



M.A. (EDUCATION) PART-I (SEMESTER-II)

PAPER-I

SOCIOLOGICAL  
FOUNDATION OF EDUCATION

ACADEMIC SESSION: 2019-2020

Department of Distance Education  
Punjabi University, Patiala

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Lesson Nos. :

**SECTION-A**

- 1 : Sociology : Concept, Nature and Relationship between Education and Sociology
- 2 : Sociology of Education : Nature and Scope
- 3 : Socialization : Concept, Importance and Role of Education
- 4 : Role of Education in Social Change
- 5 : Social Mobility
- 6 : Social Stratification and Social Organization

**SECTION-B**

- 7 : Culture : Meaning and Nature, Cultural Change and Factors affecting Cultural Change. Role of Education
- 8 : Modernization and Globalization with Special Reference to Indian Society
- 9 : Education for Socially Disadvantaged Sections of the Society

**Note :** Students can download the syllabus from department's website [www.dccpbi.com](http://www.dccpbi.com)

**Structure :**

- 1.1 Introduction
- 1.2 Meaning and Concept of Sociology of Education
- 1.3 Nature of Sociology of Education
- 1.4 Relationship between Education and Sociology
  - 1.4.1 Sociology and Meaning of Education
  - 1.4.2 Sociology and Aims of Education
  - 1.4.3 Sociology and Curriculum
  - 1.4.4 Sociology and Methods of Teaching
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  - 1.4.6 Sociology and School
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**1.1 Introduction :**

The briefest acceptable definition of sociology is that it is the science of human association. Man is a social being. The whole existence of man is in social groups. The study of sociology implies an examination of the laws and principles underlying human relations and an interpretation of phenomenon of group life. Sociology is the youngest and less developed addition to the social sciences.

The well-known French philosopher Auguste Comte used the word 'sociology' in 1837, to designate the application of scientific method to the study of human nature and society. He said that sociology was a fundamental science because it had a method of exact investigation, collection of data (about mankind) like any other science. He believed that sociology dealt with complex and intricate social phenomenon. His vaguely defined ideas were taken up by Herbert Spencer, August Schaffle and Lester F.Ward.

Herbert Spencer, the great English philosopher published his book "The Principles of Sociology" in 1876, describing the individual as a cell and the society as an organism. An individual has to perform different functions in society, just as cells perform different functions in an organism.

### 1.2 Meaning and Concept of Sociology

- (1) Moore and Coole describe sociology as a study of plural behaviour. Plural behaviour means behaviour in relation to others i.e. behaviour of man in relation to other men, group or associations. The central idea of sociology is social interaction i.e. interaction with culture, family, the play and the peer group, religious, economic and educational institutions and every form of group living.
- (2) Max Weber defined sociology as a science which interprets social behaviour with the aim of arriving at a casual explanation of human behaviour.
- (3) Merritt and Eldridge describe sociology as a study of "human relationships". It studies the customs and traditions which grow after the human beings interact with each other and also the changes that occur in these institutions. It also helps us to understand the forces that bring changes, and also the effects of these changes on behaviour and personality, development in individuals.
- (4) Duncan says, "Sociology is the scientific study of the processes of interactions of persons and patterns which these form in relation to biological, psychological and cultural factors."
- (5) Morris Ginsberg points out, "Sociology is the study of human interaction and inter-relation, their conditions and consequences." It is concerned with all that happens to human beings by "virtue of their relationship to each other."
- (6) Robbins lays emphasis on the fact that "Sociology deals with the whole man in relation to all the social, cultural and biophysical backgrounds." Man is studied in relation to all the aspects of his surroundings : the focus is on his social relationships, which include all culture, religion and other institutions. Sociology is thus the study of societies, institutions and social relationships.

It is a scientific study of man as a social being, living in organised communities to which he belongs either by birth or by choice. Sociology is a science which describes the social groups and social processes in which and through which the individual gains and organises his experiences. It also analyses such process of interaction as competition, conflict, cooperation, accommodation and assimilation, as well as their results such as acculturation and socialization. Sociology also deals with social problems such as crime, juvenile delinquency, poverty and other ills, with a view to their solution.

