

**BSO**  
**DSE-2**  
**Block-2**



ଓଡ଼ିଶା ରାଜ୍ୟ ମୁକ୍ତ ବିଶ୍ୱବିଦ୍ୟାଳୟ, ସମ୍ବଲପୁର  
**Odisha State Open University**  
**Sambalpur**

*BACHELOR OF ARTS (HONOURS) IN*  
**SOCIOLOGY**  
*DISCIPLINE SPECIFIC ELECTIVE*  
*COURSE - II*

**SOCIOLOGY OF EDUCATION**

*Perspectives on*  
**Sociology of Education**



ଓଡ଼ିଶା ରାଜ୍ୟ ମୁକ୍ତ ବିଶ୍ୱବିଦ୍ୟାଳୟ, ସମ୍ବଲପୁର, ଓଡ଼ିଶା  
Odisha State Open University, Sambalpur, Odisha  
Established by an Act of Government of Odisha.



# **Bachelor of Arts**

## **SOCIOLOGY (BASO)**

**DSE-02**

### **SOCIOLOGY OF EDUCATION**

#### **BLOCK-2**

##### **PERSPECTIVES ON SOCIOLOGY OF EDUCATION**

---

**UNIT 1: DOMINANT PERSPECTIVE ON SOCIOLOGY OF  
EDUCATION**

---

**UNIT 2: FUNCTIONALIST**

---

**UNIT 3: CONFLICT**

---

**UNIT 4: CRITICAL PERSPECTIVES**

---



ଓଡ଼ିଶା ରାଜ୍ୟ ମୁକ୍ତ ବିଶ୍ୱବିଦ୍ୟାଳୟ, ସମ୍ବଲପୁର, ଓଡ଼ିଶା  
**Odisha State Open University, Sambalpur, Odisha**  
Established by an Act of Government of Odisha.



**DSE-02: SOCIOLOGY OF EDUCATION**  
**BLOCK-2: PERSPECTIVES ON SOCIOLOGY OF**  
**EDUCATION**

**Writer:**

**Prof. (Dr.) Tattwamasi Paltasingh**  
Professor, PG Dept. of Sociology  
Sambalpur University, Odisha

**Editor:**

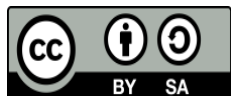
**Dr. Santosh Rath (Retd.)**  
Reader, Dept. of Sociology  
JKBK College, Cuttack, Odisha

**Coordinator:**

**Ms. Karisma Sahoo**  
Academic Consultanat,  
Odisha State Open University, Sambalpur

**Material Production**

**Dr. Manas Ranjan Pujari**  
Registrar  
Odisha State Open University, Sambalpur



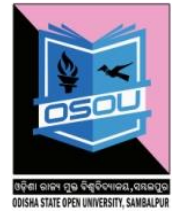
(cc) OSOU, 2021. *Perspectives on Sociology of Education* is made available under a Creative Commons Attribution-ShareAlike 4.0 <http://creativecommons.org/licenses/by-sa/4.0>

Printed by :

---

## **BLOCK: 2 PERSPECTIVES ON SOCIOLOGY OF EDUCATION**

---

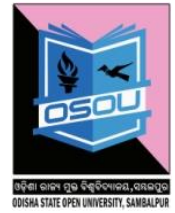


The present Block gives an overview of different perspectives on Sociology of Education which will bring in a clarity of understanding the present system of education with the emerging dynamics within it. The Unit1 provides knowledge on dominant perspectives on Sociology of education. Unit 2 explains the functionalist's perspectives where it equates the functional necessity of education for the larger society. Unit 3 analyses the conflict perspective and also provides an in-depth knowledge and understanding on the conflict plays the role of catalyst in bringing change in educational system and approach as well. Unit 4 gives a vivid idea on critical perspectives on education.

---

# UNIT 1 DOMINANT PERSPECTIVE ON SOCIOLOGY OF EDUCATION

---



## STRUCTURE

- 1.1 Introduction
- 1.2 Learning Objectives
- 1.3 Linkage between Sociology and Education
- 1.4 Importance of Sociology and Education
- 1.5 Dominant Perspectives on Sociology of Education
  - 1.5.1 Functional Perspective
  - 1.5.2 Conflict Perspective
  - 1.5.3 Critical Perspective
  - 1.5.4 Feminist Perspective Symbolic
  - 1.5.5 Interactionist Perspective
- 1.6 Let Us Sum Up
- 1.7 Glossary
- 1.8 Model Questions
- 1.9 References

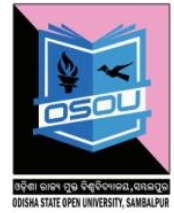
---

## 1.1 INTRODUCTION

---

Learning is an important element of human life. Learning begins with the birth of a child and continues until his death. But there are educational institutions which play vital role in this process of learning. We may also argue that learning or obtaining education is a social process since no one can gain all information by himself. She or he must always seek the assistance of others in this process. To put it in another way, learning is a two-way process. Similarly, numerous researchers have proposed their perspectives on educational Sociology. Some of them believe in the functional component of educational sociology, while others believe in conflict, and so on. In this unit, we will learn the concept or linkages between Sociology and education, the

importance of Sociology of education, and finally we will discuss what different perspectives of Sociology of education are by focusing on functionalist, conflict, critical, feminist, and interactionist perspectives of Sociology of education.



---

## **1.2 LEARNING OBJECTIVES**

---

After go through this unit, you will be able to:

- Understand the Linkage between Sociology and Education
- To know the Importance of Sociology and Education
- Explain the Dominant Perspectives on Sociology of Education

---

## **1.3 LINKAGE BETWEEN SOCIOLOGY AND EDUCATION**

---

In brief, Sociology of education is just the pattern of relationships between education and society. It is an analysis of social dynamics that take place in a learning institution. Because of its scientific nature, Ottaway classifies it as a social study and a subset of social science. It is concerned with educational techniques, institutions, goals, curriculum, and operation in relation to society, politics, spirituality, culture, and economic issues.

Sociology of education is the empirical analysis of social processes and social patterns involved in the education sector. This school of thought holds that education is a compilation of social activities and interpersonal interactions. The educational process takes place across both formal and informal contexts. Sociological analysis of human interaction in education can include both contexts and contribute to scientific assertions about human interactions in the educational system. Sociology of education stresses upon how public institutions and experiences of individual influences educational practices and its consequences.

---

## **1.4 IMPORTANCE OF SOCIOLOGY OF EDUCATION**

---

Sociology aids the educational process in a variety of ways. Education is, in part, the study of how individuals and cultures interact with one another and with themselves.



Learning and teaching involve social processes; interactions between instructors and students, as well as contacts with others outside of the classroom and bringing those experiences into the classroom, all of these seem to be the examples of how our social ties impact our learning. Teaching and learning does not happen in a vacuum. Students bring their own perception of things, expertise, and narratives to the classroom, which teachers must recognize and incorporate into the classroom setting and learning process. In today's world, the idea of pupils attending a classroom and separating it from their own social experiences is no longer a successful model.

Inclusion and dissemination of culture/traditions must be done intentionally and selectively since traditions must be chosen for conveyance as well as omitted based on their worth and acceptability in today's democratic framework. For example, one must spread the concept of Sarva Dharma Samabhav, which means that all Dharmas (truths) are similar to or complementary with one another. This statement has recently been interpreted as meaning 'all religions are the same,' implying that all belief systems are merely different paths to God or the same spiritual goal. It emphasises the moral obligations that people should have towards one another in society. Simultaneously, education should persuade individuals to abandon practices such as child marriage, casteism, and so on.

Emergence of new social trends induced by technological and communication advancements, the world is evolving at a breakneck pace nowadays. Along with the preservation of traditional and new values, social patterns must be established in order to generate citizens who are anchored in their own cultures while remaining open to other cultures. The global picture is improved. Knowledge has evolved to the point where economic development and responsible management of the physical and human environment go hand in hand.

