

BLOCK I:
SOCIOLOGY OF EDUCATION

Unit 1 : Sociology of Education

Unit 2 : Theories of Sociology

**Unit 3 : Relationship and differences between Educational
Sociology and Sociology of Education**

UNIT- 1

SOCIOLOGY OF EDUCATION

Unit Structure:

- 1.1 Introduction
- 1.2 Objectives
- 1.3 Meaning of Sociology of Education
- 1.4 Definitions of Sociology
- 1.5 Nature of Sociology of Education
- 1.6 Scope of Sociology of Education
- 1.7 Summing Up
- 1.8 Questions and Exercises
- 1.9 References and Suggested Readings
- 1.10 Answers to Check Your Progress

1.1 Introduction:

Sociology is an applied science without which it is impossible to understand the social processes and interactions among human beings. Sociology, in fact is a subject which is the youngest of the Social Sciences. The word 'Sociology' has been derived from the Latin word 'Societus' (meaning society) and the Greek word 'Logos' (meaning study or science of). It can be therefore, referred to as a science or study of society. The French Philosopher, Auguste Comte first used the word 'Sociology' in 1837. Sociology is a comprehensive concept incorporating the study of social customs, traditions, folkways, mores, social institutions and their interrelationship with human beings. Sociology studies man's relationship with the social environment and its changing nature. It further studies about how the society influences the education system and how education influences the society for development of better personalities among the individuals. Sociology can be defined as men or human beings in interdependence. No other social sciences try to study society in such a detailed manner. It is only Sociology that attempts or endeavours to study

the society in totality. In 1839, Comte defined Sociology as the science of human association or the study of gregarious life.

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1.2 Objectives:

After going through this unit, you will be able to–

- *understand* the meaning of Sociology of Education,
- *identify* the nature of Sociology of Education,
- *describe* the scope of Sociology of Education.

1.3 Meaning of Sociology of Education:

Emile Durkheim and Max Weber were the fathers of Sociology of Education. Sociology of Education is both a philosophical and sociological concept indicating ideologies, curricula and pedagogical techniques. It is concerned with the formal, informal and non-formal education system i.e. it includes the study of school, higher education, further education, adult education and continuing education. Sociology of education studies the functional importance of education and its relation with the various aspects of the society like economy, religion, kinship, culture, polity etc. Sociology of education aims to provide proper guidelines. According to Ottoway, “The Sociology of education may be defined as a study of the relationship between education and society.”

Thus Sociology of Education is that branch which provides a sociological base of education. It evolves new social theories based on the analysis of interactions between individuals and the various institutions, both formal and informal. According to George Payne, “Educational Sociology is the science which describes and explains the institution i.e. the social relationship in which the individual gains and organizes his experiences.” Sociology of Education makes an analytical study about the work and progress of school and its concerned members, teachers towards the development of society. Construction of the curriculum on the basis of the current needs and interests of the children is an important aspect to be focused. This aspect is given importance by Sociology of Education. The modern world demands national and international understanding for world

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peace. Thus Sociology of Education plays an active role in understanding the national and international culture for making the society a better place to live in. With the assistance of Sociology of Education it is possible to produce democratic citizens with moral values, ethical concepts, aesthetic feelings, knowledgeable minds, and ensuring better human relations with better motivations. It can develop creative and positive attitude towards education and society by developing decision making and problem solving abilities among individuals.

1.4 Definitions of Sociology:

Social life of man differs from place to place and time to time. As such definitions of sociology differ from person to person and situation to situation. As social life of man is very diverse and dynamic the definition of sociology cannot be static. We cannot find or we cannot offer one universal definition of sociology. Sociologist and social scientist have offered many definitions from their own perceptions and experiences. We may offer some of the definitions as the given below to clarify our conception of sociology.

Harry M. Johnson opines, “Sociology is the science that deals with social groups: their internal forms or models of organization, the processes that tend to maintain or change these forms of organisation and the relations between groups.”

“Sociology may be defined as a body of scientific knowledge about human relationships” says J.F. Cuber.