### 1.3 Nature of Sociology

Sociology is the study of human interaction and inter-relationship conditions and consequences. It deals with the mixing up of the people in different sections of the society, which generally differ in different social set-up. It also studies inter-relationships in the different sections of the society i.e. religion, castes, SES and sex

etc. It differs from society to society even in the same nations and regions. Ultimately it falls down its consequences of this type of behaviour. All these aspects of the society is also deals with the media of education at different levels, different sexes, different sections of the society and different setups. In these circumstances it is to modify the behaviour in different sections of the people to be evaluated in the discipline of educational sociology. As it has almost all the objectives consequences, deliberations and areas of operation which overlap with one and the others. Even the tools of sociology and education can mostly be used in both these discipline. This relationship is strengthened where sociological basis of education are explored in depth.

#### **1.4 Relation between Education and Sociology**

Sociology helps in shaping up education and acts as a pivotal force in the framework of education. The superstructure of education depends on social forces, needs and demands. The aspirations and expectations of a changing society are reflected through the education system of a country. Hence we can hardly think of education in isolation today.

From sociological point of view, education is regarded as process with two aspects ; the psychological and sociological. The sociological aspects is given more importance by the sociologists who believe that true education comes through the stimulation of the child's power by the demands of the social situation in which he finds himself. One of the very important sociological factor is culture.

If education is considered an individual matter then psychology would be its most useful ally; but the things have changed. The individual is no longer trusted to educate himself. Society has taken over this function for him and in order to assure that he is educated for society rather than for self, group education, mass education and school is provided to him. Society has adopted universal compulsory education in order to protect itself.

Education and sociology both are inter-related and inter-dependent. Education without sociology become devoid of its significance. Education cannot be thought of without thinking of sociology. With the help of education the society becomes better and a good society modifies education as per its needs. Education helps in eradicating the ills of the society and replacing them with good ones. By establishing better traditions, it makes the society a better place to live in.

##### **1.4.1 Sociology and Meaning of Education**

Brown has observed, "According to educational sociology, education is the consciously controlled process whereby changes in behaviour are produced in the person and through the person within the group." The educational sociologists also believed that education is a social process which socializes the child and causes certain changes in his behaviour. In this way, even in defining education, the sociologists have stressed its social aspects.

### **1.4.2 Sociology and Aims of Education**

According to the educational sociologists the aim of education is to evolve those social qualities in the child which will enable him to understand his responsibility towards the society and to become an ideal citizen of his country. Although the aims in education has its impact on objectives and ends in education. The aims in education, therefore, according to him in an age of democracy will be those that prepare an individual for democratic living, education should enable him to live as a member of his society. Education should bring a change not only in amount of knowledge gained but in abilities to think, to do, and to acquire habits, skills, interests and attitudes. An educated person should be socially acceptable, technically efficient, personally well-adjusted and socially responsible. The educational sociologists lay great stress on social aim in education.

### **1.4.3 Sociology and Curriculum**

Educational sociologists have provided a number of valuable suggestions about reorganising the curriculum of education. According to them the function of sociology in regard to curriculum is two fold : first that it should be selected with a view to accomplishing the social purpose of education. and secondly, that it should be "so organised and related to method and classroom procedures that it may be an effective instrument of social control". According to the educational sociologists curriculum should be based mainly on social ideals and values, and the curriculum should provide for the introduction of social subjects and collective activities. As the needs of the society are dynamic the curriculum should also be dynamic and progressive. It should therefore be flexible so that it can be made to accommodate all social changes and necessities. Curriculum should reflect the culture, customs and environment of the community. The curriculum should consist of knowledge and skills that the child needs not only for his childhood days, but also for future life as an adult. Hence, the curriculum should include the subjects of Health and Physical Education, Social Studies, Language, Mathematics, Physical Sciences, Biological Sciences, Music, Arts and a couple of vocational subjects at the secondary level.

### **1.4.4 Sociology and Methods of Teaching**

The sociological tendency laid stress on the inclusion of social elements in the methods of teaching so that education can evolve essential social qualities in children. Moore and Cole point out "It is through group relationship (which are encouraged in socialized methods) that an individual becomes aware of what it means to work with a purpose - Purpose lies within the individual, but its source, the stimulation for its growth, comes largely from without; and in order that these sources are meaningful. the individual must be identified with the group - he must belong." The effectiveness of learning for social competency depends on the suitability of motives and procedures. Following are the chief characteristics of the methods of

teaching :

- (i) The methods of teaching should enable the pupil to acquire those skills and knowledge in the classroom that will be helpful to him in his adjustment to social life.
- (ii) The teaching technique must seek to utilize the social focus operative in social life in order to develop capacity for social adjustment.
- (iii) The teaching methods should develop problem-solving and constructive thinking.
- (iv) Co-operative group patterns, of learning which lay emphasis on group interaction, co-operative and democratic planning are always preferable to methods in which the individual learns by himself.

