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B.Ed. ICT (2076)
Unit-1
Concept of Social perspectives in education

Sociology (समाजशास्त्र)

Sociology is the study of society. In other words it is the science of society. **Auguste Comte** is credited for the establishment of this discipline. So, he is called the father of sociology. Sociology is studied as a separate discipline. This subject shows the social life, social relation and social organizations. Other popular sociologists are *Emile Durkheim, Max Weber, Herbert Spencer, J.S. Mill* and so on.

Social Perspectives of Education (शिक्षाको सामाजिक अवधारणा ⁄ दृष्टिकोण)

Sociologists began to think that education promotes social mobility and undermines the class stratification. After the Second World War it gained entity as separate subject of knowledge. Technological advancement and engagement of human capital(work force) in industrialization America and Europe gave rise to the social mobility .Now it is easier to move up to the upper strata (layer) of society gaining technical skills, knowledge. People who were farmer earlier became worker in factories.

Education is a process which exists within a society. Education is organized in the society by individuals who are members of a particular group, community, states and nation. So, we can understand the significance of the society in educational process and organizing curricular events.

Concept of Sociology of education and educational sociology

Sociology is the scientific study of human society. There are so many subfields in Sociology. Sociology of Education is one such sub-field of Sociology. **In sociology of education, sociologists study about the effects of public institutes and individual behaviors (findings of sociological study) in the field of education. Educational Sociology**, on the other hand, **can be described as the application of sociological findings in order to solve the problems in the field of education.** This is the **main difference** between Educational Sociology and Sociology of Education.

Sociology of Education(शिक्षाको समाजशास्त्र)	Educational Sociology(शैक्षिक समाजशास्त्र)
Sociology of Education is the study of how public institutes and experience of people affect the field of education and its outcomes.	**Educational Sociology** is the application of Sociological findings on education.
Sociology of Education is mostly a theoretical field.	**Educational Sociology** is more practical /applied (implicational).
It says that problems of schools are the problems of society.	It tries to solve educational problems applying sociological rules.
It deals with educational institutions as a part of society.	It deals with the fact that educational institutions, activities and methods should run following the rules of society.
Sociology of education is purely a field of sociology	It is a field of application of sociology.
Sociologists are key people to study this area.	Educationists and educational methodologists are the key persons to study this area.
Sociology of Education: More emphasis is on the achievements or end results of the education on an individual.	Educational Sociology: This emphasizes on how education could be improved through research work and try to find new plans and activities for future benefit (focus is education an educational activities).
Making good society is the goal.	Making educational activities advanced is the goal.
It is said that Emile Durkheim was the pioneer who started the systematic study of Sociology of Education.	George Payne is known as the father of educational sociology
शिक्षाको समाजशास्त्र समाजशास्त्रको कार्यक्षेत्रभित्र पर्दछ यो समाजशास्त्रीहरुको विश्लेषणात्मक कार्यभित्र पर्दछ ।	शैक्षिक समाजशास्त्र शिक्षाकर्मी, शिक्षाविद तथा शिक्षाशास्त्रीहरुको कार्यक्षेत्रभित्र पर्दछ ।
शिक्षाको समाजशास्त्रले समाजमा परम्परादेखि चल्दैआएका त्रियाहरुका आधारमा विद्यालयको व्याख्या गर्दछ ।	समाजशास्त्रको व्याख्याका आधारमा शैक्षिक समाजशास्त्रले शिक्षाको तत्कालीन समस्यसगँ केन्द्रित गरेको हुन्छ ।
शिक्षाको समाजशास्त्र समाजशास्त्रको विशुद्ध रुप हो	शैक्षिकसमाजशास्त्र समाजशास्त्रको व्यावहारिक रुप हो
शिक्षाको समाजशात्र समाजशास्त्रकै कार्य गर्ने एक क्षेत्र हो	शैक्षिक समाजशास्त्रको कार्यक्षेत्र शैक्षिक संस्था हो अर्थात विद्यालय हो ।
समाज, सामाजिक प्रकृति, सामाजिक संरचना, सामाजिक गतिविधि	शिक्षाका उद्देश्य, शिक्षण विधि, शिक्षण क्रिय कलाप लगायतका

