

**GAUHATI UNIVERSITY**  
**Centre for Distance and Online Education**

**EDU-1016**

**M.A. First Semester**  
**(Under CBCS)**

**EDUCATION**

**Paper: EDU 1016**  
**SOCIOLOGICAL FOUNDATIONS OF**  
**EDUCATION**



**CONTENTS:**

**BLOCK I: SOCIOLOGY OF EDUCATION**

**BLOCK II: CULTURE**

**BLOCK III: SOCIALIZATION AND SOCIAL  
STRATIFICATION**

**BLOCK IV: SOCIAL CONTROL AND SOCIAL ORDER**

**BLOCK V: SOCIAL ORGANIZATION AND  
DISORGANIZATION**

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**Syllabus  
MA in Education  
Semester- 1**

**COURSE CODE – 1016**

**COURSE NAME – SOCIOLOGICAL FOUNDATIONS OF  
EDUCATION**

**Total Marks:**

**Internal – 20, End Semester – 80**

**Total Credit – 6**

**Learning outcome:**

After learning this paper the students will be able to—

- 1) *know* the Social Context of Education and its operational dimensions as a system.
- 2) *understand* about Culture, its different aspects and relationship with Social Change.
- 3) *analyse* the current social problems and issues in Education.
- 4) *understand* about Social Groups and their relevance in Society.
- 5) *apply* the knowledge of sociology in conflict resolution and to maintain social order.

**UNIT-1: SOCIOLOGY OF EDUCATION**

- Concept, Nature and Scope of sociology of education,
- Theories of Sociology-Functionalist Theory, Conflict Theory and Interactions Theory,
- Relationship and differences between Educational Sociology and Sociology of Education.

**UNIT-2: CULTURE**

- Concept, Nature and functions of culture,
- Types of Culture- Material and Non-Material or Spiritual, Primitive and Modern,
- Multiculturalism, Culture and Personality. Cultural Change- Concept, nature and Factors,

- Social Change- Concept, Nature, Factors and Theories-Evolutionary Theories, Cyclical Theories, Functionalists Theories and Conflict Theories. Education as an Instrument of Socio Cultural Change.

### **UNIT-3: SOCIALIZATION AND SOCIAL STRATIFICATION**

- Concept, Nature and Stages of Socialization,
- Agents of Socialization- Family, School, Peer Group, State and Religion,
- Importance of Socialization. School as s Social System,
- Concept, Nature and Types of Social Stratification and Social Mobility,
- Relationship of Education with Social Stratification and Social Mobility.

### **UNIT-4: SOCIAL CONTROL AND SOCIAL ORDER**

- Concept, Nature and Purpose of Social Control,
- Types of Social Control-Formal and Informal. Agencies of Social Control,
- Concept, Nature and Approaches of Social Order. Problem of Social Order,
- Theories of ‘Unity of Society’ - Value Consensus theory and Conflict theory.

### **UNIT-5: SOCIAL ORGANIZATION AND DISORGANIZATION**

- Concept and Nature of Social Organization,
- Types of Social Organization- Formal and Informal. Interrelationship and differences between formal and informal Organizations,
- Concept and Nature of Social Disorganization,
- Factors and Types of Social Disorganization. Education as a media in Prevention of Social Disorganization.

**COURSE CODE – 1026**

**COURSE NAME – PSYCHOLOGICAL PERSPECTIVE OF  
EDUCATION**

**Total Marks:**

**Internal – 20, End Semester – 80**

**Total Credit – 6**

**Learning outcome:**

After learning this paper the students will be able to–

- 1) *know* about the process of Learning and different Learning theories and their application.
- 2) *understand* the importance of motivation in learning and its theories and their application.
- 3) *comprehend* the concept of intelligence and creativity.
- 4) *analyse* the traits and types of personality and some personality disorders.
- 5) *understand* Learning Disabilities (LD) and help them to acquire the techniques of teaching students with LD

**UNIT-1: THE PROCESS OF LEARNING**

- Meaning, definitions and nature of Learning,
- Factors affecting learning,
- Theories of learning-S-R theories (Connectionism, Classical Conditioning, Operant conditioning), Cognitive Field theory (Gestalt), Theories of Constructivism (Social and Cognitive),
- Educational implications of theories of learning.

**UNIT-2: MOTIVATION IN LEARNING**

- Meaning, definitions and functions of motivation,
- Intrinsic and Extrinsic motivation,
- Theories of motivation- Maslow's self actualization theory, Mc. Clelland Achievement Motivation Theory,
- Strategies to enhance motivation in the class.

**UNIT-3: INTELLIGENCE AND CREATIVITY**

- Meaning, definitions and nature of intelligence, influence of Heredity and Environment on intelligence,
- Types of intelligence- Social Cultural, emotional and multiple intelligence,

- Piaget's theory of cognitive development,
- Meaning, and nature of creativity, characteristics of a creative person, identification of creative potential, role of the teacher in nurturing creativity.

#### **UNIT-4: UNDERSTANDING PERSONALITY**

- Meaning, definitions and nature of personality,
- Meaning of types and traits of personality,
- Theories of personality with special reference to Freud, Allport, Carl Rogers and Cattell,
- Determinants of Personality : Genetic, social and cultural.

#### **UNIT-5: LEARNING DISABILITIES AND LEARNER'S NEEDS**

- Learning Disabilities (LD)- Meaning and definitions, characteristics of Learning Disabled students,
- Causes of Learning Disabilities, Identification and types of Learning Disabilities,
- Educational provisions for Learning Disabilities,
- Specialised approaches and techniques of teaching students with Learning Disabilities.

