Prakash Valmiki and published by Bhatkal and Sen).
- Illiich. Ivan (1989). *Deschooling Society* (available in hindi also as *Paathshala bhang kar do* -translation by Indu Prakash Kanungo, Madhya Pradesh Hindi Granth Akademi)
- Kumar, Krishna (1992, 3<sup>rd</sup> edition in 2004). *What is Worth Teaching*, Orient Blackswan, Delhi
- Kumar, Krishna (1991) *Political Agenda of Education* Sage, Delhi
- Matthews, J.C. (1985) *Examinations: A Commentary*. George Allen

- MHRD- National Policy on Education(1986),Delhi
- MHRD-Ramamurty Committee Report (1990)-Towards enlightened and humane society,Delhi
- NCERT-National Curriculum Framework for School Education 2000, N.C.E.R.T. New Delhi
- NCERT-National Curriculum Framework 2005 ,N.C.E.R.T. New Delhi
- NCERT-National Curriculum Framework 2005 Position Paper no. 3.1 by National Focus Group on Problems of Scheduled Caste and Scheduled Tribe Children,N.C.E.R.T. New Delhi
- NCERT-National Curriculum Framework 2005 Position Paper no.3.2 by National Focus Group on Gender issues in Education, N.C.E.R.T. New Delhi
- Nirantar(April 2009).Textbook regimes:a feminist critique of nation and identity. New Delhi
- Nyugi &Thyongo(19) Bhasha ,sanskriti aur rashtriya asmita. Saransh,Delhi
- Omvedt.G.(1971).Jotirao Phule and the ideology of social revolution in India',Economic and Political Weekly,6 (37):1969-78.
- Phule,Mahatma Jyotirao, (1996).Kisan ka kora (hindi translation by Prof Ved Kumar Vedalankar,Mahatma Jyotirao Sadhane Prakashan Samiti,Mumbai)
- Phule,Mahatma Jyotirao, (1996).Ghulamgiri; hindi translation by Prof Ved Kumar Vedalankar,Mahatma Jyotirao Prakashan Samiti,Mumbai
- Razzack,Azra(1994).Muslim hone ki pehchaan.Hans,Delhi