Educational sociology gives suggestions for changes in teaching methods from the view point of social dynamics.

#### **1.4.5 Sociology and Discipline**

Dewey has laid great stress upon social discipline in contrast to the sense of individual discipline. This sense of social discipline is born out of social activities and experiences in school and active participation of children. In such discipline, a child controls himself and exercises self discipline without doing any harm to others or to the society in general.

#### **1.4.6 Sociology and School**

According to sociological thinking, a school is society in miniature. In modern times, a school is like a living organism which brings into being various useful social activities and experiences which promote the development of social qualities in the individual. In other words, they become social beings in the true sense of the term.

It is evident from the foregoing that sociology has had widespread influence upon meaning, aims, curriculum and the methods of teaching etc.

#### **1.5 SUGGESTED QUESTIONS**

1. Discuss the meaning and definitions of Sociology.
2. "Education and Society continuously effect each other." Discuss.

#### **1.6 SUGGESTED BOOKS AND WEB SOURCES**

1. Philosophical and Sociological Bases of Education : T.S. Sodhi and Harinder Kaur Sodhi
2. Theory and Principles of Education : J.C.Aggarwal
3. The Philosophical and Sociological Foundations of Education : Bhatia and Bhatia
4. Philosophy and Sociology of Education : R.N.Sharma

**Web Sources**

- (a) en.wikipedia.org
- (b) books.google.co.in
- (c) www.ceeindia.org.

**1.7 Questions for Self Evaluation :**

- (a) The relationship between sociology and education are very important. Yes/No
- (b) Sociology of education has nothing to do with educational sociology. Yes/No
- (c) Sociology is the science of human association. Yes/No
- (d) Education and Sociology both are inter-related and inter-dependent Yes/No
- (e) Education is a social process which socializes the child. Yes/No
- (f) Sociology of education has nothing to do with adult education. Yes/No

**Answer Key :** (a) Yes, (b) No, (c) Yes, (d) Yes, (e) Yes, (f) No

**Structure :**

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- 2.2 Introduction
- 2.3 Sociology of Education : Concept, Nature and Scope
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  - 2.3.2 Conflict Theory
  - 2.3.3 Scope of Sociology of Education
- 2.4 Relationship Between Sociology and Education
  - 2.4.1 Objectives of Education
  - 2.4.2 Functions of Education
  - 2.4.3 Organization of Curriculum
  - 2.4.4 Methods of Teaching
  - 2.4.5 Child Education Movement
  - 2.4.6 Adult Education Movement
  - 2.4.7 Social Education
  - 2.4.8 Responsibility of the State
- 2.5 Summary
- 2.6 Suggested Questions
- 2.7 Suggested Books and Web Sources
- 2.8 Questions for Self Evaluation

**2.1 Objectives :**

After going through this lesson, the students will be able to :

- (a) Conceptualise sociology of education.
- (b) Explain the theory of consensus.
- (c) Indicate the effects of sociology and education.
- (d) Justify the role of state to improve education.

**2.2 Introduction :**

Education is an activity which goes on in an society and its aims and methods depend on the nature of the society in which it takes place. Education is a means of organising the individual self and the social self into a disciplined stable and a meaningful unity, Mannheim on the other hand does not regard education solely as

a means of realising abstract ideals of culture. According to him, education can only be understood when we know for what society and for what social position the pupils are being educated.

### **2.3 Sociology of Education : Concept and Nature :**

Sociology is the study of society. The chief concern of sociology is the social relationship of mankind. Thus it includes topics like social structure and organization. The interaction of social groups and the means of social control. The sociology of education may be defined as the scientific analysis of the social processes and social patterns involved in the educational system. Brookner and Gottfried consider that "This assumes that education is a combination of social act and that sociology is the analysis of human interaction. Education process goes on both informal as well as formal situations. As sociology contributes to education, education offers sociology the direction toward progress through experimentation. The system of education provides situation in which experiments are possible without offending problems about human beings. The sociology of education is thus an analysis of the sociological processes involved in the group process and social interaction within the educational institution. Kare Mannheim has outlined three courses for inclusion in the teacher training programme as follows:-

- a) Sociology for the educator.
- b) The sociology of education.
- c) The sociology of teaching.

Sociology of education is mainly concerned with the study of the social phenomena within the school for improving the social climate and social life of the institution.

