

Semester: Spring 2020

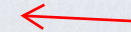
Course Instructor: Nirmali Goswami

This course aims to develop an understanding of the institutions and practices of education in their wider social context. The students will be introduced to the major theoretical perspectives in sociology of education. The course also explores the linkages of social structural issues of inequality in Indian context. Following are the main objectives of the course

1. Understanding of sociological perspectives on education.
2. Analysis of educational inequalities in Indian context.

Course Outcome : In this course students are expected to develop comprehension of theoretical perspectives in sociology of education and develop analytical skills related to educational institutions in Indian context. It is expected that the learner

1. Comprehends the concepts and theories in the domain of sociology of education.
2. Develops the analytical ability regarding inequalities in educational attainment in Indian context.
3. Acquires professional skills of reading the large scale data-sets pertaining to education and identify patterns.
4. Learns to read and assess educational policy related documents.



Lesson Plan:

Course Topics	Lecture Hours	Essential Readings/Resources of learning
Aims of Education: Caged Bird or Problem Posing?	2	P Freire <i>Banking model of education</i> Tagore's <i>Parrot's Training</i>
Functionalist approach	3	Emile Durkheim: <i>Moral Education</i> Talcott Parsons: <i>School class as a social system</i>
Critique of Functionalism	2	R Collins: <i>Functional and Marxist theory</i>

<i>Test 1 for 25 marks</i>		
Marxist Approach	3	Samuel Bowles: <i>Schooling in Capitalist America</i> P Bourdieu: <i>Forms of Capital</i>
Cultural Marxism	2	Paul Willis: <i>Learning to Labour</i>
Interactionism	2	Peter Woods: <i>Interactionism</i>
Feminist Approach	2	Julie Bettie <i>Women without Class</i>
<i>Mid Term Assessment for 40 marks</i>		
Educational Inequality in India: Overview	1	Amman Madan: <i>Caste and Class in Higher Educational Context</i>
Intersection of Class, Caste, Community and Gender	4	Mohammad Talib <i>Ideology, curriculum and class construction</i> Aparna Mahanta <i>Journey of Assamese Women</i> N Goswami <i>Nation state and language markets</i>
Quantitative assessment of Inequality	4	Quantitative assessment of educational inequality in India through hands on training session on reading NSS data and working on specific questions of inequality in Indian context
<i>Test 3 for 25 marks</i> (Individual presentation and assignment writing on educational inequality in India using NSS data and other resources)		
Basil Bernstein on Classification and Framing rules	2	A Sadovnik: Basil Bernstein
MFD Young on Knowledge and Power	2	MFD Young: <i>Knowledge and Social Control</i>
Michel Apple on Ideology	2	Michel Apple: <i>Ideology and Curriculum</i>
Curriculum in colonized setting	2	Macauley's Minute, 1832 Position paper on Indian Languages, National Curriculum

		Framework 2005, MHRD
State, Market and Education in India	3	Manish Jain et al <i>School education in India: Market, State and Quality</i> Amman Madan <i>Making schools work</i>

Methods of Assessment:

1. Written tests:

Test 1 will assess the comprehension of the concepts and theories

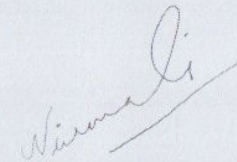
Mid Term Test and Semester End examination will provide summative assessment of the comprehension and analytical abilities of students

2. Assignment and individual presentation: Test 3 will assess students' ability of reading and analyzing educational scenario in India by drawing from educational statistics, case studies and/or ethnographic work.



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