

RELATIONSHIP BETWEEN EDUCATION AND SOCIOLOGY

Sociology and education are mutually interrelated and they are interdependent on each other. They are interrelated disciplines like philosophy and education and psychology and education. Sociology of education is the scientific study of the analysis of the social progress and social patterns involved in the educational system. Sociology without education is like a body without soul and education without sociology is like a vehicle without wheels. Hence, we may analyse the inter relationship between sociology and education.

Sociological basis and meaning of education: The meaning of education is considerably influenced by sociology. According to the educational sociologists, education is a social process which socialises the child and causes certain changes in his behaviour. In defining education the sociologists have stressed its social aspects. From the sociological point of view Brown says, "Education is the consciously controlled process whereby changes in behaviour are produced in the person and through the person within the group. Educational sociology focuses upon the social forces through which the individual is developed and the social relations by which the individual gains experience".

Sociological basis and aim of education: According to the educational sociologists, the aim of education from the sociological point of view is to develop those social qualities and social feelings in the child which will enable him to grasp his responsibilities in the society and the nation, and to become an ideal citizen of his country. Thus, the aim of education is to enable the individual to live as a member of his society. Educational sociology brings about a change in the habits, skills, interests and attitudes. Sociological knowledge and abilities develop a person into a socially accepted personality, who is adjusted with his environment and socially responsible. We can include the following aspects in the aim of education from the sociological points of view:

1. Education for social service.
2. Education for citizenship.
3. Education for social efficiency.
4. Education for emotional integration
5. Education for national unity.
6. Education for nationalism.
7. Education for patriotism.

Sociological basis and functions of education: Educational sociologists have stressed the social functions of education. From the sociological point of view, Munroe has laid down the following functions of education:

Diffusion of more and more knowledge: The first function of education is to provide various kinds of knowledge to the child. Spread of knowledge develops the mind of the child, without which other developments are not feasible.

Education as a means of social control: Social control through education eventually gives self-control to the child. Hence, in every society, school instils the elements of social control into the younger generation through the process of education.

Protection and transmission of social heritage: Education is an important medium of protecting and transmitting social heritage and culture from one generation to the next. It is through education that the new generation is taught to adopt the culture of our ancestors. The new generation makes its own contribution to this heritage and passes it onto its successor.

Education as a means of social development: Individual development is not possible in the absence of social development. The school is considered as a miniature society. Therefore, the educators try to create an ideal social environment with a view to inculcate the best possible picture of society in the minds of the educands.

Development of constructive and creative outlook of the individual: After leaving the school, the educand retains the ideal social environment of the society in his mind and tries to recreate it in reality. Through education the individual develops a constructive and creative outlook required for the ideal members of the society.

Sociological basis and curriculum: Educational sociologists have given valuable suggestions in relation to the reorganization of the curriculum which reflects the quality and quantity of education. From the sociological point of view, the primary concern of the curriculum is the development of 'we feeling'. Brown, Moore and Cole have pointed out the principles of constructing school curriculum from the point of view of educational sociology:

1. Curriculum should be based on conditions, problems and needs of society.
2. It should be based on the real concerns and problems of pupils.
3. It should reflect the basic cultural values of the society it serves.
4. It should be an agent in the transmission of the highest value of the culture.
5. It should prepare the child for the world society.
6. It should be conducive to the development of responsible citizenship.
7. It should prepare socially efficient individuals.
8. It should develop healthy attitudes regarding human relations.
9. It should be flexible and changeable for the effective realisation of socially determined objectives.
10. It should lead to the development of genuine "we feeling", a feeling that the student belongs to the society and has a spirit of social interaction.
11. It should treat with dignity all worthwhile vocations and services in the community life.
12. It must function in relation to adult living and concurrently be adapted to the level of the development of the child.