In the words of Maclver and Page, “sociology is about social relationship, the next work of relationship we call society”

In the words of Max Weber, “Sociology is the science which attempts the interpretive understanding of social action in order thereby to arrive at a casual explanation of its causes and results”

Giddings explains, “Sociology is an attempt to account for the origin, growth, structure and activity of society by the operation of physical and physical causes working together in the process of evolution”

According to Gillin and Gillin, “Sociology in its broadest sense may be said to be the study of interactions arising from the association of living beings”

Fairchild says, “Sociology is the study of the relationships between man and environment”

Beanet has defined sociology as “Sociology is the science of collective behaviour”

According to Roucek, “As a science sociology aims to discover, through empirical research, knowledge about the social life of man and its relations to the factors of culture, natural environment, the functioning of the group, culture, changes, and the effect of different patterns of culture on personality”.

The above definitions make it clear that sociology is concerned with society and its process of information, causes of information, aims and objectives, principles, laws and future mission. Sociology discusses in details about man’s place in society, role in society, different activities that manifest man’s behaviour, attitude, values, customs, traditions etc. Sociology in brief is a science of society and man’s place in social life. It studies in details about man’s social behaviour for the benefit of self and society as well.

However, sociology in its broadest sense studies the human interactions and interrelations, their conditions and consequences systematically. Overall, Sociology is the study of the processes of social interactions with each other where the individuals exist in groups because of interactions with each other. Sociology is an observational science that studies actual social phenomenon or social facts.

STOP TO CONSIDER

The French Philosopher, **Auguste Comte** first used the word ‘Sociology’ in 1837. **Sociology** makes a detailed study about how an individual influences other individuals and how society influences an individual in his proper development.

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Emile Durkheim and Max Weber were the fathers of Sociology of Education. Sociology of Education plays an active role in understanding the national and international culture for making the society a better place to live in.

CHECK YOUR PROGRESS

Q.1. Who first used the word ‘Sociology’?
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Q.2. State whether the following statements are true or false:

- a) Sociology is not an applied science. (True/False)
- b) Sociology helps in understanding the interrelation between social environment and man. (True/False)
- c) Sociology has no relation with personality development of people. (True/False)

Q.3. Define Sociology.
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1.5 Nature of Sociology of Education:

On the basis of the above discussions, we are now able to know the nature or salient features of Sociology of Education. They are as follows:

- Sociology of Education applies the sociological principles in the educational field.
- It is both a philosophical as well as sociological concept.
- Sociology of Education studies school organization and the relation between schools and social structure, i.e. social class, family and neighbourhood.
- It is a vibrant and diverse field that enquires into how various social forces shape the policies, practices and outcomes of schooling.
- It is concerned with the relation of education with economy, polity, religion, culture, kinship etc.

- Sociology of Education analyses the interaction of individuals and various educational institutions i.e. formal, informal and non-formal.
- It helps to understand the responsibilities of teachers in the community as an instrument of social progress.
- Sociology of Education solves the various social and educational problems emerging in the society.
- Sociology of Education always seeks to bring out suitable ways for upliftment and progress of the society with quality education.

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1.6 Scope of Sociology of Education:

Scope of sociology means the extent of the area of sociology. It means the specific aspects and areas with which sociology has very close relationship. What does sociology do? How it performs its duty? What are the areas sociology covers? The answers of all these questions help us to know the scope of sociology in details.

