UNIT.1 SOCIOLOGY OF EDUCATION : AN INTRODUCTION

UNITS STRUCTURE

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1.1 LEARNING OBJECTIVES

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

- know the meaning of sociology of education
- know how it varies from traditional discipline of education
- know how it emerged as a discipline
- understand different theories of sociology of education
- know the scope of Sociology of education in context of India

1.2. INTRODUCTION

Defining Sociology of Education (SoE), just like its parent discipline, isn't a simple task. Sociology of education does not have an all-encompassing theory or methodological and empirical uniformity. It began as a systematic investigation of problems about social control and order and its various educational aspects. Pink and Noblit (1995) argue that Sociology of Education has five concurrent analytical perspectives. These are empirical, applied, interpretative, critical and postmodern which gives the discipline of "sociology of education its vitality".



Durkheim in his work- Moral Education: A Study in the Theory and Application of the Sociology of Education discusses the importance of rules and disciplines in classroom. Without it a class is like a 'mob'.

Different scholars and philosophers have been engaged with the discipline of sociology of education. Emile Durkheim is said to be the first sociologist to extensively and systematically write about sociology of education (SoE). Durkheim was a French sociologist. He saw school as performing two primary functions in advanced industrial societies- transmitting the shared values of community and simultaneously teaching the specialised skills for an economy based on a specialised division of labour. Hence for Durkheim, education has a functional role in the society. Likewise, Karl Marx and Max Weber had a different perspective on education. Inclined towards what is called Conflict Theory, Marx argued that school teaches an ideology that serves the rich and pushes an idea of 'false consciousnesses'. That is, for example, schools make students believe in the idea of meritocracy where it is pressumed that all have an equal chance of achieving what they want. However, Marx argues that schools are structured and set up in such ways that all will not receive education in the same way, forcing students to do odd jobs despite the same education. Weber, on the other hand, had a different Understanding about for schools and the inequality produced by it. He argued that unlike Marx, inequality is not necessarily based on economic relations. Other factors like distribution of 'status' (prestige), 'power'(ability to control other and resources) and 'class' (control economic relations) plays a vital role in creating inequality in schools. 'Weber Points out to the strong relationship between student's social class origins, their preparation in school, and the jobs they move into after school. Weber argues that schools teach and maintain particular "status cultures". (Ballentine, 2018).

1.3 RELATIONSHIP BETWEEN EDUCATION AND SOCIOLOGY

Here it is essential to understand the relationship between education and sociology. Education, as an independent discipline is normative and applied, whereas sociology, as understood in traditional terms, is theoretical and empirical. Educationists are oriented towards practical aspects of solutions and conditions of educational problems in the classroom. For