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Social implications of schooling: Knowledge, pedagogy and consciousness

Pathak, Avijit

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Social Implications Of Schooling Knowledge Pedagogy And Consciousness

Avijit Pathak



Social Implications Of Schooling Knowledge Pedagogy And Consciousness:

Social Implications of Schooling Avijit Pathak, 2002 *Social Implications of Schooling* Avijit Pathak, 2002 With reference to education in India *The Practice of Sociology* Maitrayee Chaudhuri, 2003 This book grew out of a need to examine the practice the teaching and research of sociology in India This need was in turn prompted by the experience of the contributors as students and teachers of the problems of understanding communicating the connections between sociology and the society in which one lives and between sociological theory and empirical studies **India's Past, Its Learnings, Its Pedagogies** R S Krishna, 2022-10-19 The very acrimonious debates on history textbooks have mostly been dominated by scholars historians civil society activists and politicians Where are the teachers in this debate vested with the onerous responsibility of transpiring learnings in history to the students The author R S Krishna tries to recover the teacher's voice through an critical observation of select teachers their classroom practices the ideas that inform their understanding of our past and the way history textbooks are mediated by teachers In this Krishna also brings in his own teaching experience and his evolution as a history teacher Combining observations experience and readings from educational sociology Krishna establishes how history as we know it emerges largely through narratives where not recapitulation of facts but competing nationalisms politics and knowledge prisms are more defining Here Krishna is particularly critical of the liberal Marxist prisms that has had a major influence on textbook writing particularly of NCERT At the same time attempts by the adherents seeking to establish an Indic or a Hindu view of our past particularly their ability to bring pedagogically appropriate textbooks have so far been dismal Framing his arguments within the context of modernity which he sees as universal having an egalitarian premise the author emphasizes a need for a new methodologically informed textbooks that are more holistic comparative and dialogic which helps to reimagine India's past and its future quests The author avers whatever be textbooks scholarly merit it should be pedagogically substantive and crucially for its meaningful understanding by students a teacher's command of the discipline and some familiarity of debates that frame history's knowledge status is key **Ten Lectures on Education** Avijit Pathak, 2020-11-02 This book written with theoretical rigor sociological sensibility and poetic beauty reveals the intensity of classroom lectures and dialogues In the age of virtual intimacy the author retains the courage to celebrate the spirit of direct face to face classroom interactions As he delivers a series of lectures on education pedagogy and cultural politics and engages with his students at Jawaharlal Nehru University the book begins to take its shape It invites the readers to raise critical questions sharpen their socio political vision and reflect on educational practices and pedagogic possibilities Please note This title is co published with Aakar Books New Delhi Taylor Francis does not sell or distribute the Hardback in India Pakistan Nepal Bhutan Bangladesh Maldives and Sri Lanka **Education in Troubled Times** Yahia Baiza, 2022-08-22 This volume presents a scholarly conversation about education in troubled times across different temporal and spatial contexts The concept of troubled times in this book refers to situations of serious challenges or crises that affect the practice

of education at community national and global levels It examines how education operates across a wide range of challenging circumstances from the COVID 19 pandemic political manipulations and the neoliberal economy to conflict and post conflict situations The volume also considers the measures national governments should take to contain and mitigate their effects and how effective these measures are in curbing such challenges By addressing these questions it also suggests ways to overcome the identified challenges and crises in their respective contexts Universal Secondary Education in India

Jandhyala B. G. Tilak,2020-07-24 This book offers a cutting edge contribution on the importance of secondary education and assesses the strengths and weaknesses of its growth in India Secondary education long neglected faces countless challenges and will require tremendous financial resources millions of additional trained teachers and vast infrastructure in terms of buildings laboratories libraries ICT facilities etc The book examines these critical issues with particular reference to the situation in India It analyses the status quo of secondary education and discusses the strategies and approaches needed in order to universalize it Including 20 chapters authored by eminent scholars in the field and from across the country this book gathers the outcomes of a seminar organized by the Council for Social Development on Universalization of Secondary Education The target audience includes policymakers practitioners administrators education planners researchers teachers and teacher educators with an interest in the future of secondary education **Doing Sociology in India** Sujata

Patel,2016-04-26 This important volume on the history of sociology in India locates scholars scholarship theories perspectives and practices of the discipline in different cities and regions of the country over a century It argues that this history is enmeshed in political projects of constructing a society which took place as a result of colonialism and dominant nationalism The book affirms the existence of both strong and weak traditions of scholarship in India and underscores three processes that have aided this development at various points of time reflexive interrogation of received scholarship probing ideal types of theories within classrooms and questioning existing debates on society and its language by the public **Schooling the**