र विविध सामाजिक कियाकलापलाई अन्वेषण र अनुसन्धानका कार्य बनाई परिस्कृत र विकसित समाजको निर्माण गर्नु शिक्षाको समाजशात्रको उद्देश्य हो	विविध शैक्षिक गतिविधिमा केन्द्रित रही नयाँ अन्वेषण तथा अनुसन्धानात्मक कार्यहरु गरी शिक्षालाई आधुनिक र विकसित वनाउदै लानु शैक्षिक समाजशास्त्रको उद्देश्य हो

Contents of sociology of education

Content refers to the area or scope. Morris has mentioned the following areas involved in the sociology of education.

- The effect of the economy upon education
- The social forces and determinants that affect educational and cultural change
- The social institutions involved in the educational process, such as family and school
- Various problems of role structure of social system and school
- The relationship between social class, culture and language
- Problems of embourgeoisment , democratization and elitism
- Relationship between education and occupation
- Questions of curriculum building and development of subcultures.
- Problems associated with school
- It helps us to understand the effect of various social agencies like family, school on the students

1. Structural Functionalism

Structural functionalism is also called functionalism. It is a broad perspective in sociology and anthropology . This theory considers society as a structure with interrelated parts. According to functionalists, society is a whole of its elements; **norms, customs, traditions and institutions.** These parts of society are "organs" that work toward the proper functioning of the "body" as a whole. Body is the society. Functunalists see similarities between society and the human body.

The principal institutions of the society defined by sociology are family, government, economy, media, education, and religion. According to functionalism, an institution serves a central role in the functioning of society. If it has no service to the society, an institution will die away.

Émile Durkheim believed that society is a complex **system** of interrelated and interdependent parts. They work together to maintain stability. He believed that to study society, a sociologist must look social facts such as laws, morals, values, religious , beliefs, customs, fashion, and rituals, which all serve to govern social life.

Another noted structural functionalist, Robert Merton (1910–2003), pointed out that social processes often have such main functions. 1) **Manifest functions: They** are primary functions of the society , while 2) **latent functions** are secondary functions. For example, a manifest function of a college education are gaining

knowledge, preparing for a career, and finding a good job . Latent functions of your college years can be meeting new people, participating in extracurricular activities, or even finding **a spouse or partner**. Latent functions can be beneficial, neutral, or harmful. Social processes that have undesirable results for the operation of society are called **dysfunctions**. In education, examples of dysfunction include **getting bad grades**, **absence, dropping out, not graduating, and not finding suitable employment.**

Influential functionalist theorists in sociology are : Herbert Spencer • Émile Durkheim • Talcott Parsons • Robert K. Merton • Bronisław Malinowski • Alfred Reginald Radcliffe-Brown • Niklas Luhmann • George Murdock • Fei Xiaotong • David Keen.

In most societies, the government or state provides education for the children of the family. They pay tax to the state. Through the process of educatoin in school, the children become law-abiding, taxpaying citizens, who in turn support the state. From the functionalist perspective, if all goes well, the parts of society produce order, stability, and productivity.

Functionalism emphasizes the consensus (agreement) and order that exist in society. They focus on social stability and shared public values. When one part of the system is not working or is dysfunctional, it affects all other parts and creates social problems.

 Functionalism argues that the social structure is responsible for all stability and instability. The social structure is continuously attempting to maintain social equilibrium (balance) among all the components of society. According to functionalists, **the socialization process forces us to accept the values and norms of society.** The values and norms of society are agreed by all members of society because there is a "**social contract**". In effect the social values and norms protect us from one another and keeps society stable and balanced. People should follow and accept the values and norms of society in order to maintain their own safety as well as maintaining social order.