Scope of Sociology of Education is very wide and comprehensive. It includes the study of everything covering society and education. Sociology of Education covers the study and role of social groups like family, school, community, religious institutions, club, state etc. It includes the study about how education helps people to develop better personality and bring social order. Education acts as an agent of cultural transmission from one generation to the other. Education through its processes provides better ways, methods and means for modification of cultural environment. These aspects are also included in the scope of Sociology of Education. Analysis of interactions taking place between teacher-student, teacher-teacher, student-student, teacher-administrator and student-administrator relationship comes under the scope of Sociology of Education. Age, teacher's status, attitudes of knowledge, image of teacher in society, mode of standardization, etc. governs teacher-taught relationship. The interaction between student-student can be made intimate and deeper by providing extra-curricular activities like drama, dance, music, literary activities, games and sports etc. A good relationship between the teacher and administrator will promote the interest and professional efficiency of both the teacher and the administrator. It makes the people realize about the importance of society and its inseparable

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influence on education without which no society can function smoothly with proper peace and order. Sociology of Education has, under its scope the framing of appropriate curriculum in keeping with the social phenomenon and its dynamism. It points out the sociological perspective of education and need of co-operation between education and other social *sub-systems* to build a society with qualified personalities or better human beings. Sociology of Education includes the function of bringing about positive and desirable changes in the society with the help of appropriate ways, means and methods. Sociology of Education is very helpful in promoting social control, social order and its smooth functioning.

STOP TO CONSIDER

SOCIAL SUB-SYSTEMS:

Subsystem of the society means the different organizations like family, groups, neighbourhoods, clubs, religious institutions and other social structures of the society working for the development of the community.

CHECK YOUR PROGRESS

Q.4. Define Sociology of Education.

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Q.5. Mention three characteristics of Sociology of Education.

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1.7 Summing Up:

- The word ‘Sociology’ has been derived from the Latin word ‘Societus’ (meaning society) and the Greek word ‘Logos’ (meaning study or science of). It can be therefore, referred to as a science or study of society.

- Sociology is an applied science studying the origin, development, organization and functioning of human society.
- Sociology of Education deals with the analysis of relationship between social class, culture, language and socio-economic conditions of the family impacting upon the children.
- Educational Sociology is that branch which focuses on the importance of relationship between education and society. It identifies the problems affecting both education and society and also brings forth suitable solutions for such problems.

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1.8 Questions and Exercises:

1. Define sociology of education. State its characteristics.
2. Discuss the scope of sociology of education in the present day context.

1.9 References and Suggested Readings:

- 1) Bhatia K.K. (2013) *Sociological Foundations of Education* Kalyani Publishers, New Delhi-110002.
- 2) Sachdeva D.R. and Bhushan Vidya (1980) *An Introduction to Sociology* Kitab Mahal, 15, Thornhill Road, Allahbad.
- 3) Safaya R.N. and Shaida B.D. (1992) *Development of Educational Theory and Practice* Dhanpat Rai & Sons, Jalandhar–Delhi.
- 4) Saikia, Polee (2019) *Sociological Foundations of Education*, DVS Publishers, Panbazar, Guwahati

1.10 Answers to Check Your Progress:

Answer no.1- The French Philosopher, Auguste Comte first used the word ‘Sociology’ in 1837.

Answer no.2: a) False b) True. c) False.

Answer no. 3- According to J.F. Cuber “Sociology may be defined as a body of scientific knowledge about human relationships”.

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Answer no.4- According to Ottoway, “The Sociology of education may be defined as a study of the relationship between education and society.”

Answer no.5- The three characteristics of Sociology of Education are as follows-

- a) Sociology of Education applies the sociological principles in the educational field.
- b) It is both a philosophical as well as sociological concept.
- c) Sociology of Education studies school organization and the relation between schools and social structure, i.e. social class, family and neighbourhood.

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UNIT-2

THEORIES OF SOCIOLOGY

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Unit Structure:

- 2.1 Introduction
- 2.2 Objectives
- 2.3 Functionalism Theory
- 2.4 Conflict Theory
- 2.5 Interactions Theory
- 2.6 Summing Up
- 2.7 Questions and Exercises
- 2.8 References and Suggested Readings

2.1 Introduction:

A theory is a root that enables us to understand the base, facts and information regarding any concept. The ideas, perspectives, principles, definitions, opinions, viewpoints, causes, problems and solutions of Educational Sociology given by educationists, psychologists and experts from time to time are called theories of Educational Sociology.

2.2 Objectives:

After going through this unit, you will be able to–

- *discuss* the theories of Educational Sociology, particularly–
Functionalism Theory, Conflict Theory and Interactions Theory.

