

M Ed Two Year Programme

S.St. 1 (g) : Social Theory of Education: Conceptual Issues And Debates

Maximum Marks: 100

The course will provide opportunities to:

Explore and develop a comprehensive and critical understanding about the relationship among individual, school, society and state.

Elaborate and conceptualize the process of knowledge construction with reference to emerging trends in social theory

Understand and evaluate the role of culture, ethos and education in re-contextualizing the prevailed perspectives, knowledge and practices

Engage with the concept and process of educational opportunities with reference to Individual, liberty and equality

Explore and understand the emerging issues and concerns in industrial world with reference to education, development and Social movement.

Unit--- I

Understanding and Conceptualizing Social Theory with Reference to School, State, Society and Individual:

Classical approaches (consensus, reproduction and conflict), Contemporary approaches (Multilineal evolution social theories: neo-evolutionism, theory of modernization, theory of post-industrial society, Post-modern feminist), Emerging approaches: Rational Choice Theory and Symbolic Interactionism

Unit –II

Construction and Development of Knowledge and Social Reality:

Sociology of Knowledge, The role of Ideology and Media in knowledge construction, Indigenous system of knowledge, Liberalization and globalization, National system of education, Cultural Relativism

Unit –III

Culture, Ethos and Education:

Modernity and postmodernity, Re-contextualization of knowledge and pedagogy, Social anthropology, Cultural capital and pedagogy, Identity development and culture

Unit – IV

Individual, Liberty and Equality:

Concept and Processes of educational opportunities, Exploration of Hierarchy, status and power system with reference to caste system, Education and women struggle for equality, Critical reviewing School curriculum and necessary knowledge, Inclusion and exclusion in term of availability, accessibility and approachability of education for children, Individual and experience

Unit—V

Education, Development and Social Movement:

Understanding the impasse and third world industrialization, the role of state in the context of Welfare social change, Understanding social movements with reference human rights perspective: caste, women and child rights, Teacher and student union and organizations

References

- Allingham, Michael (2002). Choice Theory: A Very Short Introduction, Oxford: USA
- Berger, P.L. and Luckmann, T (1991) social construction of Reality, Penguin: USA
- Blackledge, D. and Hunt, B.(1985)Sociological Interpretations of education, Rutledge
- Bourdieu, P, and Passeron, J.C. (1990) Reproduction in Education, society and Culture
- Crook, N. (1996) The Transmission of Knowledge in South Asia, Oxford University Press
- Chanana, K. (2001) Interrogating Women’s Education, Rawat Publication, Delhi
- Kingdon, G. and Muzammil, M. (2008) A political economy of education in India: The case of Uttar Pradesh, Published by Oxford Policy Institute
- Kumar, K. (2005) political Agenda of Education, Sage Publication

Sarangapani, P.M. (2003) Constructing school knowledge: An Ethnography of Learning in an Indian Village, Sage Publicaiton: India

Srinivas, M.N. (1993) On Living in a Revolution and Other Essays, Oxford University Press: USA

Pathak, A. (1998) Indian Modernity, Gyan Pub. House: Delhi

Shukla, S. and Kaul, R. (1998) Education, Development and Underdevelopment, Sage Publication: Delhi

Apple, Michael (2014) Official Knowledge (Third Edition), Publisher: Routledge:

Basil Bernstein (2003) Class, Codes and Control, Routledge

Bruner, Jerome (1986) Actual Minds to possible world,Harvard University Press

Carr, E. H. (1965) What is History, Pelican Book : London.

Kumar, Krishana (2003) Politics of Education in Colonial India, Routledge:India

Mannheim, Karl (1996) Introduction to the Sociology of Education, Routledge: USA

Mills, Wrights, C. (1959) The Sociological Imagination, Oxford University Press: USA

Shah, Ghanshyam (2009) Social Movement in India, Sage Publication: Delhi

Anand, P. (1993).Foundations of Rational Choice under Risk, Oxford University Press: Oxford.

Amadae, S.M.(2003). Rationalizing Capitalist Democracy: The Cold War Origins of Rational Choice Liberalism, University of Chicago Press:Chicago

Articles

‘Seed and Earth ‘ (LeelaDube: Anthropological Explorations in Gender)

‘Sociology for the Educator and Sociology of Education’ (Karl Mannheim)

‘Children and the Past’ (From Prejudice and Prideand ‘ Litter in Lahore’ from Battle for Peace (Krishana Kumar)

‘The concept of Equality of Educational Opportunity’ (Coleman)

‘The subjection of Women” and “ On Liberty’ (Johan Stuart Mill) (Hindi by PragatiSazena)

‘Individual and Experience’ (Johan Dewey)

‘Pedagogizing Knowledge: Studies in Re-contextualizing’ (Basil Bernstein)

Bourdieu’s concept of ‘Habitus’ (The Phenomenological Habitus and its Construction’ (Nick Crossley: Theory and Society;30:1:2001;pp.81-220)

Few parts from ‘Division of Labour’ (Durkheim)

‘Post Liberal Democracy?’ (C. B. Macpherson, Democratic Theory

‘The Theoretical Impasse’ (Sociology and Development By Ray Kiely)

‘Hierarchy and Difference: an introduction’ (Dipankar Gupta)

‘Caste in a south Indian Village’ (AndreBeteille)

‘Neo-liberal capitalism and Education’ (Ravi Kumar and Dave Hill)

‘What is Ethnomethodology?’(Harold Grafinkel)

‘Post- postmodernism? Theorizing Gender’ (SylviaWalby)