Functionalist perspective of education (Manifest and Latent)

Education serves several functions for society. They are (a) socialization, (b) social integration, (c) social placement, and (d) social and cultural innovation. They are called manifest functions of educaitoin. Manifest (or primary) functions are the intended and visible functions of education; and latent (or secondary) functions, which are the hidden and unintended functions. Functionalists first see education in its manifest role: conveying basic knowledge and skills to the next generation. **Durkheim**(the founder of functionalist theory) identified the latent role of education as one of socializing people into society's mainstream. This "moral education," as he called it, helped form a more-cohesive social structure by bringing together people

from diverse backgrounds, which echoes the historical concern of the socety. Functionalists point to other latent roles of education such as transmission of **core values** and social control. The core values reflect those characteristics that support the political and economic systems that originally fueled education. Therefore, children receive rewards for following schedules, following directions, meeting deadlines, and obeying authority.

The example of **Latent** (hidden) functions are such as child care, the establishment of peer relationships, and lowering unemployment by keeping high school students out of the full-time labor force. Problems in the educational institution harm society because all these functions cannot be completely fulfilled.

a) *socialization* fuction: The most important function of education is *socialization*. Education is a primary vehicle for learning the social norms, values, and skills they need to function in society.

b) *social integration*(सामाजिक एकताको कार्य) : A second function of education is *social integration*. Students come from diverse situations . They come from different social and economic backgrounds. Education should integrate the vaules and norms of all students and social situations. All varieties are to be respected well.

c) *social placement* (सामाजिक स्थान प्रदान गर्ने कार्य).: A third function of education is *social placement*. It is the function of sorting, or classifying students based on academic merit or potential. The most capable students are identified early in schools through testing and classroom achievements.

d) *Social and cultural innovation* (सामाजिक तथा सास्कृतिक नविनता ल्याउने कार्य): *Social and cultural innovation* is the fourth function of education. Education helps children to make creative and discover new things in life. It also helps to bring the culture to the schools as the innovations.
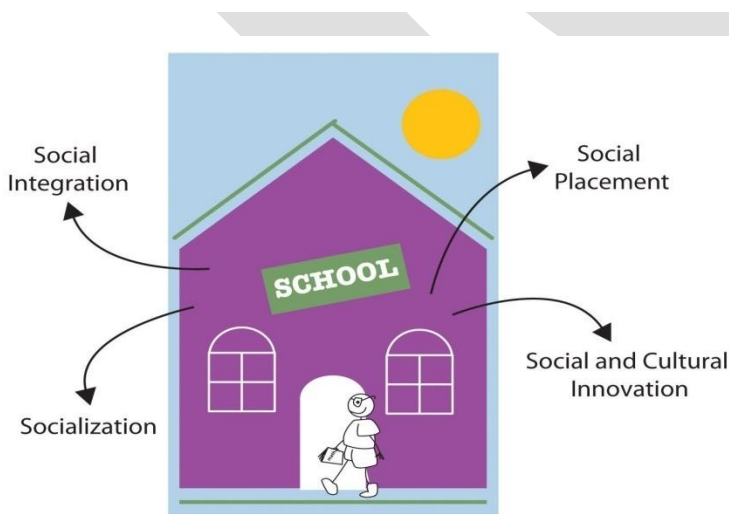
Manifest and Latent Functions	
Manifest Functions: Openly stated functions with intended goals	**Latent Functions: Hidden, unstated functions with sometimes unintended consequences**
Socialization	Courtship (दमनकारी)
Transmission of culture	Social networks
Social control	Group work
Social placement	Creation of generation gap
Cultural innovation	Political and social integration
According to functionalist theory, education contributes both manifest and latent functions.	

Criticism of Functionalism (Evaluations)

1. In functionalist perspective, society and its institutions are the primary units of analysis but it downgrades (reduces) the role of individual action.(Individual's role is not important) . Some critics point out that, unlike human beings, society does not have needs. society is only alive because it is made up of living individuals. By downplaying the role of individuals, functionalism is less likely to recognize individual actions.

2. Critics also argue that functionalism is unable to explain social change because it focuses so much on social order, stability and equilibrium in society. Social norms, order and values disturb for the change in the society.