---

## **1.5 DOMINANT PERSPECTIVES ON SOCIOLOGY OF EDUCATION**

---

### **1.5.1 Functionalist Perspective**

Functionalists do not place importance on sudden changes in the entire system. They emphasize the lack of disruptive internal variables that undermine the system's overall



stability. In this section we will investigate the perspectives of two functionalists, Durkheim and Parsons.

According to Durkheim, the primary role of education is to convey the norms and values of society. The survival of society or collective existence is only feasible with a certain degree of uniformity among its diverse members. Uniformity among members is achieved through conforming to the society's rules and regulations. Education protects and strengthens these societal homogenizing characteristics in a child from birth. He emphasizes the role of education in instilling social being within the individual being. Individual beings are made up of mental states that exclusively apply to themselves and the events in their particular lives. The social being embodies the ideas, feelings, and behaviors of the group of which he or she is a member. A newborn's socialization process distinguishes humans from the animals.

Specific abilities given in educational institutions, according to Durkheim, are required to preserve society's division of labour. When society progresses from a simple to a complex state, the division of labor becomes more complicated, resulting in the creation of increasingly specialized vocations. Academic institutions provide its members with the necessary specific abilities based on societal demands and educate them to perform role sets provided by the society. According to Durkheim, the government is in charge of controlling the educational system and determining the type of moral concepts taught to its citizens.

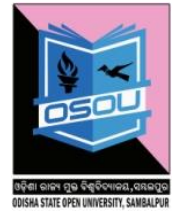
Parsons opinions on the educational system are comparable to Durkheim's. Two key concerns, according to Parsons, are crucial in the context of education in society. The first is the internalization of commitments and capabilities for adult tasks among youngsters in schools. In this case, the school classroom may be viewed as a socialization agency in which children are motivated and prepared to take on adult duties. The second is the distribution of human resources within the adult society's role structure. He understands the importance that diverse socialization agents such as family, informal peer networks, and others have in shaping the young by society. According to Parsons, the school also acts as an allocation agency, preparing human resources and allocating them within the societal role-structure. He notes that



graduating from high school is rapidly becoming the minimum acceptable educational achievement for every individual in society.

### 1.5.2 Conflict Perspective

In terms of the fundamental methodology, conflict theorists stand in stark contrast to functionalists. According to conflict theorists, society is in a state of constant disequilibrium, but it is kept together as a whole by powerful social groupings that compel cooperation from the weaker. They also stress on inequality, domination and marginalisation permeates the educational practices. They see society as being split into dominant and submissive factions that are always at odds with one another. Scholars with conflict perspective on Sociology of education are Louis Althusser, Ivan Illich, Samuel Bowles and Herbert Gintis. According to Althusser, whose ideas are influenced by Marxism, society is divided into two classes: the capitalist class (which owns the means of production and wields power) and the labor class (which serves in the production systems and is subject to the former). The capitalist class demands a steady supply of labor power, which it exploits for profit. To generate the requisite labor force, the capitalist class utilizes educational systems. Workers are brainwashed to accept the ruling class ideology, which legitimizes the capitalist system and submits them to capitalist exploitation. According to Bowles and Gintis, the capitalist process provides a surplus of labor force in order to improve its negotiating strength when employing employees. The educational system produces an excess of employees whose skill set is suited to lower-paying menial employment. Unemployment and the availability of replaceable labor allow employers to exert control over their employees while keeping pay to a bare minimum. The educational system's governing framework and curriculum are decided by the capitalist class. The social ties at school mirror the hierarchical division of labor in the workplace. Students' lack of influence over important tasks (e.g., decision and policy making) in school, for example, is comparable to the scenario they would face at work as they get older.





### 1.5.3 Critical Perspective

Critical theory arose in Germany in the 1920s. Marx Horkheimer is known as the father of this theory. Neo- Marxists and intellectuals from Frankfurt school borrowed the concept of critical perspective in Sociology of education. It is a Marxist critique of capitalism's economy as well as a challenge to modernity's traditions as a fundamental product of capitalism. It focuses on concepts like consumerism and culture, as well as science and technology, as new methods of imposing and addressing the repercussions of modernity.

Going beyond Marxism, critical theory tries to locate the practice of domination and subordination in the domain of culture. In Kellner's opinion, critical theory differs from traditional mainstream social science because of its multidisciplinary perspectives and endeavors to develop a dialectic and empirical sociological perspective. Critical theories are concerned with three major issues: identifying academic inequities, understanding the root of such unjust, and researching and proposing solutions to those grievances.

Michael Apple, Jean Anyon, and Henry Giroux launched a new Sociology of education in the United States. Young's book is considered a fundamental work in the field of pedagogical Sociology. According to Apple, much critical analysis in education since then has been centered on three central concerns; the struggle over functionalism and economic reductionism, or what is known as the core problem; second, strongly linked assertions among structuralists and culturalists in education; and third, class reductionism.

Horkheimer and Lukacs were ecstatic about the possibilities of the proletariat class. Lukacs argued that the working class might be organized in order to bring about a socialist revolution. Lukacs was able to persuade Horkheimer. They thought that the proletariat would actively participate in their ascension to power.

However, things looked to be different in 1930. Everywhere there was political instability. Nazi National Socialism raised its head, leaving the labor movement politically impotent. Horkheimer and Felix were both convinced that Lukacs ideology



was a failure. History had gone in a different direction. Horkheimer sought the assistance of Psychology and Sociology. In his opening lecture, he proposed a new research project that will re-examine the topic of social philosophy, whose links can be drawn between the economic function of a given social group in a specific age in specific nations, the alteration of its individual members mental structures, and the concepts and institutions as a whole that affect and are generated by them.

#### **1.5.4 Feminist Perspective**

Feminist theorist's focus on the gender issues which take place in educational institutions. It majorly attempts to comprehend the origin and the causes of the disparity happening in the educational institutions. It also focuses on the impact of such disparity on society as a whole. Educational institutions, like many other societal institutions, are marked by uneven regard and opportunities for women. Feminist concepts, techniques, and research process have spread beyond Sociology and Sociology of education to the wider social sciences, where they have interacted with other epistemic innovations in social and cultural research. This has occurred over a 30- to 40-year period, in conjunction with broader social and political movements, along with shifts in liberalism. As a result, feminist and critical theories are now contributing to a variety of theoretical and methodological advances. Feminists in social and educational studies, for example, regard the political as personal as part of the 'social and cultural movement' contributing to the current pedagogical trend toward the personal in higher education. Personal reflections and reflective professional practices have influenced not just undergraduate research and studies, resulting in rich and complex educational ethnographies, but also postgraduate and vocational education. Though most higher education transformations has resulted in the intensification of doctoral education and quality assurance processes that impede fairness, uniqueness, and creativity, neo-liberalism has created considerable openings for inclusion of women and the growth of feminist understanding. This appears to be more prevalent in professional doctorate education than in traditional doctoral research training. As a matter of fact, feminist knowledge and pedagogical practices, dating back to the early second feminist political movement that pioneered feminist



knowledge and theories, might just have foreshadowed such advancements in doctoral education in the knowledge-based economy, and feminist pedagogies may encourage the development of innovative professional doctoral education practices. Feminine pedagogy has grown within and throughout higher education, particularly doctorate education, and has been embedded in higher education practices and pedagogies in general.

### **1.5.5 Symbolic Interactionist Perspective**

Interactionists are more concerned with easily seen face-to-face interactions than with macro-level structural linkages involving diverse social entities. Rather than surveys and interviews, they investigate social interaction using qualitative approaches such as participant observation. Close contact and immersion in the daily lives of the study subjects, according to interactionists, is essential for understanding the meaning of actions and the process by which persons build the situation via their interaction. They are, however, chastised for their highly impressionistic study techniques and potential prejudice in their observations. Cooley, Mead, Blumer, Schutz, Garfinkel, and Berger and Luckman are among those who have made major contributions to this viewpoint. Cooley's notion of the "looking-glass self" demonstrates how an individual creates the meaning of self by reflecting the perceptions of others of who he is. This procedure of one mind reacting to other minds entails how we perceive our image to others, how we imagine others assessment of that image, and how we ourselves think about that judgment.

