

Practice of Sociology: Comparative Study of Public and Private Universities in India

Contemporary Education Dialogue

16(2) 229–249, 2019

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DOI: 10.1177/0973184919848900

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Abstract

The broad question that interests this article is how does one read and compare the negotiations public and private universities are making with the neo-liberal paradigm of knowledge production with reference to their social science curricula. Michael Apple's (1993, *Teachers College Records*, 95(2), 222–241; 2001, *Curriculo Sem Fronteiras*, 1(1), i–xxvi) argument that curriculum is not a 'neutral assemblage of knowledge' but a crafted vision of 'legitimate knowledge' produced by hegemonic powers within society forms the theoretical foundation for this article. To understand the changes within a university's academic practice, this article analyses and compares the undergraduate and postgraduate sociology curricula of two public universities (Delhi University and Ambedkar University), an international university (South Asian University) and one private university (Shiv Nadar University), as well as engages with its practitioners to assess the everyday within these universities. The undergraduate and postgraduate sociology curricula across public and private universities indicate certain convergences in their academic approaches. The universities in question encouraged foreign university collaborations, reframed the course structure to strengthen

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