2.3 Functionalism Theory:

Emile Durkheim was the founder of this Theory. Functionalism Theory compares the society with the human body where each part of the society works in co-ordination with the other like the parts of the body do. When there is disorganization in the organs there occurs malfunctioning of the body. Similarly the society is a complex system of interrelated social, political parts and institutions such as family, education, religion, leisure, economy,

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media, sports etc. If these parts get weakened the stability of the society also gets weakened. However all the interrelated parts work on the reorganization of the system to bring back the balance. This theory believes that primary role of education is to preserve and pass on knowledge and skills to the next generation. The more knowledgeable the person, the more liberal he is. Functionalism Theory emphasizes on the importance of social segments with respect to education. It stresses that a society can run smoothly only if there is proper order and valuable social qualities like discipline, cooperation, moral values etc. It believes that society is an organization where the structured social relationships act on the education system for an upgraded society adapting itself to the dynamic society. Functionalism Theory opines that the school has to bear the responsibility of preparing the younger generations to become effective member of the society as well as efficient citizens of the nation. As the society changes with the passage of time, so also the people, especially younger section of people must be taught to understand their role and responsibility towards their changing social environment and cope with its dynamism. This role of the students ought to be taught in the miniature society i.e. school itself. The students can be taught social and moral values with the social system that exist in the educational institution. Functionalism Theory stresses on the fact that a society can continue to live only if there is a desire among its members to work co-operatively for its progress. This theory draws our attention to the functional system of education and its impact on the society. It seeks to develop individuals with qualities fit for the existing society and coping with the dynamism.

The advantage of Functionalism Theory is that it socializes the members of the society with shared values and norms. The interrelation of the various segments of the society compels the members to work co-operatively or else there would be disorder and chaos in the society. It emphasizes on the need to work in the society as the human body does with the co-ordination of different organs for maintaining balanced functioning of the body.

But the limitation of this theory is that it fails to understand the greater and divergent interest and ideologies of social groups. It cannot recognize the needs of the social groups who have differences in opinions. Moreover, this theory does not do any research on what and how things are being

taught in the educational institutions. Functionalism Theory ignores the powerful historical and economic factors that have influenced social events and social relationships.

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STOP TO CONSIDER

Emile Durkheim was the founder of Functionalism theory. This Theory emphasizes on the importance of social segments with respect to education. It stresses that a society can run smoothly only if there is proper order and valuable social qualities like discipline, co-operation, moral values etc. It believes that society is an organization where the structured social relationships act on the education system for an upgraded society adapting itself to the dynamic society.

CHECK YOUR PROGRESS

Q.1 Who was the founder of Functionalism theory?

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Q.2 Write the importance of Functionalism theory.

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2.4 Conflict Theory:

Karl Marx, the great German theorist and political activist introduced this Conflict Theory. This Theory believes that society is in a constant struggle over scarce resources. It is obvious to have class conflict in the society as our society is always controlled to a great extent by the dominant group. Various interested groups like ethnicity, gender, social class are all struggling for power and opportunities in the society. The inequality in the society brings conflict and unhealthy competitions for power and wealth in the society. This theory makes a study on how the struggle for resources holds the society together. The elite groups or the ‘Haves’ always create advantage

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for themselves from the resources they possess, even if their actions create problems for those who struggle for resources, power and wealth. The society is full of divergent social groups having different interests, opinions and ideologies. These ideologies or opinions of the different social groups cannot be easily changed and turned to one social group that has same interest and principles towards the society. The submissive group always has the least chances to express or work out their plans, procedures and processes that hold for the society. Conflict Theory draws our attention towards the differences among the classes- Upper, Middle and Lower. As the name of the classes is, so are their respective aspirations, life chances, social rewards according to order and access of power. According to this Theory, conflict continues to occur in our society because the ideologies for the education system are provided by the dominant group and thus the submissive group has no other option but to follow them. However, this theory also believes that sometimes class differentiation does not create disorder and chaos in the society. Instead, it brings out some effective solutions to some burning problems emerging in the society. Marx believes that the poor and disadvantaged people suffer mostly regarding achieving equality in any field of the society as compared to the rich people. The submissive class of people always has to struggle a lot to achieve a status or position in the society because our society is stuck in the belief that the dominant groups are born to suppress the submissive group.