The sociology of education includes the analysis of the relationship of the educational system to other aspects of society. This analysis is done with respect to several sub-divisions, among which may be included (i) The function of education in the culture, (ii) The relationship of the educational system to the process of social control and the power system, (iii) The function of the educational system in the process of social and cultural change, (iv) The relationship of education to the social class or status system.

A student comes in contact with various teachers in the school. The teacher also comes in contact with many students. With each he develops certain social relations. These relations are interconnected with one another because the task of teacher is to educate the student or students and all these relationships develop in the process of the performance of these tasks and so they are described as interconnected. We call a system of inter connected social relations between an individual and a number of others a social role. The social role of the teacher differs from the social role of the student. An analysis of these roles also clarifies the nature

of the sociology of education.

To understand more clearly about the concept of sociology of education it is important to review consensus theory and conflict theory.

### **2.3.1 Consensus Theory :**

The view point of consensus theorists is that societies are in some ways like biological organisms. They are composed of many distinct but interdependent parts and each part makes some contribution to the survival of the whole. If any part is disturbed others react to bring back the equilibrium. To keep the equilibrium the societies adapt to the physical environment, maintain adequate levels of production, provide services, control aggression etc. But it must be remembered that the social institutions are not biological organs and the members of the society are not like biological cells.

Consensus theorists believe that there must be some common sets of perceptions, attitudes and values so that the societies can survive. They stress the beliefs and interests that individuals share in common and pay little attention to those beliefs and interests in which they differ. They believe that some changes are inevitable. Actually societies change very slowly according to them, as is evidenced by the similarities in the values and behaviour of various generations.

### **2.3.2 Conflict Theory :**

This theory as the name implies stresses on the power struggle as the main dynamics of social life. According to this theory the social systems are divided into dominant and subordinate groups. The dominant group coerces the subordinate group and imposes its own values on the subordinates. For example the Brahmanical society in India is a dominant group which coerces the lower castes to its value system. But the lower castes are not the subordinates for all the time. They try to rise and challenge the upper castes. Thus the dominant group is under constant threat. To keep the stability in the system the dominant group creates social myths such as upper castes are superior in intelligence or they are born higher because of their good karma in the past life. When these myths are challenged the dominant groups adopt physical force or offer allurements to the vocal members of the subordinate groups. The reservations for Harijans is another means through which the dominant groups of higher castes try to buy the vocal and enlightened members of the subordinate groups.

The conflict theorists consider that the social institutions and groups work at cross purposes to each other. It is open when they become violent. The constant conflict creates a situation of instability. These cause changes and upheaval in the society as can be seen happening in the Indian society today. In the course of struggle and change one particular group consolidates sufficient power and creates a period of stability through coercing the other groups. The dominant group may use force or through propaganda

may enforce cooperations. Benefits may also be offered. But complete stability is not achieved. There is always a ray of discontent. This discontent combined with other inevitable changes in society lead to social upheaval and un-stability.

Thus it has been seen that due to the technological impact, the joint family has been giving way to nuclear families, old values and traditions are being looked upon with skepticism, creating a gap between scientific achievements and our ability to take wise social decisions. Education is challenged to help close this gap. It is to reconstruct our values and attitudes to effect better ties with the social institutions and redefine the concept of society to make better use of fruits of science and technology. Thus sociology of education may adopt different perspectives and look the problems of education as the problems of society.

### **2.3.3 Scope of Sociology of Education :**

Broadly speaking it includes political, economic, scientific, technological and philosophical developments. The area of sociology of education is very wide. Morris Ginsberg holds the view that educational Sociology is the study of the problems. (a) Human population, its qualitative and meritorious study. (b) Law, values, customs, courts, police, army, religions, morality etc. (c) The model of relationship and activities between individuals and the groups. (d) Robbery, crime, opposition, fights etc. Dodson is of the view that the kingdom of educational Sociology includes its effects (a) On all cultural affairs (b) upon the area of school (c) On the application of education. All these areas are quite broad in themselves.

All those agencies in which some relationship is established between teachers, students and administration come in contact with any agency of society that can be included in the scope of sociology of education or educational sociology. In this sense, it seems that there will not be any one element of education which is not included in the scope of educational sociology.

### **2.4 Relationship Between Sociology and Education :**

It was Emile Durkeim who first clearly indicated the need for a 'sociological approach to the study of education. Durkeim considered education "to be something essentially social in character in its origins and its functions, and that as a result the theory of education relates more clearly to sociology than to any other science." He emphasized that education is not a static phenomenon but a dynamic and even changing process. It is in this sense necessary to make a sociological study of education. Every society with its own changing socio-cultural needs will require an education to meet these needs. Since needs change continuously, education must also change. The needs of different societies has to differ. The society thus is the prime factor in determining the educational pattern so that its socio-cultural needs may be satisfied and continues to grow.

