

Semester	I
Paper Number	
No.of credits	5 + 1
Paper Title	CC-3:SociologyofEducation
Theory/Composite	Composite
No. of periods assignedperweek	5 Theoryand1Practicum
Course descriptive/ objective	<ul style="list-style-type: none"> • <i>To understand the concept and nature of Educational Sociology</i> • <i>To analyze the relationship between Education and Society</i> • <i>To determine the relationship between Education and Community</i> • <i>To explore the role and impact of culture in Education</i> • <i>To state the different types of values and the role of value education</i> • <i>To appreciate the significance of national integration, secularism and international understanding</i> • <i>To explain the importance of the theories of social change</i> • <i>To evaluate the importance of the concept of democracy in education</i>
Syllabus	<p>MODULE:1(30 Marks)</p> <p>Unit I: Concept and nature of Educational Sociology</p> <ul style="list-style-type: none"> • Concept and definition of Educational Sociology • Relationship between Education and Sociology • Agents of socialization of the child • Sociological aspects of education • Features of sociology of education <p>Unit II: Approaches to Sociology of Education</p> <ul style="list-style-type: none"> • Symbolic Interaction, Structural Functionalism and Conflict Theory. Concept and types of Social Institutions: Role of Family, School and Society. Concept of Social Movements, • Theories of Social Movements: <ol style="list-style-type: none"> 1. Relative Deprivation Theory 2. Resource Mobilization Theory 3. Political Process Theory 4. New Social Movement Theory <p>Unit III: Social Group and Community</p> <ul style="list-style-type: none"> • Meaning of social group and community • Social Group and Group Dynamics • Educational functions of the community • Interaction between the school and community

	<ul style="list-style-type: none"> • Education as a social process • Education as socialization • Social functions of Education <p>Unit IV: Culture and Education</p> <ul style="list-style-type: none"> • Meaning of culture • Role of Education in the preservation, transmission and promotion of culture • Cultural lag and Cultural Diffusion • Impact of culture of education <p>Module 2: (30 Marks)</p> <p>Unit V: Value Education</p> <ul style="list-style-type: none"> • Meaning, nature and classification of values • Value Development and programme of values • Value education at different stages of education <p>Unit VI: Education for National Integration and International Understanding</p> <ul style="list-style-type: none"> • Education in relation to secularism • Education for National Integration • Education for International Understanding • Educational Implications of promoting secularism, national integration and international understanding <p>Unit VII: Education for Social Change</p> <ul style="list-style-type: none"> • Meaning and nature of social change • Concept of modernization and urbanization with reference to the Indian society and their educational implications • Theories of social change <p>Unit VIII: Education and Democracy</p> <ul style="list-style-type: none"> • Education and its relationship with democracy and freedom • Meaning and characteristics of democracy • Ways of cultivating democracy and freedom • Concept of equality of educational opportunities • Education of the socially and economically disadvantaged sections
Mode of Transaction	Lecture, Discussion, Case Study, Problem solving, Film Show, Seminar
Practicum	<p>A seminar on any one issue concerning the education of the socially disadvantaged sections and prepare a file:</p> <ul style="list-style-type: none"> • Orphans • Street children • Juvenile in Conflict with Law • Third Gender • Women
	<ul style="list-style-type: none"> • SC/ST

<p>Readings</p>	<p>Reference Books</p> <ul style="list-style-type: none"> • Adisesaiah, W. T. V. & Pawansam, R. (1974). <i>Sociology in Theory and Practice</i>, New Delhi, Santhi Publishers. • Aggarwal, J. C. (1985). <i>Philosophical and sociological bases of education</i>. New Delhi: Vikas Publishing House Pvt. Ltd. • Aikara, J. (2004). <i>Education-Sociological Perspective</i>, New Delhi, Rawat Publications. • Bhat M. S. <i>Educational Sociology</i>, APH Publications, New Delhi. • Bhatia & Bhatia. (1992). <i>Philosophical and sociological foundations of education</i>. New Delhi: Doaba House. • Bhushan, V. & Sachdeva, D. R. (2008). <i>An Introduction to Sociology</i>: New Delhi, Kitabmahal. • Brown, F. J. (1947). <i>Educational sociology</i>. New York: Prentice Hall Inc. • Chanda, S. S. & Sharma, R. K. (2002). <i>Sociology of Education</i>, New Delhi, Atlantic Publications. • Chattopadhyaya (Ed) (2002). <i>The cultural heritage of India</i>. Vedanta Press (RK Institute of Culture) • Chaube, S. P. (1994). <i>Philosophical and Sociological Foundations of Education</i>. Agra: Vinod Pustak Mandir. • Cook, L. A. & Cook, E. (1970). <i>Sociological Approach to Education</i>, New York, McGraw Hill. • Dewey, J. (1916). <i>Democracy and education</i>. New York: Macmillan & Co. • Dhiman, O. P. (2008). <i>Foundations of education</i>. Lucknow: Atma Ram & Sons. • Durkheim (1956). <i>Education and sociology</i>. The Free Press • Gupta, Renu (2011): <i>Philosophical, Sociological and Economic Bases of Education</i>, Ludhiana: Tondon Publications. • Havinghurst, R. J., & Neugarten, B. L. (1967). <i>Society and education</i>. Boston: Allyn and Bacon. • Hemalatha, T. (2002). <i>Sociological Foundations of Education</i>, New Delhi, Kanishka publications. • Joyee, L. E. & Sanders, M. G. (2002). <i>School, Family and Community Partnership</i>, Guwahati: Nibedita Book Distributors. • Mathur S. S. (1968). <i>A sociological approach to Indian education</i>. Agra: Vinod Pustak Mandir. • Prasad, J. (2004). <i>Education and Sociology</i>, New Delhi. Kanishka Publishers and Distributors. • Shah, B. V. & Shah, K. B. (1998). <i>Sociology of Education</i>, Jaipur: Rawat Publications.
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	<ul style="list-style-type: none"> • Shukla, B. V. & Shah, K. B. (1985). <i>Sociological Perspective in Education</i>, New Delhi, Chanakya Publications.
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Evaluation	Practicum:20Marks Continuous Internal Assessment: 20 marks End-SemesterTheoryExamination:60marks
PaperStructurefor End Semester	<p>FullMarks:60 Time:3Hours</p> <p>CommonInstructions:</p> <ul style="list-style-type: none"> • Answersshouldbebasedoncriticalreflection(knowledge, comprehension, application, analysis, synthesis and evaluation) • Candidatesarerequiredtogivetheiranswersintheirown words as far as practicable <p style="text-align: center;">GroupA(FromModule1)</p> <p>I. CriticalEssay:Answeranytwoquestionsoutoffour questions (2 x 10 = 20)</p> <p>II. CriticalShortNotes:Answeranytwoquestionsoutof four questions (2 x 5 =10)</p> <p style="text-align: center;">GroupB(FromModule2)</p> <p>III. CriticalEssay:Answeranytwoquestionsoutoffour questions (2 x 10 = 20)</p> <p>IV. CriticalShortNotes:Answeranytwoquestionsoutof four questions (2 x 5 = 10)</p>

	<p>II. CriticalShortNoteswithNumericalProblems: Answeranytwoquestionsoutoffourquestions(2x5 =10)</p> <p style="text-align: center;">GroupB(FromModule2)</p> <p>III. CriticalEssay:Answeranytwoquestionsoutoffour questions (2 x 10 = 20)</p> <p>IV. CriticalShortNotes:Answeranytwoquestionsoutof four questions (2 x 5 = 10)</p>
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