The merit of Conflict Theory is that it draws our attention to the serious inequalities of power and uneven distribution of resources. It emphasizes on the need for equal social, political and economic power among the people irrespective of caste, creed, sex, religion, language etc. It seeks moral ends making it clear that the term 'Universality' has been misused by most of the people (the dominant group) and the submissive group is to unmask the false meaning of Universality where only the 'haves' are enjoying and the 'have-nots' are suffering.

This theory has been criticized on the ground that the individuals are not given proper chance to improve their situation. Conflict Theory ignores the importance of race, ethnicity, gender, disability, age and many other factors when people want to identify themselves and relate to other members in the society. This theory assumes that all aspects of social life are

determined economically and is shaped by the needs of having capital in society and profit motive.

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STOP TO CONSIDER

Karl Marx, the great German theorist and political activist introduced this Conflict Theory. This Theory believes that society is in a constant struggle over scarce resources. This theory makes a study on how the struggle for resources holds the society together. The elite groups or the 'Haves' always create advantage for themselves from the resources they possess, even if their actions create problems for those who struggle for resources, power and wealth.

CHECK YOUR PROGRESS

Q.3 Who introduces the theory of Conflict?

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Q.4 Write the merits of Conflict theory.

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2.5 Interactions Theory:

This Theory was put forward by Max Weber, the German Socialist and Economist. According to this theory the subjective rather than objective aspect of the society is given importance. Subjective aspect here means relationship and interaction between groups-peers, teacher-student, teacher-principal, focussing on the attitude and achievement of students, on students' values, on their self concepts and their effect on aspirations. This theory is

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concerned with the individual's role in creating the society. Interactions, especially symbolic interactions, for example, words, gestures, body language, facial expressions etc. influence the way people interact and influence each individual and impact society. However, the meaning and importance of such symbols may vary from culture to culture and generation to generation. Standards, norms, acceptable behaviour etc. are developed through interaction and these are constantly changing in nature. Interactions Theory studies how individuals interact with their social environment. Moreover, it throws light on the relationship between socio-economic status and achievement of the students. Interactions Theory believes that the method of participant observation for studying the social relations is useful. By practically interacting with the individuals in the society and observing the situation it gives a real understanding of the social actions and interactions among the individuals.

The merit of Interactions Theory is that it allows individuals to have freedom of choice and action in a democratic society. It provides the individual with moral responsibility rather than being externally motivated by fixed norms.

The disadvantage of this theory is that the method used by the researchers of this theory is considered to be unsystematic. Interactions Theory excludes outside influences of social structures. It ignores socio-economic categories and class structures.

STOP TO CONSIDER

This Theory was put forward by Max Weber, the German Socialist and Economist. According to this theory the subjective rather than objective aspect of the society is given importance. Subjective aspect here means relationship and interaction between groups-peers, teacher-student, teacher-principal, focussing on the attitude and achievement of students, on students' values, on their self concepts and their effect on aspirations. This theory is concerned with the individual's role in creating the society.

CHECK YOUR PROGRESS

Q.5 Who put forward the theory of Interactions?

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Q.6 Write the merits and demerits of theory of Interactions.

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2.6 Summing Up:

Functionalism Theory stresses on the fact that a society can continue to live only if there is a desire among its members to work in unity for its progress. This theory emphasizes on the functional system of education and its impact on the society.

The **advantage** of Functionalism Theory is that it socializes the members of the society with shared values and norms. The interrelation of the various segments of the society compels the members to work co-operatively or else there would be a disorder and chaos in the society. But the **demerit** of this theory is that it fails to understand the greater and divergent interest and ideologies of social groups.

