

# *E-CONTENTS*

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## **EDU-C- Sociological Foundations of Education-I**

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### **Unit I: Education and Sociology**

- Concept of Education and Sociology
- Relationship of Sociology and Education
- Educational Sociology and Sociology of Education

## **SOCIOLOGY AND EDUCATION**

This is acknowledged since long that man is a social organism. He is instinctive in the society and has to grow as per the established standards of the society. In the words of Ross, "Individuality is of no value and personality is a worthless expression apart from social environment." Man lives in the society, and needs socialization through his acquaintances and interface with his family, his near ones and his dear ones. He becomes skilled at the ways of behaving in society. Besides, through these links with others he gratifies his own social and other allied needs. Man cannot think to survive and exist without society. Man is born undeveloped and requires direction and trend at each step. Education should facilitate him to be a practical member of the society. Thus, education is a social necessity.

### **Concept of Sociology**

Sociology as a science inquiry, particularly as a new field of study is of modern origin. It is the youngest subject and discipline of the social sciences. August Comte, who is considered as the father of sociology, first coined the word sociology in 1839. He had proposed to name the new ranch as social physics, but he discarded this name after a Belgian scholar, Adolphe Quetelet, started to make numerical studies of society and to call his area of attempt as social physics.

The word sociology is a barbaric mixture of Latin word socius and Greek word Logus. Logus denotes science or study and socius means society. Thus, etymologically, sociology means the scientific study of society on a extremely widespread level. In other words, the etymological meaning of sociology is the science of society.

In a most fundamental mode, society is defined as men or human beings in interdependence and interrelated. Men in interdependence and interrelated consequently may be taken as the subject matter of sociology. Other sciences study men as individuals or as collections of individuals but do not study their interrelatedness and interdependence.

Sociology is the study of society as a whole. No other social science attempts to study society entirety. Social sciences subjects like history, economics, political science, anthropology, psychology etc. deal with particular aspect of society. Political science is concerned with political institutions and political actions. History is concerned with distinctive events related to past. Economic deals with actions related to production and consumption. These social sciences do not offer a total depiction of the society. Sociology on the other hand, studies society in total.

Sociology is defined in number of ways by different social scholars. To comprehend more fully what sociology is about some of its definitions are given below:

In 1839, August Comte has defined sociology as the science of human group or the study of companionable life. In 1851, he once again tried to give more breathing to the said definition in his work System of Positive Politics. He believed of sociology as an abstract

hypothetical science of social phenomena. According to him it is the function of sociology to determine social rules and thus to make clear the social phenomena.

Sociology is the scientific study of groups. According to various sociologists, sociology studies man as a member of a group and as a member in its culture. Man is for no reason a person in segregation. It is said that the group is the core of sociology, not the single individual being. Sociology studies human beings in their group relations, human behaviour in terms of groupings.

According to Harry M. Johnson, "Sociology is the science that deals with social groups: their internal forms or modes of organisation, the processes that tend to maintain or change these forms of organisation, and the relations between groups."

According to R.E. Park and Burgess, "Sociology is the study of social relationships."

According to Small, "Sociology is the science of social relations". According to Park and Burgess, "Sociology is the science of collective behaviour."

According to Cuber, "Sociology may be defined as a body of scientific knowledge about human relationships."

According to Morris Ginsberg, "In the broadest sense, sociology is the study of human interactions and interrelations, their conditions and consequences."

According to Maclver and Page "sociology is 'about' social relationships, the network of relationship we call society".

Sociologists highlight the cautious gathering and analysis of proof about social life to build up and augment our understanding of important social practices. The research techniques sociologists employ are diverse. Sociologists examine the everyday life of people, carry out large-scale surveys, understand historical documents, analyze survey data, study video-taped interactions, interview participants of groups, and carry out social experiments. The research techniques and theories of sociology acquiesce influential insights into the social courses determining human lives and social problems and scenarios in the modern human race. By improved understanding those social processes, we also come to know more evidently the services shaping the personal experiences and results of our own lives. The capacity to see and understand this bond between wide social forces and personal knowledge what C. Wright Mills called "the sociological imagination" is enormously important academic research for living efficient and worthwhile personal and professional lives in a varying and difficult society.

Students who are qualified in sociology understand how to think critically about social life, and how to ask essential questions. They know how to devise good social research studies, cautiously gather and analyze observed data, and prepare and present their research results. Students of sociology have also acquaintance to assist others understand the way the society works and how to bring change for the better future. Usually, they culture themselves to think, assess, and converse undoubtedly, artistically, and efficiently. These are all abilities of marvelous importance in a wide range of vocational professions development.