3. Critics say that institutions change over time. Some disappear and others come into new forms. So followiing the same old values and norms gives the sign of some conservative biasness.

4. Critcal theorists criticized functionalism in that social orders and norms are made by upper class powerful people to rule upon the poor, weak and powerless people.

5. Postmodernists, criticise Durkheim for his assumption that society needs shared (common) values. In multicultural societies a single culture is debatable. Should we promote one culture or many culture ? They argue that there are many communities which are cut off from mainstream culture.

6. According to Durkheim, school is a neutral institution which simply transmits values and skills to individuals which enable the economy to run smoothly . But, according to Bowles and Gintis' 'Correspondence Principle', functionist education is a much darker process – school teaches working class kids to be passive. By such education, capitalists want to produce supporters and using their labour indirectly in later life.

7. Ivan Illich (In 'Deschooling Society') suggests that we could learn work related skills in a much more decentralized way.

2. Conflict Theory

One of the popular conflict theorists is Karl Marx. Max Weber is another theorist. Now there are Conflict theorists of the later 20th and 21st centuries. Initially Karl Marx claimed that society is in a state of continuous conflict because of competition for limited resources (सिमित स्रोतकालागि समाज निरन्तर रुपमा द्वन्दरत छ). The theory holds that social order is maintained by domination and power (तर सामाजिक अडरलाई शक्ति र दमनको माध्यमबाट कायम गरिदैछ). So, he expresses his dissatisfaction with the system of domination and power (Functionalists). According to conflict theory, those with wealth and power try to hold on to it by any means possible. They suppress (दमन गर्छन) the poor and powerless. A basic premise of conflict theory is that individuals and groups within a society work to maximize their own benefits.

- Conflict theory focuses on competition between groups within society over limited resources.
- Conflict theory views **social and economic institutions** as **tools of struggle between groups or classes**. They are used to maintain inequality and the dominance of the ruling class.
- Marxist conflict theory sees society as divided along lines of economic class between the **proletarian working class** (सर्बहारा श्रमिक बर्ग) and **the bourgeois ruling class** (बुर्जुवा शासक बर्ग)।
- Later versions of conflict theory look at other dimensions of conflict among capitalist factions and between various social, religious, and other types of groups.
- Max Weber adopted many aspects of Marx's conflict theory and further refined the idea.
- Weber believed that conflict over property was not limited to one specific scenario. Rather, he believed that there were multiple layers of conflicts.
- German sociologist Max Weber agreed with Marx but he believed that, in addition to economic inequalities, inequalities of political power and social structure cause conflict.
- Weber noted that different groups were affected differently based on education, race, and gender.
- Conflict theory is highly influential in modern and post-modern theories of sexual and racial inequality, anti-colonialism, peace and conflict studies.
- The Marxist **conflict approach emphasizes a materialist interpretation of history.**
- **This method of analysis is called** a dialectical method of analysis (dialectical materialism).
- He has also developed a critical position toward existing social arrangements, and proposed a political program of **revolution** as a solution.
- Education legitimizes 'acceptable' ideas which actually work to reinforce the privileged positions of the dominant group.

Conflict theory and perspectives on education

   (Social reproduction vs social change)

The education system proposed by conflict theorists is critical. They negatively criticize the existing education system. **Conflict theory** sees the purpose of education as (a) **maintaining social inequality** and preserving the power of those who dominate society. Conflict theorists evaluate the functions of education as functionalists. Functionalists see education as a beneficial contribution to an ordered society but conflict theorists see the educational system as (b) perpetuates (continue) the status quo (यथास्थिति) by boring the lower classes into being obedient workers.

Both functionalists and conflict theorists agree that the educational system practices sorting (grouping). They disagree about how it enacts that sorting. Functionalists claim that schools sort based upon merit. But, conflict theorists argue that schools sort along distinct class and ethnic lines.

According to conflict theorists, schools train those in the working classes to accept their position as a lower-class member of society. Conflict theorists call this (c) role of education the "**hidden curriculum.**" Conflict theorists point to several key factors in **defending their position**.