Conflict Theory has its roots in the ideas of Karl Marx. Marx believes that the poor and disadvantaged people suffer mostly regarding achieving equality in any field of the society as compared to the rich people. The submissive classes of people always have to struggle a lot to achieve a status or position in the society because our society is stuck in the belief that the dominant groups are born to suppress the submissive group.

The **merit** of Conflict Theory is that it seeks moral ends making it clear that the term ‘Universality’ has been misused by most of the people (the dominant group) and the submissive group is to unmask the false meaning of Universality where only the ‘haves’ enjoying and the ‘have-nots’ are suffering.

The Conflict theory has been **criticized** on the ground that it ignores the importance of race, ethnicity, gender, disability, age and many other factors when people want to identify themselves and relate to other members in the society.

Interactionism Theory draws our attention to the fact that interactionists believe in the method of participant observation for studying the social relations. By practically interacting with the individuals in the society and observing the situation it gives a real understanding of the social actions and interactions among the individuals.

The **merit** of Interactionism Theory is that it allows individuals to have freedom of choice and action in a democratic society. The **disadvantage** of this theory is that the method used by the researchers of this theory is considered to be unsystematic.

2.7 Questions and Exercises:

1. Discuss functionalism theory. State its merits and limitations.
2. Discuss Conflict theory. On what ground the theory has been criticised?
3. Discuss Interactions theory? State its merits and limitations.

2.8 References and Suggested Readings:

- 1) Bhatia K.K. (2013) *Sociological Foundations of Education*, Kalyani Publishers, New Delhi-110002.
- 2) Sachdeva D.R. and Bhushan Vidya (1980) *An Introduction to Sociology*, Kitab Mahal, 15, Thornhill Road, Allahbad.
- 3) Safaya R.N. and Shaida B.D. (1992) *Development of Educational Theory and Practice*, Dhanpat Rai & Sons, Jalandhar –Delhi.
- 4) Saikia, Polee (2019) *Sociological Foundations of Education*, DVS Publishers, Panbazar, Guwahati

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UNIT-3
RELATIONSHIP AND DIFFERENCE BETWEEN
SOCIOLOGY OF EDUCATION AND
EDUCATIONAL SOCIOLOGY

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Unit Structure:

- 3.1 Introduction
- 3.2 Objectives
- 3.3 Meaning of Educational Sociology
- 3.4 Relationship between Education and Sociology
- 3.5 Difference between Sociology of Education and Educational Sociology
- 3.6 Summing Up
- 3.7 Questions and Exercises
- 3.8 References and Suggested Readings

3.1 Introduction:

Education and sociology has very close relationship. Education helps to bring changes towards individual life and thereby towards society. Society establishes different types of educational institutions to spread among the masses. With the help of education changes come towards the society. Man make society for secured life and society makes man for the progress of social life. There is interconnection between man and society. Without man society cannot exist and without society man cannot maintain disciplined life. The influence of society on man is very powerful and the role of man in the process of information of society is very important. For the progress of both man and society there is the need of harmony. Without harmony between man and society nothing good can be achieved for the good of whole human race. Man should think and work for the good of self and society and society should ensure discipline and happiness in social setting and in all social institutions and in all parts of the life.

3.2 Objectives:

After going through this unit you will be able to–

- *understand* the meaning of educational sociology,
- *analyse* the relationship between Education and Sociology,
- *differentiate* between Sociology of Education and Educational Sociology.

3.3. Meaning of Educational Sociology:

Educational Sociology is a branch of applied Sociology. It studies the function of education in the cultural transmissions from one generation to the other. It is a relationship between the educational system and other social systems. In other words, it studies the relationship of education with the different aspects of society viz- social control, social stratification, social mobility, social order and other important processes. Educational Sociology emphasizes on the role of all the forms of education- Formal, Informal and Non-formal in the welfare activities of the society. It greatly helps in pointing out the social and educational problems and thereby bringing about appropriate solutions for positive outcomes. Educational Sociology assists in promoting harmony and peace of the dynamic society. To live in a society it is very essential for the individuals to have social, cultural, political, moral, and spiritual adjustment. Adjustment in these aspects can be successfully imbibed in the minds of the people through the concept of Educational Sociology. Moreover, Educational Sociology develops positive attitude in the people towards the family, region, state, community and nation with adequate knowledge regarding social skills and behaviour pattern. This type of Sociology is always concerned with preparing developed personalities who can ensure smooth functioning of the society. Educational Sociology can be called as a research oriented subject as it deals with many new problems associated with education and social life. Educational Sociology further refers to specially two main aspects. One is ‘Education as Society’