Sociology presents a unique and informative way of considering and understanding the social world in which we are living and which forms our lives. Sociology gives the impression of being beyond usual, taken-for-granted views of actuality, to provide deeper, more enlightening and demanding thoughtful of social life. Through its meticulous analytical viewpoint, social theories, and research techniques, sociology is a subject that develops our consciousness and analysis of the human social relationships, culture, and institutions that greatly outline both our lives and human history.

### **Development of Sociology in India**

In the opening of 20<sup>th</sup> century, the new educational system was introduced in India. During national sovereignty movements, due to escalating social awareness, Indian leaders and philosophers recognized the requirement of organized association of social life. During that time psychology, political science, economics, history, geography were primarily trained in Indian universities. In 1919, first time Bombay University initiated separate Department of Sociology. In 1920, Mysore University also introduced it as one of the subjects. In 1921, Lucknow University introduced it besides with Department of Economics. The Department of Sociology was established in 1939 in Pune University.

Subsequent to independence, the reputation of Sociology has been improved. In between of 1947 to 1960, the subject was introduced in nearly all the universities of India. At present it is not only important and useful subject of teaching but it has wider scope of research also.

### **Place Of Sociology**

The term 'sociology' was first used and the fundamental commencement of the new science announced in August Comte's '*Cours de Philosophie Positive*', published in 1842. His unclearly defined thoughts were soon taken up and detailed out by Herbert Spencer, August Schaffle, and Lester F. Ward. They were followed by a host of other investigators and writers and about first half of the last century, sociology started to enter the universities as a regular study. This led to a more consistent way of action and a improved agreement of view concerning the range and limitations of the field of knowledge to be covered.

The relative value to existing civilization of the various sciences, when fully developed may be seen by examining a categorization of those sciences. The most enlightening scrutiny is that of August Comte, as revised by Herbert Spencer and Professor Ward. This classification is based upon the 'positiveness' or demonstrability of the data of each science. Mathematics, being the most positive and exact knowledge we possess, is used as the standard of measurement. According to this test the sciences must be grouped in the following serial order:

1. Astronomy
2. Physics
3. Chemistry
4. Biology

## 5. Psychology

## 6. Sociology

An analysis of this grouping shows several lines of development. The first or basic one is from the more exact to less exact. Thus, the phenomena and laws of astronomy may be determined with more finality than those of physics, physics than chemistry, chemistry than biology, and so on through the list. Astronomy deals with laws that are so universal that local environment produces little variation. On the other hand, psychology deals with highly organized human units where every phase of environment pressure produces a distinct variation.

The second line development is that from the simple to the complex. This follows naturally from the former principle, since the exactness of a science is in inverse proportion to its complexity. The facts and laws and principles of astronomy are few and simple in comparison with those of the less exact sciences of biology, psychology, and sociology. Physics deals with the comparatively simple and unchanging phenomenon of matter and material forces, while sociology, the last of the series deals with complex individuals, organized into highly complex and variable social groups, reacted upon by an infinitely complex environment.

The third basic for the classification is the order of relationship or 'filiations'. Each of the later sciences in the series is genetically differentiated from the previous one and is largely dependent upon it for many of its general principles. Knowledge of physics is necessary to the chemist, of chemistry to the sociologist, of sociology to the psychologist, of psychology and in a less immediate way knowledge of the general principles of each of the preceding sciences is required in all.

### **AIMS OF SOCIOLOGY**

The following aims of sociology will further highlight the concept of sociology:

- i. The main aim of sociology is to study, explain and analyze social interaction.
- ii. The main aim of sociology is to explain the nature of social groups such as the family, the community, the occupational, racial and religious groups and the nature of the state.
- iii. The main aim of sociology is to study various social changes that take place within the group.
- iv. The main aim of sociology is to examine social control and social structure.
- v. The main aim of sociology is to analyze the concepts of culture and civilization.
- vi. The main aim of sociology is to deal with social problems such as crime, property, physically and mentally challenged, delinquency and other social evils such as gambling and alcoholism, child labour, illiteracy, kidnapping and so on.