Individuals, according to Mead, build the 'self' through the act of role-taking. Role playing entails the individual seeing himself in the shoes of the other person with whom he is engaging. Goffman compares the social environment to theatrical theatre, in which performers show themselves in everyday situations through impression control. Sociologists of education use an interactionist viewpoint to investigate how instructors and students understand and attribute meaning to their interactions.

Education, according to symbolic interactionism, is one instance of labelling theory in practice. This tagging, as per a symbolic interactionist, is intimately tied to those who



are in authority while those who are labelled. For example low score in tests or poor performance in a particular topic or examination commonly results into labeling a student as a weak performer. Tags like this can be difficult to ‘cast off,’ which might result in a self-fulfilling prophecy.

Interactionists are interested on labelling which extends to levels that signify educational attainment. Credentialism is the emphasis on degrees and certificates to exhibit that a person holds a specific aptitude, has completed a given level of education, and has met definite employment criteria. These qualifications or credentials denote what a person has achieved and aid that individual to be labelled. Labeling theory can have a substantial impact on education of the student’s. This is perceptible in the educational milieu, when professors and dominant groups within the school distribute labels which are accepted by the entire student population.

Symbolic interactionism focuses on social contact in the classroom, on the playground, and in other educational contexts. These analyses not just to explain what occurs in schools, but also what happens in schools impacts society as a whole. Several studies, for example, reveal that playground activities of the children augment gender-role socialization. Girls enjoy cooperative activities, whilst men involved in competitive sports.

Lenore Jacobson and Robert Rosenthal in the classroom, New York, conducted a great investigation of this phenomenon. At the start of the school year, they tested a group of children and reported their instructors which students were bright and which were not. The children were then tested again at the completion of the school year. Unsurprisingly, the brilliant children had learnt more than the less bright students over the school year. However, it was shown that the researchers had picked at arbitrary which children would be rated as bright and which as less bright. Because the ‘bright’ kids learnt more throughout the school year while not being brighter at the start, their teachers’ activities must have been the cause. In fact, their professors spent more time with them and admired them more than the ‘less brilliant’ students. This technique enables us to demonstrate why monitoring is damaging to the children who are monitored.



---

## 1.6 LET US SUM UP

---

The fundamental sociological theories highlight how individuals think about education. According to functionalists, education is an indispensable social institution of our society which helps to provide the idea of both manifest and latent function to the individuals of our society. Schools / education according to conflict theorists, help to reinforce racial based, economic, and gender inequality. Critical theories are concerned with three main concerns: identifying educational inequities, linking those inequities to their underlying causes, and researching and offering alternatives to any of those disparities. Similarly, feminist theory attempts to comprehend the origins as well as causes of gender disparities throughout schooling, and even the social repercussions of these kinds of disparities. Symbolic interactionist is a school of thought that emphasizes educational practices is shaped by the human interaction pattern.

---

## 1.7 GLOSSARY

---

**Inequality-** Inequality refers to the phenomenon of unequal and/or unjust distribution of resources and opportunities among members of a given society.

**Gender-** Gender is the range of characteristics pertaining to, and differentiating between femininity and masculinity.

**Role-** A role is a set of connected behaviors, rights, obligations, beliefs, and norms as conceptualized by people in a social situation.

**Symbolic Interaction-** Symbolic interactionism is a sociological theory that develops from practical considerations and alludes to particular effects of communication and interaction in people to make images and normal implications, for deduction and correspondence with others.

---

## 1.8 MODEL QUESTIONS

---

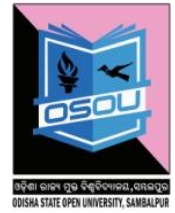
- Analyse the linkage between sociology and education.
- Discuss the importance of sociology of education.
- What is feminist perspective and how is it contributing to the understanding of sociology of education.
- Differentiate between the functional and conflict perspective of sociology of education.

---

## 1.9 REFERENCES

---

- David, M. E. (2004). Feminist sociology and feminist knowledge: Contributions to higher education pedagogies and professional practices in the knowledge economy. *International Studies in Sociology of Education*, 14(2), 99–124. <https://doi.org/10.1080/0962021040020121>
- Dworkin, A. G., Ballantine, J., Antikainen, A., Barbosa, M. L., Konstantinovskiy, D., Saha, L. J., Essack, S., Chang, J., Vryonides, M., & Teodoro, A. (2013). The Sociology of Education. *International Sociological Association*. <https://doi.org/10.1177/2056846013122>
- Giddens, A. (2017). *Sociology*. India: Polity
- Haralambos & Holborn. (2014). *Sociology: Themes and Perspectives*. New Delhi: Harper and Collins
- Jayaram, N. (2015). *Sociology of Education in India: Second Edition*. Jaipur: Rawat
- Ritzer, G. (2011). *Sociological Theory*. New Delhi: McGraw Hill
- Sever, M. (2012). A critical look at the theories of Sociology of education. *International Journal of Human Sciences*, 9(1), 651–671.
- Theoretical Perspectives on Education. Lumen Introduction to Sociology. (n.d.). Retrieved from <https://courses.lumenlearning.com/sociology/chapter/theoretical-perspectives-on-education/>.
- Turner, J. (1995). *The Structure of Sociological Theory*. Jaipur: Rawat



- University of Minnesota Libraries. (2016, March 25). *Sociological perspectives on Education*. Social Problems. Retrieved from <https://open.lib.umn.edu/socialproblems/chapter/11-2-sociological-perspectives-on-education/>.





---

## UNIT 2 FUNCTIONALIST PERSPECTIVE

---



### STRUCTURE

- 2.1 Introduction
- 2.2 Learning Objectives
- 2.3 Functionalist Perspective in Education
- 2.4 Emile Durkheim
  - 2.4.1 Social Fact
  - 2.4.2 Social Process
  - 2.4.3 Social Solidarity
  - 2.4.4 Division of Labor
  - 2.4.5 Education and Social Rules
- 2.5 R.K Merton
  - 2.5.1 Manifest Function
  - 2.5.2 Latent Function
- 2.6 Talcott Parsons
  - 2.6.1 Education and Universalistic Values
- 2.7 Davis and Moore
- 2.8 Criticisms
- 2.9 Let us sum up
- 2.10 Glossary
- 2.11 Model Questions
- 2.12 References

---

### 2.1 INTRODUCTION

---

Sociology of education as a subject had began with the study of the process of transformation of primitive society into a more complex industrialized society. The study of the process of changes in institution was needed, which gave birth to educational institutions. The educational system prepares the child to deal with the



transition from the confined and personal relationships of the family to the impersonal and diverse relationships of society at large. Also after the period of industrialization literacy rate started increasing day by day, which pushed forward the development of education system in India. As the educational system and related institutions have grown in importance in society, different academics have begun to explore education as a relevant topic of study. Not only Sociologists, but also other scholars from other disciplines started doing research on education. Émile Durkheim was instrumental in the systematic study on Sociology of education. He was best known for his theory of moral education. Work of some other scholars like Talcott Parsons, R.K Merton, Davis and Moore also played a vital role in development of society of education. In this unit functionalist theories of education will be discussed.

---

## **2.2 LEARNING OBJECTIVES**

---

After go through this unit you will be able to:

- To know the Functionalist Perspective in Education
- To understand the views of various thinks on perspective of education

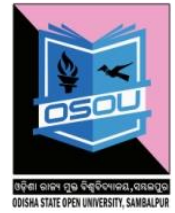
---

## **2.3 FUNCTIONALIST PERSPECTIVE OF EDUCATION**

---

According to functionalists, society is comparable to a living thing in that it is made up of many different but interconnected elements, each of which contributes to the overall system's functioning or vitality. Not only are all of the pieces are interconnected, but they are synchronized and complimentary to one another. A change in one part is thought to impact other parts; a malfunctioning portion is dealt with by other sections in a coordinated manner in order to preserve the overall system's balance. According to functionalists, society is a self-regulating mechanism. Functionalism is popularly called as equilibrium or consensus theory and known as a fundamental theoretical position in sociology. A sociologist who believes in this perspective thinks that everything in society, even crime, has a purpose, no matter how odd or

destructive it appears to be. Here we will be discuss some major sociologist's work and their contribution to Sociology of education. Prominent of them are Emile Durkheim, Talcott Parsons and R.K .Merton.