Education maintains the status quo शिक्षाले यथास्थितिवादलाई कायम राख्छ प्रगतिमा र परिवर्तनमा बाधा पुर्‍याउछ , where lower-class children become lower class adults, and middle and upper class children become middle and upper-class adults.

Functionalists are capitalists. In capitalist education system teachers treat lower-class kids like less competent students. They are placed in lower class but higher class students receive good position in schools. This is the example of inequality in schools.

Conflict theorists believe that by this kind of education social reproduction continues to occur यस्तो प्रकारको शिक्षाले सामाजिक पुनरावृत्तिलाई निरन्तरता दिन्छ अर्थात समाज अनुकुलको शिक्षा दिने भन्छ । उता समाजमा दमनकारी समूहको दमन रहेको हुन्छ ।

The demands of this domestic labour often make it difficult for them to find time to do all their homework and this affects their academic performance.

The students realize there is little or no direct link between the subjects they are doing and their future . –पढेका विषयले उनीहरुको भविस्य देखिदैन)

In functionalist education , rich children perform better, achieve higher and obtain greater rewards. In this way, the continuation of privilege and wealth for the elite is made possible (सुविधायुक्त र सभ्रान्त बर्गको आफ्नो निन्तरतामा शिक्षाले सघाउछ)।

Conflict theorists contend that not only do the economics favor the rich, but so does school testing—particularly **IQ testing**, which schools can use to sort students. They argue that the tests, which claim to test intelligence, actually test cultural knowledge and therefore exhibit a **cultural bias**. Conflict theorists see education not as a social benefit or opportunity, but as a powerful means of maintaining power structures and creating a docile work force for capitalism.

So, conflict theory emphasizes change. They prefer education for **social change** (समाज परिवर्तनको शिक्षा दिने). Conflict theorists emphasize on **transformative education** (परिवर्तनको शिक्षा).

According to the conflict perspective, society is constantly in conflict over resources and that conflict drives social change. Conflict theorists generally see social change as quick, even **revolutionary, rather than incremental** (समाज परिवर्तन तिब्र गतिमा हुनपर्छ र यो क्रान्तिकारी स्वरुपमा हुनुपर्छ). In the conflict perspective, change comes about through conflict between competing interests, not consensus or adaptation (परिवर्तन द्वन्दबाट सुरु हुन्छ , यो सहमतिबाट वा स्वीकारोक्तिबाट आउदैन ,त्यसैले दन्त सककारात्मक कुरा हो). Conflict theory, therefore, gives sociologists a framework for explaining social change (त्यसैले परिवर्तनको ढाँचा तयार गर्नुपर्छ, परिवर्तन आवस्यक छ).

According to conflict theorists, education for empowerment -(शसक्तिकरणको शिक्षा) is another type of education : This type of education encourages the poor, women, dalit and marginalized group of people to have rights of the citizens. This education shows their rights and revolution for rights.

3. Symbolic Interactionism Theory

This is a sociological theory. The profounders of this perspective in sociology are **George Herbert** Mead and **Herbert** Blummer. **Mead** (1934) often cited as the main contributor to symbolic interactionism. **Blumer** (1969) was Mead's Student. He is credited with the term "symbolic interactionism." He also summarized the basic assumptions of symbolic interaction from Mead's earlier work

Symbolic interactionism is a school of thought in **sociology** that explains social behavior in terms of *how people interact with each other via symbols* (समाजमा संकेतको माध्यमबाट मानिस अन्तरक्रिया गर्छन र विचार बनाउछन). In this view, social structures are best understood in terms of such individual interactions (व्यक्तिले गरेको अन्तरक्रियाका आधारमा समाजको समाजको संरचनालाई बुभ्रन सकिन्छ).