### **EDUCATION**

Education is a organized course through which a child or an adult attains information, skill, talent and better approach. It makes an individual cultured, polished, civilized and

knowledgeable. For an enlightened and socialized civilization, education is the only means. Its aim is to develop an individual ideal. Each society provides significance to education because it is a solution for all problems. It is the key to resolve a variety of troubles of life. Education is explained as a procedure of waking up to existence:

Waking up to existence and its ambiguity, its solvable problems and the ways to solve the problems and enjoy yourself the mysteries of life. Waking up to the interrelatedness of all things, to the risk to our international view, to the authority inside the human race to make substitutes, to the impediments ingrained in social, economic and political and moral structure that stop our waking up. Education in the wider sense of the term is meant to assist the human being in his/her chase of totality. Fullness involves the all round development of all the capabilities Almighty Allah has given to a human person. Real education is the overall development of the cognitive, affective and psychomotor (physical, mental, social, moral (spiritual), and aesthetic faculties, the five areas of life, for a life of dedicated service.

Etymologically, the word 'Education' is derived from different Latin words.

- a) *educare* means 'to bring out' or 'to nourish'.
- b) *educere* which means 'to lead out' or 'to draw out'.
- c) *educatum* which means 'act of teaching' or 'training'.

### **Some Definitions**

Aristotle, "Education is the creation of a sound mind in a sound body."

Froebel, "Education is enfoldment of what is already enfolded in the germ."

Herbert Spencer, "Education is complete living."

Indira Gandhi, "Education is a liberating force and in our age it is also a democratizing force, cutting across the barriers of caste and class, smoothing out inequalities imposed by birth and other circumstances."

John Dewey, "Education is the process of living through a continuous reconstruction of experiences."

John Locke, "Plants are developed by cultivation and men by education".

Mahatma Gandhi, "By education I mean an all-round drawing out of the best in man – body, mind and spirit."

Pestalozzi, "Education is natural, harmonious and progressive development of man's innate powers."

Plato, "Education is the capacity to feel pleasure and pain at the right moment."

Rabindranath Tagore, "Education enables the mind to find out the ultimate truth, which gives us the wealth of inner light and love and gives significance to life."

Rousseau, "Education is the child's development from within."

Swami Vivekananda, "Education is the manifestation of divine perfection already existing in man."

T.P. Nunn, "Education is the complete development of the individuality of the child."

Zakir Husain, "Education is the process of the individual mind, getting to its full possible development."

### **AIMS OF EDUCATION**

Goals offer path to performance. Objectives of education are formulated keeping in view the requirements of circumstances. Human life is multisided with manifold wants and requirements which are connected to existence. Educational aims are related to principles and morals of life.

The aim of education ought to be the full blossoming of the human life. According to a UNESCO study, "the physical, intellectual, affecting and moral amalgamation of the individual into a complete man/woman is the primary aim of education."

Individual goals and social goals are the generally important goals of education. They are divergent to each other. Individual goals provide significance for the growth of the independence. Social goals offer meaning to the development of society through individual not satisfying his wish.

The supporters of social significance of education consider that society is the ultimate. The individual is only a resource. The development of the society is the goal and aspire of education. The purpose of education is for the betterment of the nation. The society makes the person as it wishes to. It organizes the person to perform various roles in society. Individualism has no significance, and character is empty apart from society. If society will grow individual will increase involuntarily. Here society plays an important role.

### **RELATION OF EDUCATION WITH SOCIOLOGY**

In each society there is an intrinsic method to socialize the individual and to transmit its culture to its young. As a simple society renovates itself into an industrialized and a modernized state, training for the young became more and more distinguished, composite and strongly coupled with other areas of the society. The resulting requirements of the learning of process are fulfilled by establishing a formal educational system. This system develops the young for the change from the restricted and intense relationships of the family to the friendly and diversified relationships of the better society.

The sociological standpoint on education edges on both the procedure of education and the interrelationship between education and various areas of society. The main concern is with understanding how education manipulates social processes and gets influenced by them. Emile Durkheim highlighted the need for the sociological approach to the study of education. Sociologically, the dimensions of education that have a particular influence in the society are, the role of education for the preservation and maintenance of social order, social control and power structures on the one hand and its contribution towards effecting social change on the other. A large part of these are determined by the schooling which includes the pattern of

relations between and among teachers and students, nature and content, extent of learning and other aspects. Another aspect is the school community matrix.