National Imagination Shalini Advani,2009-09-02 What is the nature of textbooks produced by a postcolonial society and how do they shape the national citizen How do they define social roles in society and influence the way people look at themselves and others In what way do textbooks reflect the framing visions about societal change By exploring how language is critical to the development of a postcolonial nation and its shifting responses to global modernity Schooling the National Imagination reflects on these profoundly important questions Discussing the national education policy in general and the English language policy in particular Shalini Advani tracks the inner dilemmas of a postcolonial society like India and the troubled history of its language politics She looks at state produced school textbooks traces how English curriculum both reflects and constructs identity in particular ways and examines classroom practice in schools Advani goes on to consider the ways in which ideology shapes pedagogic practice and how classroom transactions define the meaning of what is taught Sensitive to theoretical discussions on how power and culture are made visible in textbooks and practice the book moves

between study of policy textbooks and classroom ethnography to provide a richly textured account of what language education does

Contextualising Educational Studies in India Pradeep Kumar Choudhury, Suresh Babu G.S., 2021-06-10 This volume presents an interdisciplinary framework to map out contemporary educational studies in India Based on conceptual tools quantitative methods and ethnographic accounts drawn from extensive fieldwork it addresses emerging discourses on educational policies their operation in the everyday functioning of institutions and actual practices in teaching and learning Individual chapters discuss the intersectionality in the current educational system of region gender class caste and minorities With comparative perspectives and case studies from across states including under studied rural and urban regions of India the book explores a wide range of issues affecting the educational system including socioeconomic and gender inequalities the educational status of tribal settlements in the hinterlands and their respective urban areas the marginalisation of minorities challenges in accessing educational avenues and choices and the model for imparting vocational education and training It navigates complex sites of discrimination and exclusion in the institutional spaces of the educational system and assesses the consequences of market dynamics and ideological undercurrents Presenting first hand information from the field it evaluates educational policies practices and research investigates challenges and failures provides suggestions and fosters critical thinking for a knowledge society The findings in this book will be of interest to researchers scholars and teachers of education economics sociology urban education and the politics of education as well as of public policy governance and development studies It will also be useful to research institutions policymakers educationists social scientists education professionals and governmental and non governmental bodies working on education

Vision of Education in India Muchkund Dubey, Susmita Mitra, 2020-11-01 The present volume seeks to review education in India through a matrix of nation building democratization process identity power social and economic divisions and social hierarchies The book revisits the vision of education of some of the great Indian philosophers and leaders deconstructs some of the seminal documents on education in India brings out the significant role played by the people s movement in shaping education and analyses the trends and progress in the implementation of educational programmes and policies Please note This title is co published with Aakar Books New Delhi Print edition not for sale in South Asia India Sri Lanka Nepal Bangladesh Pakistan Maldives or Bhutan

Exploring Alterity in a Globalized World Christoph Wulf, 2016-01-13 This volume develops a unique framework to understand India through indigenous and European perspectives and examines how it copes with the larger challenges of a globalized world Through a discussion of religious and philosophical traditions cultural developments as well as contemporary theatre films and media it explores the manner in which India negotiates the trials of globalization It also focuses upon India s school and education system its limitations and successes and how it prepares to achieve social inclusion The work further shows how contemporary societies in both India and Europe deal with cultural diversity and engage with the tensions between tendencies towards homogenization and diversity This eclectic collection on

what it is to be a part of global network will be of interest to scholars and researchers of South Asian studies philosophy sociology culture studies and religion

Religion and Education in India Arshad Alam, 2023-11-16 This book studies the relationship between religion and education in the Indian context It analyses the creative interface between religion and education as empirical categories and overlapping modes of pedagogical transmission The volume investigates the ways in which religious identities are shaped through education both at home and at school It brings together academics and researchers working in different faith traditions like Islam Hinduism and Sikhism to understand the significance of transmitting religious education and the need to pay closer attention to sites through which religious instruction is being disseminated Topical and lucid this book will be an important reading for scholars and researchers of sociology religious studies secularism sociology of education political sociology South Asia studies and education in general

Childhoods in India T. S. Saraswathi, Shailaja Menon, Ankur Madan, 2017-08-31 This book highlights the significance of an interdisciplinary approach to understanding children and childhoods in the Indian context While it is recognised that multiple kinds of childhoods exist in India policy and practice approaches to working with children are still based on a singular model of the ideal child rooted in certain Western traditions The book challenges readers to go beyond the acknowledgement of differences to evolving alternate models to this conception of children and childhoods Bringing together well known scholars from history politics sociology child development paediatrics and education the volume represents four major themes the history and politics of childhoods deconstructing childhoods by analysing their representations in art mythology and culture in India selected facets of childhoods as constructed through education and schooling and understanding issues related to law policy and practice as they pertain to children and childhoods This important book will be useful to scholars and researchers of education especially those working in the domains of child development sociology of education educational psychology public policy and South Asian studies