This Perspective states that society is an ongoing process of interaction. In the interaction actors (participants) are involved . They are constantly adjusting to one another and continuously interpreting the situation. In Blumer's view , symbolic interactionism is based on 3 basic premises/ grounds:

1. Human beings act on the basis of meanings they give to objects and events (मानिसले बस्तु र घट्नालाई अर्थ लगाउछ र आफूले लगाएको अर्थअनुसार व्यावाहार गर्छन ।)।
2. Meanings arise from the process of interaction (अर्थ अन्तरक्रियाबाट उत्पति हुन्छ)।
3. Meanings are the result of interpretative procedures employed by actors within interaction contexts (परिस्थितिजन्य अन्तरक्रियात्मक पद्धतिको परिणाम नै अर्थ हो).

The interactionist perspective maintains that **human beings engage in social action** on the basis of meanings acquired from social sources and own experience. These meanings are both learned from others and to some extent shaped or reshaped by those using the **symbols (such as language)**.

OVERVIEW
- Symbolic interaction theory describes the family as a unit of interacting personalities.
- The symbolic interaction perspective is based on how humans develop a complex set of symbols to give meaning to the world.
- Meaning evolves (comes) from their interactions in their environment and with people.

- These interactions are subjectively interpreted through existing symbols.

- Understanding these symbols is important in understanding human behavior.

- Humans have capacity for thought.

- Thought is shaped by social interaction.

- Through interaction, people learn symbols and meanings that allow them to think.

- Meanings and symbols allow for human action.

- People can interpret a situation and modify their action or interaction.

- People can create own meanings.

- Groups and societies are made up of patterns of action and interaction.

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Conclusion: Since people are symbolic creatures. They can interpret and talk about their inner experiences, such as their thoughts or desires. It enhances communication and interactions with others.

Symbolic Interactionism and Education

Symbolic interactionist give importance to the interaction in the classroom, on the playground, and in other school location. Such interactions help us understand what happens in the schools themselves. They also help us understand how school is relevant for the larger society.

Some studies, for example, show how children's playground activities reinforce gender-role socialization. From some studies, it is found that Girls tend to play more cooperative games, while boys play more competitive sports.

Research guided by the symbolic interactionist perspective suggests that **teachers' expectations may influence** how much their students learn. When teachers give little importance to their students, their students are likely to learn less.

A body of research shows that teachers' views about students can affect how much the students learn. When teachers think students are smart, they tend to spend more time with these students, to call on them, and to praise them when they give the right answer. These students learn more because of their teachers' behavior. But when teachers think students are less bright, they tend to spend less time with these students and to act in a way that leads them to learn less.

Other research in the symbolic interactionist tradition focuses on how teachers treat girls and boys. Many studies find that teachers call on and praise boys more often . Teachers do not do this consciously, but their behavior sends an implicit message to girls that math and science are not for them and that they are not suited to do well in these subjects.

Summary of structural functionalism, conflict theory and Symbolic interactionist theory

- According to the functional perspective, education helps socialize children and prepare them for their eventual entrance into the larger society as adults.
- The conflict perspective emphasizes that education reinforces inequality in the larger society.
- The symbolic interactionist perspective focuses on social interaction in the classroom, on school playgrounds, and at other school-related venues. Social interaction contributes to gender-role socialization, and teachers' expectations may affect their students' performance.

1.Who was a proponent of 'conflict'?
- Karl Marx
- Max Weber
- August Comte
- Emile Durkheim

2. Through which symbolic system people can communicate and transmit culture
- Symbol
- Culture
- *Language*
- Religion

3. To a social conflict theorist, a worker in a factory would be considered a:
- capitalist
- proletariat
- socialist
- Democrat

4. When Karl Marx defined the proletariat and the bourgeoisie classes as:

a. Workers and the owners in a capitalist society

b. Socialists and feudalists in different time periods

c. Robots and factory workers in the Industrial Revolution

d. Rural and urban landholders

6. Which theory of education focuses on the ways in which education maintains the status quo?
- a. **Conflict theory**
- b. Feminist theory
- c. Functionalist theory
- d. Symbolic interactionism

7. Conflict theorists see sorting as a way to _____.
- a. challenge gifted students
- b. **perpetuate divisions of socioeconomic status**
- c. help students who need additional support
- d. teach respect for authority