The sociological viewpoint on education establishes the importance of social and cultural framework of education. While Durkheim focus on the role of education in the preservation of society and culture (which happens through the transmission of values, knowledge, beliefs and skills of culture through the family, kinship, group and school). Dewey distinguishes between the growth of the individual in accordance with the goals of a specific society and the natural growth of an individual. We need to understand that the goals, values and skills identified as critical by the social order are transmitted through the process of education. Now, these undergo change as social order itself transforms. It is for this reason that education is considered of as a vibrant course.

sociology and Education are jointly interrelated and interdependent disciplines. They are so closely interlinked and interconnected that their subject matter and method of study are often same. The following are some important points to highlight the relationship between education and sociology:

- Education acts as a social process and is cross linked with social institutions.
- Education and enlightenment is correlated.
- Education brings social change which is the prime subject matter of sociology.
- Education enhances power and knowledge.
- Education has a greater role to play for the policy of positive discrimination and affirmative action.
- Education has a role for nation building, state and ideology.
- Education helps for social and human development.
- Education is essential for social progress. And
- Education strives for social goals.
- Education works for social mobility.
- Role of education is significant in empowerment of the marginalized.

From the above social purposes of education the relationship between the two disciplines are here:

- Education brings about reforms and changes in the field of sociology. And
- Education is the laboratory and workshop of sociology.
- Education is the means for achieving the goals of sociology.
- Education preserves the social and cultural heritage which is owned by sociology.
- In the modern society, sociology generates the data base which is consumed by educational system to realize the goal of social life.
- Sociology attempts to ascertain the functions performed by the educational system while education adopts the principles of sociology to improve its functioning.

- Sociology contributes greatly to the planning, execution, monitoring and evaluation of educational process.
- Sociology develops laws and principles which are adopted by the educational system for its improvement.
- Sociology develops methods and techniques to be utilized by educational system to attain its goals.
- Sociology is the science of society and education in an implicit aspect of any social system.
- Sociology provides the principles and education practices them.
- Sociology put forth the ideals and values which education is to achieve.
- Sociology studies society through its institutions and education is one of the strongest institutions of society.
- Sociology studies the structure and functions of social system, while education is one of the important functions of any social system.
- The ever cherishing social values are only attained through education.
- The prime concern of sociology is socialized individuals while education is the process of socializing individuals.

### **EDUCATIONAL SOCIOLOGY**

Educational Sociology is one of the significant division of sociological studies. It makes an effort to realize the aims of sociology through the educational process which takes place between the individual and the society. This subject has also developed very fast in the present time. In relation to the development of the subject, we may state a number of prominent educationalists. They are: David Snedden, C.C. Peters, Fredrick. E. Bolton, Allen Cook, Willard Waller, George Counts, Hilda Taba, Dollard Slovson, Ross Finney and Karl Mannheim. But the most recognition for the development of educational sociology goes to Durkheim, John Dewey and George Payne.

George Payne has published the book in 1928, *'The Principles of Educational Sociology'*. In this book he threw light on the effects of education on social life and of social life on education. He considered that the knowledge of social interaction is one of the important elements for social progress. This knowledge should be grasped through education. He propagated that the main aim of education is all round development of the personality of the individual and it can only be achieved successfully when the influences of social forces over the human beings are deeply studied. From this point of view the development of the individuality is dependent on the reactions of the individual to his social environment.

John Dewey also considered the social tendencies as very significant in education. In his book, *'The School and Society'* and *'Democracy and Education'*, he emphasized the importance of the education for socialization of individual. He considered that through the participation of

the individual in the social consciousness, the complete development of human being takes place.

Emile Durkheim defines education in his book *'Education and Sociology'* as, "Education is the socialization of the young generation." It is an attempt on the part of adult members of the human society to shape the development of the coming generation in accordance with its own ideals of life.

Brookover and Gotlieb consider education as 'the process of teaching and learning is the expected pattern of human conduct'. This clearly shows that education is a social process and the expected patterns of human conduct refer essentially to a social milieu. We learn about them through our interactions with other members of the society. It is through a learning of these that the child becomes an accepted member of the society.

Thus, Educational Sociology is said to be the study of the principles of sociology as applied to the theory and practice of education. The main concern of educational sociology is to describe the influence of educational institutions which determine the social personality of those who come within their influences. The educational sociology is neither education alone nor sociology alone; but both are being considered together as a total educative process.

### **SOCIOLOGY OF EDUCATION**

Sociology of Education is an scrutiny of the sociological processes involved in the educational institutions. This area of study evolved out of the field of educational sociology and emphasizes the study within the institutions of education.

Sociology of Education may be defined as the scientific analysis of the social processes and social models involved in the educational system.