---

## 2.4 EMILE DURKHEIM

---

The concept of sociology of education is given by Emile Durkheim. He has give many major theories like Solidarity, Division of labour, social fact, social cohesion, and many more which will be discussed here under.

### 2.4.1 *Social Fact*

Durkheim considered education as a social fact. Social fact according to him is facts identified by the strength of external compulsion that they wield over individuals and the presence of some particular penalty against the individual's attempt to violate them were important in defining the features of social subject matter. Durkheim maintains that education has changed with each era because each society requires a system of education that meets its requirements and reflects its traditions and beliefs. The scientific tools of sociology may be used to study education, which is determined by the society in which it is practiced. Durkheim regards education as a collection of genuine social facts that can be investigated in the same way as any other social fact described in his 'Rules of Sociological Method. Moreover, the technique Durkheim proposes for studying social facts about the educational process is primarily based on historical observation.

### 2.4.2 *Social Process*

The idea that each civilization has its own economic, political, moral, and religious system that is acceptable and particular to its social structure can be found throughout Durkheim's works. Similarly, each civilization has its own educational system that is tailored to its needs. Durkheim is opposed to those who believe that the only universal objective of education is the individual's ultimate growth and improvement. According to Durkheim, history does not support the concept of an ideal education that applies to all men everywhere, because education has varied considerably through time and from place to



place. According to Durkheim, education has changed over time because each civilization requires a system of education that meets its demands and represents the common people's habits and values. Even in real classroom techniques, Durkheim opines that education responds to the collective beliefs and feelings of a given community.

### **2.4.3 Social Solidarity**

Emile Durkheim is credited as being the first person to advocate for the application of a Sociological perspective to the study of education. For him, the function of the society can only be ensured when there is a definite degree of homogeneity among the members. The main purpose of education is to impart society's norms and values. Homogeneity among members is achieved through following the society's norms and laws. From the outset, education protects and strengthens these societal hegemonic principles in a child. Mutual cooperation, solidarity, and moreover existence of the society itself would not be possible in the absence of 'fundamental commonalities'. Binding the wide-ranging masses into a single whole with social solidarity is a critical undertaking for all civilizations. This entails a sense of unity, along with a belief that the collectivism is more indispensable than individualism. The relationship between individual and society is constructed through education, particularly the teaching of history. If children are taught about their society's history, they will realise that they are part of something bigger than themselves, and they will acquire a feeling of devotion to the cause. He emphasizes the significance of education in instilling 'social being' in the 'individual being'. The individual being is constituted with psychic states that only apply to him/herself and the environment, personal events in his or her life. The social being embodies a complex system, thoughts and practices of the group to which she belongs. The process of socializing a child distinguishes humans from animals.

Durkheim has much faith on the punishment and reward system. According to Durkheim rules and regulations of schools should be strictly maintained. If some students do not adhere to the rules and deviate from the norms set by the

school then the student should be punished according to the harm made to the collectivities by defying the rules. The students also must know why s/he has been punished. They should learn what is good and bad through a reward and punishment system. Children will learn to discipline themselves and therefore regulate antisocial behavior if he is firmly forced to avoid wrongdoing and urge them to choose appropriate methods of life. Durkheim claimed that education teaches people particular abilities that they would need in their future careers. This role is especially essential in industrial society, since division of labour is becoming increasingly complicated and specialized. Interdependence of specialized talents is the very basis of solidarity in an industrial society. For instance, producing a particular product requires collaboration and solidarity. For Durkheim, school helps to ensure universal values required for social existence and specialized skills necessary to produce diversity which is an essential element of social harmony.

Finally, Durkheim claimed that education teaches people particular abilities that they would need in their future careers. This role is especially essential in industrial society, since labour division is becoming increasingly complicated and specialized. In an industrial society, social solidarity is built on the interdependence of specialized skills and talents. For example, the production of a single product necessitates collaboration and social solidarity of workers. According to Durkheim, schools offer both universal ideals necessary for social survival and specialized talents that provide the diversity required for social harmony.

#### ***2.4.4 Division of Labor***

The school divides students into skill groups and encourages them to work in sectors that are most suited to their skills. Durkheim believed that, moral principles are the foundation of social stability. Social order is sustained through institutions like education. Any alteration in society echoes a change in educational pattern, and vice versa. In real sense, education plays a dominant role in the process of social transformation.

Durkheim was anxious about how education could be applied in the French society to forestall anomie prevalent in modern times. He equated classrooms with miniature communities or socialization agents. The school acts as a bridge between the emotional morality of the home and the rigid morality of social life. Durkheim discussed issues that are still relevant today, such as the social system of the school and classroom, school discipline, the educational necessities of several parts of the society, the role of school in preparing young members, the connection between education and social change and so on.

#### **2.4.5 Education and Social Rules**

For Emile Durkheim, in modern industrial societies, the school performs a role that neither the family nor the peer group can provide. Family membership is determined by familial ties, whereas peer group membership is determined by personal preference. Neither of these concepts governs membership in society as a whole. There is a need for individuals to work with people who are neither related to them nor friends. These abilities are developed in school setting. For him School is a microcosm of society and a model of the social system. The child in school should follow certain norms while interacting with other pupils of the school community. This involvement prepares him/her to participate with members of society as a whole in accordance with the rules of society.

Durkheim was of the opinion that regulations of the school must be strictly imposed. Punishments must equate with the magnitude of the offence's effect on the collectivities. The wrongdoers must comprehend why they are being punished. This will help the students realize that, acting contrary to the interests of the society is not expected from him/her. This will also help them to learn how to be self-disciplined not because of to escape punishment, but also to recognize how noncompliance harms the collective values. For Emile Durkheim, Sociology would assist the student in understanding the rational base on which society is founded.

---

## 2.5 R.K MERTON

---



Functionalism deals the system as a self-regulating entity. According to Functionalists education as major institution of our society. They believe that education has two major functions i.e. Manifest function and latent function. R.K Merton in his book ‘Social theory and social structure’, (1949) defined the concept of manifest and latent function. He describe manifest function as a conscious and deliberate action and latent function as the action done unconsciously and in deliberately as latent function.

### 2.5.1 *Manifest Function*

Education fulfills a range of significant observable purposes. The most crucial is the socialization process. Kids are educated to play several societal characters beginning from preschool and kindergarten. Schools are prime agencies of socialization that educate children how to get along with others and get them ready for future roles. Indeed, it seems that schools have fully assumed this responsibility.

Some of the manifest functions of educational institution are:

- Socialization
- Learning Social control
- Social placement

Learning the rules and regulations of the community in a holistic manner also forms a part of the socialization process. In the early days of compulsory schooling students learn the prevailing culture. One of the important functions of school is to inculcate in children the spirit of legal compliance and admiration for the authority. Treating teachers and administrators with respect will help the student to understand the school environment better. This role prepares students for the future job in different positions. Classroom teachers and instructors play instrumental role in instilling this capability within the pupils.

Educational institutions help in social placement as it helps the individual or children to move upward in the status ladder by achieving good position through acquiring good knowledge and skill. It helps in the social mobility of individual.

### 2.5.2 *Latent Function*

Education also has some latent functions. Some of which are:

- Social network
- Capacity to work with others in group
- Learn various social issues

Educational institutions help the students to develop a sense of working with groups in an easier manner. Also, students after completion of their schools stay in touch with their fellow students by using several social media platforms like FB, Instagram etc. which sometimes helps them to find jobs also. Similarly, while in school students are taught with several social issues happening in our society, which in turn helps them to deal with all those issues in near future in an easy manner.