**COURSE CODE – 1036**

**COURSE NAME – COMPARATIVE EDUCATION**

**Total Marks:**

**Internal – 20, End Semester – 80**

**Total Credit – 6**

**Learning outcome:**

After learning this paper the students will be able to–

- 1) *know* the need and importance of comparative education.
- 2) *know* the educational system of India and a few other countries.
- 3) *compare* the existing educational system of developed and developing countries.
- 4) *evaluate* and Synthesize the education system of different countries.
- 5) *apply* the knowledge of comparative education to develop a good model for quality improvement of education of our country

**UNIT-1: COMPARATIVE EDUCATION**

- Meaning, Characteristics, Need and Importance of Comparative Education,
- Determinants of National System of Education,
- Relevance of Comparative Education in Indian Context with reference to Primary, Secondary, Higher and Teacher Education.

**UNIT-2: ENGLAND**

- National Education System of England,
- Pattern of Administration, Primary Education, Secondary Education, Higher Education and Teacher Education.
- A Comparative Analysis with India

**UNIT-3: JAPAN**

- National Education System of Japan,
- Pattern of Administration, Primary Education, Secondary Education, Higher Education and Teacher Education,
- A Comparative Analysis with India.

**UNIT-4: USA**

- National Education System of USA,
- Pattern of Administration, Primary Education, Secondary Education, Higher Education and Teacher Education,
- A Comparative Analysis with India.

### **UNIT-5: GERMANY**

- National Education System of Germany,
- Pattern of Administration, Primary Education, Secondary Education, Higher Education and Teacher Education,
- A Comparative Analysis with India.

### **COURSE CODE – 1046**

### **COURSE NAME – EDUCATIONAL TECHNOLOGY**

**Total Marks:**

**Internal – 20, End Semester – 80**

**Total Credit – 6**

### **Learning outcome:**

After learning this paper the students will be able to

- 1) *know* the theoretical base of Educational Technology.
- 2) *understand* the effective teaching learning process.
- 3) *know* and also to apply instructional media in the classroom.
- 4) *make* the students understand the innovations in the educational process.
- 5) *prepare* an effective model for classroom teaching.

### **UNIT-1: CONCEPTUAL BASES OF EDUCATIONAL TECHNOLOGY**

- Meaning, definition and scope of Educational Technology,
- Forms and Types of Educational Technology,
- Role of Educational Technology in Distance Education,
- Approaches to Educational Technology,
- Instructional Design-Training Psychology, Cybernetic and Systems Approach.

### **UNIT-2: PROGRAMMED INSTRUCTION**

- Meaning, Scope, Importance of Programmed Instruction,
- Fundamental principles of Programmed Instruction,
- Styles of Programming- Linear, Branching and Mathematics, Use of Prime, Prompts and cues,
- Development of Programmed Instructional Material.



### **UNIT-3: THE FUNDAMENTAL BASES OF TEACHING AND LEARNING**

- Meaning, Nature and Characteristics of teaching, Marks of Good Teaching,
- Phases of teaching-Pre-active, Interactive, Post-active, Strategies, Methods and Devises of Teaching,
- The Nature of Learning. Steps in the Learning Process,
- Levels of Teaching Learning-Memory, Understanding and Reflective level,
- Models of Teaching: Meaning and Classification.

### **UNIT-4: MICRO TEACHING AND CLASSROOM INTERACTION**

- Meaning, Definition and Importance of Micro Teaching,
- Micro Teaching Cycle, Use of Different Skills in Micro Teaching,
- Practice and Evaluation of Micro Teaching,
- Classroom Interaction and Flanders's Interaction Analysis Category System (FIACS),
- Practice of FIACS in the Classroom.

### **UNIT-5: EMERGING TRENDS IN EDUCATIONAL TECHNOLOGY**

- Virtual Reality in Education, Flipped Classroom, Blended Learning,
- EDUSAT, INFLIBNET
- Gamification in Education, Smart Learning Environment (SLEs)
- e-learning tools, M-Learning
- Computer Managed Learning (CML), Computer Aided Evaluation (CAE),
- Open Educational Resources, MOOC, NPTEL, SWAYAM

## CONTENTS:

Page No:-

### **BLOCK I: SOCIOLOGY OF EDUCATION (11 to 33)**

- Unit 1 : Sociology of Education
- Unit 2 : Theories of Sociology
- Unit 3 : Relationship and differences between Educational Sociology and Sociology of Education

### **BLOCK II: CULTURE (35 to 94)**

- Unit 1 : Culture
- Unit 2 : Types of Culture
- Unit 3 : Multiculturalism
- Unit 4 : Social Change

### **BLOCK III: SOCIALIZATION AND SOCIAL STRATIFICATION (95 to 149)**

- Unit 1 : Socialization
- Unit 2 : Agents of Socialization
- Unit 3 : Social Stratification and Social Mobility
- Unit 4 : Relationship of Education with Social Stratification and Social Mobility

### **BLOCK IV: SOCIAL CONTROL AND SOCIAL ORDER (151 to 175)**

- Unit 1 : Social Control
- Unit 2 : Types of Social Control
- Unit 3 : Social Order
- Unit 4 : Theories of 'Unity of Society'

### **BLOCK V: SOCIAL ORGANIZATION AND ISORGANIZATION (177 to 214)**

- Unit 1 : Social Organization
- Unit 2 : Types of Social Organization
- Unit 3 : Social Disorganization
- Unit 4 : Factors of Social Disorganization
- Unit 5 : Types of Social Disorganization