where it is believed that education acts as a strong instrument in analyzing the social structures. Whereas, the other aspect includes ‘Education in Society’ which reveals that education emphasizes on the educational functions and roles to promote social unity, progress and eradication of social conflicts.

STOP TO CONSIDER

Educational Sociology has two main aspects–

- (a) ‘Education as Society’ and
- (b) ‘Education in Society’

3.4 Relationship between Education and Sociology:

Emile Durkheim was the first person who indicated the need for a sociological approach to education. He considered education “to be essentially social in character and in its functions and that as a result the theory of education relates more clearly to sociology than any other science.” He emphasized that education is not a static phenomenon, but a dynamic and ever-changing process.

Educational sociology is a discipline which studies education sociologically, with the premise that it recognizes education as a social fact, a process and an institution, having a social function and being determined socially. Educational sociology could appear only when it accepted the social nature of education.

3.5 Difference between Sociology of Education and Educational Sociology:

Although these two branches- Sociology of Education and Educational Sociology seem to have the same meaning, they do not mean the same at all. They indeed differ from each other. Sociology of Education is concerned with the impact of the social and public institutions along with human experiences on the education system. This branch includes the study

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of formal, informal and non-formal agencies like higher education, further education, continuing and adult education. Sociology of Education emphasizes that education is a strong instrument to develop the potentialities of the children according to their needs. It is a branch which is not applied; it is a field of specialization. Sociology of Education always attempts to evolve and implement new and desirable theories and principles regarding education as a social system.

On the other hand, Educational Sociology is concerned more with the social system existing within the educational institution. It covers the study of the ways and methods of education that provides quality development in children with the help of our culture and social customs, traditions and all that comes under the social aspect. Educational Sociology is an applied science that uses sociological principles in the field of education. It attempts to attain the predetermined objectives of the school and community. It also seeks to identify the problems of society and education by providing effective solutions to overcome such odds. Educational Sociology does an in-depth research in the field of education and people related to the field of education are mostly benefitted by this important branch of study.

3.6 Summing Up:

Educational Sociology has two main aspects. One is 'Education as Society' where it is believed that education acts as a strong instrument in analyzing the social structures. Whereas, the other aspect includes 'Education in Society' which reveals that education emphasizes on the educational functions and roles to promote social unity, progress and eradication of social conflicts.

Educational Sociology develops positive attitude in the people towards the family, region, state, community and nation with adequate knowledge regarding social skills and behaviour pattern.

CHECK YOUR PROGRESS

Q.1 What are the main aspects of educational sociology?

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Q.2. Sociology of Education and Educational sociology are interrelated to each other. Discuss the statement.

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3.7 Questions and Exercises:

Q.1. Explain the meaning of Educational Sociology.

Q.2. Differentiate between Sociology of Education and Educational Sociology.

3.8 References and Suggested Readings:

- 1) Bhatia K.K. (2013) *Sociological Foundations of Education*, Kalyani Publishers, New Delhi-110002.
- 2) Sachdeva D.R. and Bhushan Vidya (1980) *An Introduction to Sociology*, Kitab Mahal, 15, Thornhill Road, Allahbad.
- 3) Safaya R.N. and Shaida B.D. (1992) *Development of Educational Theory and Practice*, Dhanpat Rai & Sons, Jalandhar –Delhi.
- 4) Saikia, Polee (2019) *Sociological Foundations of Education*, DVS Publishers, Panbazar, Guwahati

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