---

## 2.6 TALCOTT PARSONS

---

After the death of Emile Durkheim in 1917, and structural- functional approach was re-ignited by American Sociologist Talcott Parsons at around 1950s with his widely followed masterpiece ‘the school class as a social system: Some of its functions in American society’. Parsons, like Durkheim believed that schools exist to ensure socialization of the pupils. Children are largely socialized at home by their families until they reach school age, however, the values taught to the kid at home are unique to the family. As a member of his or her family, the kid is judged in a specific way. There is no way to assess his or her character in comparison to other youngsters. The school is critical in connecting individuals to society. Children are examined in schools in a uniform universalistic manner that disregards their socioeconomic background features. To Parsons, schools help in provides a





platform whereby students are assessed only by meritocratic principles independent of socioeconomic experiences or their backgrounds.

School prepares students for their duties as adults in this way. According to Parsons, the principles of success and equality of opportunity were emphasized in American schools. The later placement of adults in the labour field reflects how much they achieved and how successful they were in school. Because it allocates people to positions based on accomplishment, talents, and competence, the school is functionally connected to the workforce. It is important to note that structural functionalists do not believe in the absence of inequality. They, on the other hand, feel it is a part of the functioning system. In other words, social disparity occurs because it serves a useful purpose in society. People at the lowest ends of the educational and socioeconomic range are there to fill required positions and because they lack the credentials for higher positions.

As you might expect, structural functionalism has its detractors, and many of them are valid. The method, in particular, fails to deal with several ascribed qualities, such as socioeconomic origin, gender, and race, appear to be so influential in influencing life outcomes. A number of studies has presented strong evidence that the system of education is not entirely meritocratic. Despite its flaws, structural functionalism has proven a relevant framework to account for how morals and standards propagate across society, as well as the role of the school in this process.

### ***2. 6.1 Education and Universalistic Values:***

The functionalist approach in education was fully established with the effort of American sociologist Talcott Parsons. In the late 1950s, Parsons argues that after primary socialization within the family, the school acts as the next socializing agency. School operates as a link between the family and society as a whole; preparing kids for performing their adult roles.

The child is primarily assessed and handled in terms of particularistic criteria inside the family. Parents regard their child as their own child rather than measuring him or her by a set of norms or yardsticks that can be applied to

everyone. Within the larger school community, individuals are evaluated with universalistic norms. Even it is applied to all members, regardless of familial relationships. The status of a child is assigned inside the family; it is determined at birth. However, in modern industrial society, status is essentially achieved; people, for example, attain their occupational and educational position. Hence, the kid must go beyond the particularistic standards and ascribed position learned in the family to universalistic standards and accomplished status learned in the school. The school helps students to play different roles and shape his/her personality. It generates universalistic norms through which all students realise their desired position. Their behavior is measured in terms of the norms of the school, and their progress in academics is assessed through exam performances. All pupils are held to the same standards, irrespective of ascribed qualities such as gender, ethnicity, family background, or social status. Meritocratic ideals govern how schools run. Merit is the basis for achieving status.

---

## 2.7 DAVIS AND MOORE

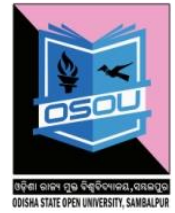
---

Popular Sociologists Kingsley Davis and Wilbert E Moore came up with their functional approach at around 1945. They argued that roles which are functionally more important are always associated with better rewards. The theory states that social stratification ensures that works are divided among the individuals. However those roles entail the innately uneven value of different work. Certain roles in the social system are more valued than others. Qualified individuals who play those roles are rewarded more than others role players. Davis and Moore examined education in terms of role allocation. They consider that education chooses most competent individuals and assigns them the most significant tasks in the society. This system of rewarding more to the prestigious jobs helps to ensure competition in the social system. Moreover, Davis and Moore uphold that, the education system sifts and sorts based on the ability of the individuals.

---

## 2.8 CRITICISMS

---



- Functionalists are chastised for believing that educational institutions function as a societal integrative mechanism that treats all students' equally. These objections come from critical theorists who contend that the educational system is a tool of the governing class rather than a representative of society as a whole. The functional significance of education in meeting the requirements of division of labour, according to Collins (1972), is challenged as an exaggeration. There is no proof that schooling provides the information and skills required for certain jobs. Only a small portion of educational expansion in advanced industrialised countries directly meets industry demands in terms of skills, training, and knowledge. Majority of jobs require on-the-job training, and most employers offer their own training.
- The multitude of different interests, ideologies, and opposing interest groups in society is overlooked by functionalists. Each sub-group in a diverse society may have its own agenda to advance its own goals.
- It does not address the educational process topic, such as what is taught and how it is taught.
- Functionalist approach fails to find out unequal access and the hidden exclusionary practices take place in education system.
- Classroom dynamics in terms of teacher-student or student-student interactions are challenging on the part of functional perspective to deal with.

---

## 2.9 LET US SUM UP

---

- According to functionalists, society is comparable to a living thing in that it is made up of many different but interconnected elements, each of which contributes to the overall system's functioning or vitality.



- Some major sociologist's work and their contribution to Sociology of education, are Emile Durkheim, Talcott Parsons and R.K .Merton.
- The concept of sociology of education is given by Emile Durkheim. He has give many major theories like Solidarity, Division of labour, .
- R.K Merton in his book 'Social theory and social structure', (1949) defined the concept of manifest and latent function. He describe manifest function as a conscious and deliberate action and latent function as the action done unconsciously and in deliberately as latent function social fact, social cohesion.
- Parsons argues that after primary socialization within the family, the school acts as the next socializing agency.
- Davis and Moore, argued that roles which are functionally more important are always associated with better rewards

---

## 2.10 GLOSSARY

---

**Division of labour-** The division of labour is the separation of tasks in any economic system or organisation so that participants may specialise

**Latent function-** Latent functions are those that are neither recognized nor intended.

**Manifest function-** Manifest function refers to the intended function of social policies, processes, or actions that are consciously and deliberately designed to be beneficial in their effect on society.

**Social process-** Social processes refer to forms of social interaction that occur repeatedly

**Solidarity-** unity or agreement of feeling or action, especially among individuals with a common interest; mutual support within a group.

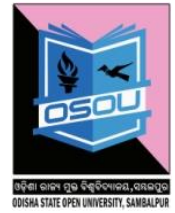
---

## 2.11 MODEL QUESTIONS

---

- Briefly discuss the contributions of Durkheim in the field of Education.

- Discuss R.K Merton’s views on the sociology of education.
- Critical analysis of Davis and Moore’s functionalist perspective o education.
- According to Parson explain the “*Education and Universalistic Values*”.




---

## 2.12 REFERENCES

---

- Barnes, G. M. (1977). Emile Durkheim’s Contribution to the Sociology of Education. *The Journal of Educational Thought (JET) / Revue De La Pensée Éducative*, 11(3), 213–223.
- Giddens, A. (2017). *Sociology*. India: Polity
- Haralambos & Holborn. (2014). *Sociology: Themes and Perspectives*. New Delhi: Harper and Collins
- IGNOU. (1970). *Theoretical approaches*. E-GyanKosh. Retrieved from <https://egyankosh.ac.in/handle/123456789/27375>.
- Jayaram, N. (2015). *Sociology of Education in India: Second Edition*. Jaipur: Rawat
- Noel, M. (n.d.). *Lecture notes sociology of education*. Academia.edu. Retrieved from [https://www.academia.edu/38834970/LECTURE\\_NOTES\\_SOCIOLOGY\\_OF\\_EDUCATION](https://www.academia.edu/38834970/LECTURE_NOTES_SOCIOLOGY_OF_EDUCATION).
- Lumen. (n.d.). *Reading: Functionalist Theory on Education*. Retrieved from <https://courses.lumenlearning.com/alamo-sociology/chapter/reading-functionalism-theory-on-education/>.
- Ritzer, G (2011). *Sociological Theory*. New Delhi: McGraw Hill
- Robson, D. K. L. (2019). *Theories in the sociology of education*. Sociology of Education in Canada. Retrieved from [https://ecampusontario.pressbooks.pub/robsonsoced/chapter/\\_\\_unknown\\_\\_-2/](https://ecampusontario.pressbooks.pub/robsonsoced/chapter/__unknown__-2/).
- Turner, J. (1995). *The Structure of Sociological Theory*. Jaipur: Rawat