Educational sociology is a branch of the discipline of sociology which is more

confronted with the problems of relationship between society and education. It is neither education nor sociology but education plus sociology. It makes an effort to achieve the aims of sociology through educational process which occurs between the individual and the society. George Payne throw light on the effect of education on sociology and vice versa. He considered that the knowledge of social interaction is one of the important elements for social progress. This knowledge should be grasped through education.

Relationship of sociology and education can be explained in more detail by exploring different aspects like objectives, functions, curriculum and methods of teaching in education etc.

- 2.4.1 Objectives of Education :-** According to the sociology, the objective or the aim of education is to evolve those social qualities and social feelings in the child which will enable him to understand his responsibility to society and nation, and to become the ideal citizen of his country, and train him to fulfil his duties.
- 2.4.2 Functions of Education :-** Educational sociologists have stressed the social functions of education. 'Munso' has laid down four functions of education i.e. spread of knowledge, social control, protection of the social heritage and social development.
- 2.4.3 Organization of Curriculum :-** Sociology has provided a number of valuable suggestions about reorganizing the curriculum of education. They suggest that the curriculum should be based on social ideals and values and the curriculum should be provide for the introduction of social subjects and collective activities. The curriculum should be revised from time to time according to the needs of the society.
- 2.4.4 Methods of Teaching :-** The sociological tendency also laid stress on the inclusion of social elements in the methods of teaching so that education can evaluate essential social qualities in children. Some examples of this are Dalton method, the project method etc. Sociology gives suggestions for changes in teaching method from the view point of social dynamics.
- 2.4.5 Child Education Movement:-** As a result of the sociological dynamics there began a movement for the education of infants.
- 2.4.6 Adult Education Movement:-** Sociology has relationship with education can be very clearly seen from the fact that if it is the need of the society that no individual of society should be uneducated and hence many movements for adult education began. Schools and Colleges for such people were run during evenings and nights.
- 2.4.7 Social Education:-** Social education is the individual implies an education which acquaints the individual with every aspect of his environment and trains

him to fulfil his responsibilities as a citizen. Social education aims not only at the complete development of the individual but also at evolving social unity and other social ideals in him. Agencies of social education are literacy, lectures, exhibitions, meetings, tours etc.

**2.4.8 Responsibility of the State:-** According to the sociological tendency, it is the responsibility of the state to provide education. Hence it is for the state to make every individual, through education capable of earning his livelihood, of developing his personality, of fulfilling his social duties.

### 2.5 Summary :

The chief concern of sociology is the social relationship of mankind. Education and Sociology are intimately related with each other. Generally two theories are used to explain sociology i.e. consensus theory and conflict theory. The function of sociology of education are diffusion of knowledge, providing of norms, scarcity of transmission of social heritage, social progress, knowing of trend, research and influencing all aspects of education. The effects of sociology on education are on objectives, functions, organization, methods of teaching, child education movement, adult education movement, social education and responsibility of the state towards education.

### 2.6 Suggested Questions :

- Q.1. Discuss the concept and nature of Sociology of Education.
- Q.2. Discuss the concept and scope of education in detail.
- Q.3. Establish relationship between Sociology and Education.

### 2.7 Suggested Books and Web Sources :

1. Philosophical and Sociological Foundations of Education : by T.S. Sodhi, Aruna Suri
2. A Sociological Approach to Indian Education : by S.S. Mathur.
3. Perspective in Sociological Foundation of Education : by K.P. Pandey.
4. Theory and Principles of Education : by J.C. Aggarwal.

### Web Sources :

1. en.wikipedia.org
2. books.google.co.in
3. www.ceeindia.org

### 2.8 Questions for Self-Evaluation :

1. Sociology of education has nothing to do with educational sociology. Yes/No
2. If some part of the social system is disturbed others try to bring it to equilibrium. Yes/No

- |    |  |        |
|----|--|--------|
| 3. | Stress upon the power struggle is the main dynamic of social life.   | Yes/No |
| 4. | Social progress deals with the concept of educational sociology.     | Yes/No |
| 5. | The relationship between sociology and education are very important. | Yes/No |
| 6. | Sociology of education has nothing to do with infant children.       | Yes/No |

**Answer Key :** (1) No (2) Yes (3) Yes (4) Yes  
(5) Yes (6) No



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