Brookover and Gotlieb consider, "Education is a combination of social acts and that sociology is the analysis of human interaction." Educational process goes on both in formal and informal situations. Sociological analysis might be assumed to lead the development of scientific generalizations about human relations in the educational system. Brookover and Gotlieb also consider that only adequate Sociology of Education must present hypotheses concerning those human relations which would provide a body of theory to be tested in research. Sociology of Education studies education as an agent of transmission of culture. It studies the functional importance of education also. Sociology of Education studies the plural behaviour in totality i.e. the social interaction, the social organization and institutions of all types.

### **DIFFERENCE BETWEEN EDUCATIONAL SOCIOLOGY AND SOCIOLOGY OF EDUCATION**

It is acceptable to most of the sociologists that Emile Durkheim was the first thinker who clearly indicated the need for a sociological approach to the study of education. The early sociologists began to regard Educational Sociology as a field which provided the basis of social progress and the solution of social evils.

To Finney, Snedden, Peters and Kinneman, they owe the concept of Educational Sociology as the objective analysis of the aims or purposes of education. Their attempts were to arrive at a social philosophy of education based on an analysis of society and of human needs.

Smith, Zorbaugh, Kulp and many others subscribed to the viewpoint that Educational Sociology is the application of sociology to educational problems. According to this view, Educational Sociology is strictly technology and not science at all. In the words of Francis Brown, "The educational sociologist utilizes all that has been learned in both fields, but joins them in a new science by applying sociological principles to the whole processes of education." Educational Sociology can thus be described as that discipline which applies the general principles and findings of sociology to the processes of education. The findings of sociological researches are applied to the planning of educational programmes and activities. Educational Sociology formulates ideas by which educational planning is to be guided. Thus, the sociological researches provide the guidelines for education. In case the theoretical knowledge gathered by the sociologist proves insufficient for educational purposes, it is supplemented by the educational sociologists through their own researches.

In number of investigations there appeared confusion as what are the proper dimensions of Educational Sociology. There were differences of opinion regarding what type of researches is to be classified under the head of Educational Sociology. This led to the thinking that there is a separate branch of knowledge which can be designated as Sociology of Education.

Angell in 1928 expressed the view that, "Educational Sociology is merely a branch of the pure science of sociology." He preferred to call the area of the discipline developing on the basis of the researches in school situation as the Sociology of Education, thereby indicating that the school as a source of data could be analyzed. Later Reuter also made a similar delineation of the field. He also emphasized that there should be a developed area of study known as *Sociology of Education* and not only an application of sociology which was being referred here to as the *Educational Sociology*.

Sociology of Education may be defined as the scientific analysis of the social processes and social patterns involved in the educational system. Brookover and Gotlieb consider, "This assumes that education is a combination of social acts and that sociology is the analysis of human interaction." Educational process goes on both in formal as well as informal situations. Sociological analysis of the human interaction in education may include both situations. Brookover and Gotlieb also consider that such an analysis might be assumed to lead to the development of scientific generalizations about human relations in the educational system. They also consider that Sociology of Education must present hypotheses concerning these human relations which would provide a body of theory to be tested in research.

To sum up, the distinction between Educational Sociology and the Sociology of Education we may quote Znaniecki. He says, "Educational Sociology like Educational

Psychology, evolved as a discipline designed to prepare educators for their future tasks. It uses the results of sociological research in planning educational activities and in developing effective methods of realizing these plans.” On the other hand we may describe Sociology of Education as that branch of knowledge which presents a sociological theory of education developed through the various analytical studies of the interactions between individuals in the formal schools.

From the above discussion the following points may clear the difference between the two areas of study:

### **EDUCATIONAL SOCIOLOGY**

- Educational Sociology is the application of sociological principles to the whole process of education.
- Educational Sociology is the application of general principles and findings of sociology to the administration or process of education. This approach attempts to apply principles of sociology to the institutions of education as a separate social unit.
- Educational Sociology is merely a branch of pure science of sociology.
- Educational Sociology would imply an emphasis upon educational and social questions.

### **SOCIOLOGY OF EDUCATION**

- In Sociology of Education, social aspect of education is considered and emphasized. Besides social aspect, education has various other aspects like economic, cultural, political, religious and moral and these aspects are also given due consideration.
- Sociology of Education is an analysis of sociological processes involved in the educational institutions. This area of study evolved out of the field of Educational Sociology and emphasizes the study within the institutions of education.
- Sociology of Education is the area of discipline developed on the basis of researches in school situation. It is the scientific analysis of social processes and social patterns involved in educational system.
- Sociology of Education would stress only sociological principles in the field of education.
- Sociology of Education presents a sociological theory of education developed through the various analytical studies of the interactions between individuals in formal schools or other multiple informal educational situations.

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