---

## UNIT 3 CONFLICT PERSPECTIVE

---



### STRUCTURE

- 3.1 Introduction
- 3.2 Learning Objectives
- 3.3 Conflict Theory in Education
- 3.4 Example of Application of Conflict Theory in Public Education
- 3.5 Views of Some Eminent Scholars
- 3.6 Criticism of Conflict Theory of Education
- 3.7 Let us sum up
- 3.8 Glossary
- 3.9 Model Questions
- 3.10 References

---

### 3.1 INTRODUCTION

---

In terms of the fundamental approach, conflict theorists stand out starkly against functionalists. In conflict theory, the belief of the ruling class is assumed to be the ideas of a society. According to conflict theorists, society is perpetually in a state of disequilibrium, but it is kept together as a body by dominant social groupings coercing cooperation from the weaker sections. They see society as being split into dominant and submissive factions that are always fighting for dominance. It is not required for various units to function in such a way that the entire society's unity is preserved. A societal upheaval is a common trend. Society and its constituents are in constant flux. Any society's dynamism must be recognized as natural. Conflict is inevitable in each interaction between two units, and it is necessary for society's continuance. Internal and external conflict factors exist on all levels, from the micro to the macro level. Conflict may have a beneficial or negative influence on the society, and it can be subtle or overt, gradual or violent. Conflict theorists are more focused, focusing on the interactions between two or more social units.

Conflict theorists view that conflict is the most vital part of interaction among individuals. Power and inequality within the teaching-learning practices within the school and classrooms from a critical perspective had initiated the debates and discussion on conflict theory of education. We can better comprehend social groupings inside the public school system and how early treatment of young children may impact adulthood by utilizing a conflict theory approach. The function of school systems in imposing social control is one of the subjects included in conflict theoretical approach to education.

---

### **3.2 LEARNING OBJECTIVES**

---

After go through this unit you will be able to:

- To know the Conflict Theory in Education
- Explain the Example of Application of Conflict Theory in Public Education
- To understand the views of Some Eminent Scholars

---

### **3.3 CONFLICT THEORY IN EDUCATION**

---

Conflict theory in contrast to the structural functionalist approach considers that, society is made up of groups with varying ambitions, access to life chances, and social incentives. For conflict theorists, all forms of social relationships are fundamentally built on coercion, suppression, domination, and submission. This theory focuses upon power differences, such as class conflict, and contrast conventional or historically superior ideologies in general. Conflict perspective mostly is viewed as a reaction against functionalism and positivist techniques.

Conflict theorist like Karl Marx, thinks that education is regulated by the powerful state, and that its aim is to replicate current inequalities as well as legitimate acceptable concepts that serve to strengthen the dominant group's privileged status. So, we can say that the dominant class exploits schools, and through different forms of communication; disseminate ideas that will help maintaining status quo. So as a result of this postulate, conflict standpoint often focuses on the role of educational



practices in determining public opinion or establishing social control. Behavior of individual and group are controlled by socio-political systems or processes that ensure conformity and compliance to the norms of the society, social organizations or state. The aims of social control can be fostered in schools through socializing students to follow socially acceptable ways in their behavior. This kind of socialization is promoted by powerful and privileged sections of the society. In any event, the values that individuals own are the outcome of informal social control. It is represented through conventions, norms, and mores and is practiced by a society without openly declaring these rules. People are socialized either intentionally or unconsciously.

For conflict theorists, the major aim of education is to help sustaining social disparity and the authority of the ruling class who govern masses. Functionalists and conflict theorists both look at the same functions of education. Conflict theorists regard education as sustaining the status quo by stultifying the subordinate classes into subservient workers, whereas functionalists regard education as an imperative for an orderly society. Both conflict and functionalist perspective approve that there are variations in the educational system, but they vary on the method and approach. Whereas functionalists say that educational system assigns different positions on meritocratic principles, conflict approach suggests that school operates with unseen agenda and allocate different positions on class and ethnic lines. For conflict theorists, dominant class can easily institutionalize their interests in the society. So, school teaches, the working class to abide the ruling class ideology and accept social positions in the society. They agree with the fact that the schools operate with the hidden curriculum where the powerful cherish and powerless are confronted with a number of challenges.

Conflict theorists promote their stand by bringing many dimensions of inequality into the forefront. Most schools are financed by property taxes, so schools in affluent zones have more capital. These regions are generally inhabited by privileged sections. Such schools can easily get handsome amount of fees, employ better professors, access advanced technology and purchase newer textbooks. Students who join these schools have more probability in getting into the finest colleges for further studies



and being employed for higher salaried jobs. Students from poor communities who lack access to these advantages are less likely to get good positions in future. Hence, they are more likely to be routed into professional or vocational training. Moreover, conflict theorists view education as not an opportunity for the masses to prosper. Rather it a solid mechanism for sustaining systems of power and producing an obedient workforce for perpetuation of capitalism.

The conflict theory of education can help you understand how social structure impacts students in public schools. Conflict theory can help you better understand how a child's experience in government schools may structure their personalities for the future roles in their lives. When applying the conflict theory to education, you may examine the groups that exist within the context. You may create ideas regarding the conflict that exists among the many social groups by identifying them, whether by their socioeconomic level, race, or gender. Determining the nature of the conflict between these groups is important for applying the conflict theory of education. This theory proposes that conflict occurs as there are limited numbers of resources in the society and various groups come into conflict in order to obtain those resources. In the context of education, one can find various groups of children competing for resources like the time and attention of the educators.

---

### **3.4 EXAMPLES OF APPLICATION OF CONFLICT THEORY IN PUBLIC EDUCATION**

---

When conflict theory is applied to educational settings, it is possible to recognize and comprehend the problems that exist between distinct social groups, as well as how this might lead to social injustice. Here are some instances of how conflict theory may be applied to public education:

- **High capitation fees-** Property taxes are the primary source of revenue for public schools, with the exception of certain government assistance. This might be a problem since it implies that schools in wealthier communities may perform better. These institutions can give quality education to their kids, and as they become adults, they will have better prospects in terms of getting high-paying job. This trend denotes that the wealthy families may eventually move to a more affluent region and enroll

their offspring in a better school. As the cycle continues, it becomes increasingly difficult for disadvantaged communities to afford decent education and support their children in a achieving educational excellence.

- ***First-generation college students***- Children from homes where numerous family members have attended colleges are significantly more likely to go to such institutions themselves. Families with a high proportion of college graduates have earned cultural capital, which is the advantage gained by understanding insider information about specific subjects or procedures. These families are more accustomed with application procedures, the admissions process, and applying for student aid in this situation. As a result, their chances of applying for and obtaining scholarships improve considerably. These factors can be big barriers for children who come from households where few or no members have availed college education.
- ***Inadequate standardized testing***- Standardized testing is often more suitable for some specific groups of students compared to others, and it may not correctly reflect the abilities and capabilities of groups other than those who come from affluent sections. This makes it more difficult for members of disadvantaged groups to obtain high scores and the subsequent rewards attached with such outcomes.
- ***Unequal disciplinary action***- Certain populations are more likely to be punished for minor misconducts and excluded or suspended from school. Teachers and classmates may identify pupils as troublemakers as a result of these actions. Absence from school can also lead to a loss of familiarity with the essential topics, downward trend in a student's performance and attendance. When underprivileged students are involved in disputes in schools, authorities are more likely to intervene, exposing children to the legal system at an early age.

---

### 3.5 VIEWS OF SOME EMINENT SCHOLARS

---

In this section we will discuss different views of some eminent scholars like Karl Marx, Louis Althusser, Ivan Illich, Bowles and Gintis, Apple and King, Bourdieu and Passeron in the field of Sociology of education.