Teaching in Unequal Societies John Russon, 2021-12-30 This book considers teaching in modern institutional settings among other things as the ethical questioning and reversal of passively accepted prejudices particularly in contexts of diversities and inequalities Its thematic focus is the ethics of teacher learner and learner learner relationships within the democratic setup and the possibilities of critique and transformation emerging out of such a relationship The first theme of the book is diversity and pluralism the second is the question of inequality in such contexts of radical diversity With respect to this question an unavoidable phenomenon of our times is the capitalisation of education and the reductionist view of learners as customers and consumers of knowledge The approach to education that sees students merely as skilled human resources to be readied for the job market militates against critical thinking and do not respond appropriately to the questions of diversity and inequality Thus a significant focus of the book is the impact of inherited inequalities of caste and race on classroom ambience and teachers interventions in the modern institutional context The pertinent question is the increasing unwillingness of teachers to recognise and challenge discriminatory views and play

their role in social transformation In this regard the teaching and learning of the humanities is also investigated Teaching and the traditional classroom it is often said may not be required in the future as machines and remotely located teachers explicators might claim their place Hence another question of focus is whether such a future would be hospitable to the critical task of education to cultivate young citizens of democracies **Sociological Bulletin** Indian Sociological Society,2003 *The Construction of History and Nationalism in India* Sylvie Guichard,2010-06-25 Most studies on nations and nationalism argue that history or more precisely a common past is crucial for the process of national identity building This book focuses on the construction elaboration and negotiation of the narratives that have become official history in India

Modernity, Globalization and Identity Avijit Pathak,2006 Enough Has Already Been Said And Written About Modernity Globalization And Identity What However Distinguishes The Book Is Its Reflexivity_The Politico Ethical Questions It Raises And The Way It Makes Us Confront Our Own Ambiguities And Life Experiences It Uses Contemporary Sociological Literature Negotiates With Diverse Sources Of Creative Imagination And Remains Immensely Sensitive To The Specificity Of Our Own Social Reality The Trajectory Of Indian Modernity The Dynamics Of Cultural Memory And Globalization And The Dialectic Of Identity Politics With Its Argumentative Style It Pleads For A Humane Reflexive Modernity Narrates The Possibility Of A Profound Art Of Resistance Against Asymmetrical Globalization And Strives For A More Open And Dialogic Society That Inspires One To Overcome Segmented Identities Here Is A Book That Needs To Be Read By Sociologists Social Activists And All Those Who Celebrate Criticality And Reflexivity **Rechaerarchitektur** John Impagliazzo,2008-07-17 These proceedings derive from an international conference on the history of computing and education This conference is the third of hopefully a series of conferences that will take place within the International Federation for Information Processing IFIP and hence we describe it as the Third IFIP Conference on the History of Computing and Education or simply History of Computing and Education 3 HCE3 This volume consists of a collection of articles presented at the HCE3 conference held in association with the IFIP 2008 World Computer Congress in Milano Italy Articles range from a wide variety of computing perspectives and they represent activities from six continents The HCE3 conference is an event of the IFIP Working Group 9.7 on the History of Computing a working group of IFIP's Technical Committee 9 TC9 on the Relationship between Computers and Society In addition it is in cooperation with the IFIP Technical Committee 3 TC3 on Education The HCE3 conference brings to light a broad spectrum of issues It illustrates topics in computing as they occurred in the early days of computing whose ramifications or overtones remain with us today Indeed many of the early challenges remain part of our educational tapestry most likely many will evolve into future challenges Therefore these proceedings provide additional value to the reader as it will reflect in part the future development of computing and education to stimulate new ideas and models in educational development *Drama and Theatre with Children* Charu Sharma,2015-12-14 Drama as a process centred form is a popular and valued methodology used to develop thinking and learning in children while theatre provides a greater focus

on the element of performance In recent years offering drama and theatre as a shared experience is increasingly used to engage children and to facilitate learning in a drama classroom Using drama and theatre as a central component with children this book is an amalgamation of theory research and practice from across the globe offering insights into differing educational contexts Chapters provide an exploration of the methodologies and techniques used to improve drama in the curriculum and highlight the beneficial impact drama has in a variety of classrooms enriching learning and communication Contributions from 17 authors ranging from teachers in schools or universities to researchers and drama practitioners examine a variety of perspectives related to drama and children in an attempt to bridge gaps and move ahead collectively as educators practitioners and researchers in drama and theatre Divided into two parts Part I reflects on the use of drama in its varied forms with children while Part II focuses on projects and experiments with children using theatre in order to draw links between drama theatre and pedagogy Drama and Theatre with Children will be key reading for researchers academics and postgraduate students in the fields of drama education theatre education curriculum studies and child development The book will also be of interest to drama practitioners school teachers and teacher training leaders

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