- **Karl Marx-**

Karl Marx being a forerunner of conflict perspective, regards society as an arena of social struggle. For him, the economic system is the structure which determines the function and role of other institutions including education. According to his philosophy, social institutions and the education system favour the dominant class. Society consists of two distinct classes i.e. ‘haves’ popularly called as the bourgeoisie and ‘have nots’ or the proletariat. In this system, the earlier group holds the means of production and control it. They, therefore, dominate over the underprivileged sections of the society. Whereas, the ‘have nots’ rely upon their labour power to ensure their survival. The dominant class’s ideology is reproduced by the school system and helps to maintain the status quo of the elite in society. According to Marx, educational institutions fuel the capitalist class by providing workforces. For this purpose, two types of school systems are established in the society known as public and private. Public schools are run with government funding and offer educational opportunity to people from lower socio-economic background those cannot pay excessive fees. They send their children to schools meant for the general public. The other kind of schools i.e. private schools admit students whose parents belong to powerful and privileged sections and possess greater resources and opportunities. Such institutions exist to protect the ideology of the privileged class and on the other hand, public schools implant the attitude of subservience among the students.

Marx contends that the existing educational practices reproduce social division. Students who graduate from public schools are more likely to aid the capitalist system to thrive. Supporting Marx, Bowles and Gintis maintains that, education inculcates attitudes and behavior for division of labour. It teaches individuals to admit their situation, to be exploited and to demonstrate to rulers on how to manage the workforce. For Marx, the education system supports the affluent groups in society and helps them in maintaining the status quo. It entails that child enrolled in elite school systems, get more exposure, facilities, and chances for better positions and social honour in society.

- ***Louis Althusser***

Althusser is influenced by the Marxian ideology and believed that the society is split into two classes: the capitalist class (which owns the modes of production and exerts power) and the labour class (which serves in the production systems and is subject to the exploitation by the former). The capitalist class requires a constant supply of labour power, the exploitation of which creates profits. The capitalist class use educational systems to generate the necessary labour force. Workers are indoctrinated to embrace the ruling class's ideology, which legitimizes the capitalist system and submits to capitalist exploitation.

- ***Ivan Illich***

Illich is highly critical of both functionalist and liberal perspective of education. His ideas equate much with the philosophies of Marx. His work, *Deschooling society* published in 1971 is considered as an important contribution in the area of Sociology of education. He regards schools as repressive institutions which train students to follow conformity and stupify pupils to the agenda of the powerful elite. He argues that, school operates with a hidden curriculum. As a result, the student has little or no control over what she/he learns or how she/he learns it. Real learning, however, is not the result of instruction, but of direct and free involvement by the individual in every part of the learning process. He further adds, education should be a liberating experience in which the individual discovers, creates, utilises his initiative and judgment and freely develops his/her faculties and talents to the full.

- ***Bowles and Gintis***

Bowles and Gintis argue that the capitalist system requires a surplus of labour force in order to improve its bargaining power while employing workers. The educational system produces an excess of labourers whose skill set is suited to lower-paying menial employment. Unemployment and the availability of replaceable labour allows employers to exert control over their employees while keeping pay to a bare minimum. The capitalist class determines the governing structure and curricula of educational systems. The social ties at school mirror the hierarchical division of labour in the workplace. Students' lack of influence on important schoolwork (e.g.,

decision and policy making), For example, is comparable to the circumstances they would face at work place when they get older.

- ***Apple and King***

It appears to be especially suited to maintaining the ideological hegemony of the world's most powerful class's society. 'Schools appear to contribute to inequality in that they are segregated', they write. tacitly structured to share particular types of information in distinct ways This is more closely connected to the school's role in optimizing the creation of technical cultural 'commodities', as well as sifting or choosing function of schools in allocating individuals to 'required' positions by the government in societal and economic sector. They also contend that educational knowledge is a component of a society's wider distribution of commodities and services. The social meanings that comprise educational information taught to children do not correspond to the visions and meanings of all groups in society. According to Apple and King, the historical process of curriculum creation has legitimized the ruling class's social meanings in schools. Education specialists were mostly chosen from the capitalist class's school of scientific management. In schools, their concern for social meanings was inevitably related to concepts of social control. Using kindergarten as an example, they illustrated how instructors impose social meanings on children's thinking. The youngsters are frequently unable to effect change in the course of daily occurrences in the classroom. Children are subjected to the socialisation process, which includes learning social interaction standards. The separation of activities into work and play by youngsters is part of the socialisation process. Work activities as required are teacher-directed, and time-bound. These activities may include sketching an item as directed by the instructor, standing in line, and so on, whereas play activities are only done during free time. They are not always directed by the teacher.

- ***Bourdieu and Passeron***

The primary function of the educational system is to reproduce dominant-class culture. Dominant classes can enforce their own rules. Meanings as the genuine foundation of the educational system they continue to exist. Since educational systems have a tendency to conceal their primary function, means concealing the real

truth or its connection to the structure of the Relations between classes Children from a dominant culture who already have the cultural norms Capital students tend to get better marks and perform better, owing to the fact that, the educational system conveys to them the societal connotations that they are familiar with. Children from non-dominant cultures have an inbuilt obstacle in the educational system because they are forced to absorb social meanings that are unfamiliar to them. They are primarily from a working-class background and are frequently excluded from the school system because they do not comprehend the prevailing culture. This scholastic failure, in turn, perpetuates their disadvantaged status in society. In this way, the replication of the power-and-privilege connection among social classes is sustained. However, the educational system continues to portray itself as a neutral organisation built on meritocratic ideals that provides equal opportunity to all.

- ***Krishna Kumar***

His discussion (2004) on ‘what is worth teaching’ presents a critical examination of the educational pattern. Though his analysis is based on the Indian scenario, it offers constructive insights for a critical look at the global educational practices. Kumar agrees that the nature of knowledge taught in schools symbolizes overall classification of knowledge and power in the society. Education in early India, for example opposed teaching of science due to its fight against British colonialism. The curriculum in the school remained restricted to knowledge produced by the dominant castes. He points out that involvement of students in the preparation of curriculum is virtually impossible as they lack the ability to articulate their ideas. Additionally, their preferences change as they mature. Kumar highlights the need for thorough discussions and participation of non-dominant castes while designing the curriculum to give adequate heed to their opinions.

---

### **3.6 CRITICISM OF CONFLICT THEORY OF EDUCATION**

---

- This viewpoint has been criticized for being deterministic, gloomy, and providing little opportunity for people' action to better their condition. However, it should be noted that it is a model, a component of reality that is an important part of the image.

- It concentrates on the unpleasant elements of human contact too much. Some opponents say that humans are basically good, and the theory of conflict builds a whole philosophy based on human weaknesses and flaws rather than focusing on the positive character of individuals and societal functions. Some may argue that individuals may not essentially opt to do things only for the sake of money making; rather they can do pleasant things for one another without monetary interest.
- In a larger sense, conflict theory implies that society is continuously evolving. As a result, rivalry, revolution, structural inequity, and war are the four essential assumptions of conflict theory. One important drawback of conflict theory in education is the difficulty in applying these assumptions to educational institutions and individual classes. Critics of conflict theory critics further assert that because society has been fundamentally stable for so long, it is wrong to assume that conflict is the most important component.

---

### 3.7 LET US SUM UP

---

- Conflict theorists view that conflict is the most vital part of interaction among individuals. Power and inequality within the teaching-learning practices within the school and classrooms from a critical perspective had initiated the debates and discussion on conflict theory of education.
- For conflict theorists, the major aim of education is to help sustaining social disparity and the authority of the ruling class who govern masses.
- Some of the eminent scholars of conflict perspectives like Karl Marx, Louis Althusser, Ivan Illich, Bowles and Gintis, Apple and King, Bourdieu and Passeron in the field of Sociology of education.

---

### 3.8 GLOSSARY

---

**Conflict-** A conflict is a clash of interest. The basis of conflict may vary but it is always a part of society. Basis of conflict may be personal, racial, class, caste, political and international.



**Power-** power is the capacity of an individual to influence the actions, beliefs, or conduct of others.

**Inequality-** Inequality refers to the phenomenon of unequal and/or unjust distribution of resources and opportunities among members of a given society.

**Socialization-** socialization is the process of internalizing the norms and ideologies of society.

---

### 3.9 MODEL QUESTIONS

---

- Briefly discuss the contribution of Marx in the field of Education.
- Elaborate the Althusser's view on sociology of education.
- What do you mean by de-schooling society?

---

### 3.10 REFERENCES

---

- Aye, T. T. (2019). *Conflict theory in sociology*. GRIN. Retrieved from <https://www.grin.com/document/914099>.
- Boundless. (n.d.). *The Conflict Perspective on Education*. Lumen. Retrieved from <https://courses.lumenlearning.com/boundless-sociology/chapter/the-conflict-perspective-on-education/>.
- Bourdieu, P. (1977). *Outline of Theory of Practice*. Cambridge: Cambridge University Press
- Freire, P. (2000). *Pedagogy of the Oppressed*. New York: Continuum
- Giddens, A. (2017). *Sociology*. India: Polity
- Haralambos & Holborn. (2014). *Sociology: Themes and Perspectives*. New Delhi: Harper and Collins
- IGNOU. (1970). *Theoretical approaches*. eGyanKosh. Retrieved from <https://egyankosh.ac.in/handle/123456789/27375>.
- Illich, I. (1973). *Deschooling society*. Harmondsworth: Penguin Books



- Jayaram, N. (2015). *Sociology of Education in India: Second Edition*. Jaipur: Rawat
- Kumar, K. (2004). *What is Worth Teaching*. New Delhi: Orient Longman
- Ritzer, G. (2011). *Sociological Theory*. New Delhi: McGraw Hill
- Turner, J. (1995). *The Structure of Sociological Theory*. Jaipur: Rawat



---

## UNIT 4 CRITICAL PERSPECTIVE

---



### STRUCTURE

- 4.1 Introduction
- 4.2 Learning objectives
- 4.3 Meaning of critical theory
- 4.4 Origin and development of Critical theory
- 4.5 Characteristic of Critical theory
- 4.6 Perspectives of major scholars
  - 4.6.1 Max Horkheimer
  - 4.6.2 Theodor W. Adorno
  - 4.6.3 Herbert Marcuse
  - 4.6.4 Jürgen Habermas
  - 4.6.5 Paulo Riglus Neves Freire
- 4.7 Feminist Perspective
- 4.8 Let Us Sum Up
- 4.9 Glossary
- 4.10 Model Questions
- 4.11 Reference

---

### 4.1 INTRODUCTION

---

The notion of critical perspectives has been adopted by a set of intellectuals founded in the Frankfurt School of Critical Theory and Marxist and neo-Marxist researchers in the field of education. In the 1920s, critical theory arose in Germany. It is a Marxist critique of capitalist economy as well as a challenge to traditions of modernity as a fundamental product of capitalism. It focuses on the concepts like consumerism and culture, as well as science and technology, as new methods of imposing and addressing the repercussions of modernity. Horkheimer introduced the term critical theory.

Michael Apple, Jean Anyon, and Henry Giroux launched a new sociology of education in the United States. Young's book is considered as a landmark theory in the field of educational sociology. After much critical analysis in education, according to Apple was centered on three key issues: the fight over functionalism and economic reductionism, or what is known as the core problem; secondly strong arguments among structuralists as well as culturalists in education; and third, class reductionism. According to the view of Kellner, Critical theory is differentiated from traditional mainstream social science by its interdisciplinary views and efforts to create a dialectical and material social theory. Three important concerns are addressed by critical theories: identifying educational disparities, connecting such injustices into their source, and analysing and proposing solutions to those injustices. Horkheimer and Luckas were ecstatic about the possibilities of the proletariat class. Luckas argued that the working class might be organized in order to bring about a socialist revolution. Luckas was able to persuade Horkheimer. They thought that the proletariat would actively participate in their ascension to power.

However, things looked to be different in 1930s. Everywhere there was political instability. Nazi National Socialism raised its head, leaving the labor movement politically impotent. Horkheimer and Felix were both convinced that Luckas' ideology was a failure. History had gone in a different direction. Horkheimer sought the assistance of psychology and sociology. In his opening lecture, he proposed a new research project that will re-examine the topic of social philosophy. In this context, associations can be drawn between the economic function of a given social group in a specific age in specific nations, the alteration of its individual members' mental structures, and the concepts and institutions as a whole that affect and are created by them.

---

## 4.2 LEARNING OBJECTIVES

---

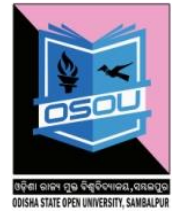
After go through this unit you will be able to:

- Explain the Origin and development of Critical theory
- Understand the Characteristic of Critical theory
- To know the Perspectives of major scholars

---

### 4.3 MEANING OF CRITICAL THEORY

---



Critical theory is mostly known as the works of the Frankfurt School, a critical thinking tradition that began with scholars such as Herbert Marcuse, Max Horkheimer, and Theodor W. Adorno. Because Frankfurt school theorists didn't want to be recognised as communists or Marxists, the Frankfurt theorists adopted critical theory as a cover phrase after they were expelled from the United States by the Nazis. In education, critical theory focuses on how educational institutions can help us to improve our educational backgrounds regardless of our socio-economic status. It offers society's most marginalised people a voice and allows them to express their critical viewpoints. As a result, it supports the notion that education is the most powerful strategy for social change.

A new approach would be to identify critical theory dimensions at the content level. A critical theory is divided into three major dimensions. The first is about its epistemology, the second about its ontology, and the third about its praxeology. Epistemology is a branch of knowledge, concerned with the formation and organisation of the concepts that make up a theory. Ontology is concerned with the organisation and development of reality. The study of human activity, particularly political and ethical conduct, is known as praxeology. As a result, critical theory has three major dimensions: Epistemology, Ontology, and Praxeology which are used to describe the body of knowledge.

---

### 4.4 ORIGIN AND DEVELOPMENT OF CRITICAL PERSPECTIVE

---

Horkheimer came up with the term "critical theory." He is a member of the Frankfurt School of Social Sciences. In one of his essays, "Traditional Theory and Critical Theory," he suggested this phrase. Critical theory emerged during the Renaissance in the eighteenth century, notably in America and Europe. Max Horkheimer, Theodor Adorno, and Herbert Marcuse, members of the Frankfurt School had conceived and promoted critical theory during the year 1920s. Kant's study in the eighteenth century, "Critique of Pure Reason," and one of the major works of Karl Marx during 19<sup>th</sup>



century was “Das Kapital”, both influenced critical theory. In the book titled, Knowledge and Human Interests published in 1968 Erukenntnis, Interesse and Jurgen Habermas had reflected their views on critical theory. Other notable social scientists those influenced critical theory include Michel Foucault and Bryan Reynolds. Prolific authors such as George Lukas and Antonio Gramsci had also contributed to critical theory in the early twentieth century, while writers such as Jurgen Habermas continued to reflect his ideology during the late twentieth century.

---

## 4.5 CHARACTERISTIC OF CRITICAL THEORY

---

The following sub-sections outline some of the most essential characteristics of critical theory:

### 4.1 Dialectics

One of Hegel's most famous theories was dialectics, which he applied to the genesis, growth, and progress of history. Hegel viewed history as the gradual expression of human reason and the formation of a historical spirit. History documented increased knowledge and more reason as shown on human affairs, patterns of thought, and human freedom grew as a consequence of opposing intellect impulses, which included the independent spirit. The global spirit and the individual spirit are both associated with self-awareness, desire for pleasure and provided energy, and the world spirit and in return gave way to more freedom. Hence, theorists like Marx and Hegel think that dialectics is a powerful asset for social progress.

### 4.2 Contradiction

It's one of critical theory's most distinguishing features. Contradictions or conflicts emerge as social systems are confronted with different challenges. It swings back and forth between how things are and how they may be. Critical theory is a concept that works to demonstrate the relationship between ideas and theoretical positions, as well as their social environment in society. The social structure has changed as a result of the stresses or contrasts, and this transformation has introduced new concepts and processes into the individual's thoughts.



### 4.3 Change

Change is a universal occurrence, according to natural law. Critical theory can help people to take action to transform social structures and gain more independence and autonomy. In critical theory, the organization's subjects and inter-subjective elements are also crucial. As a result, since no transformation is everlasting, understanding society's dynamic character is important.

---

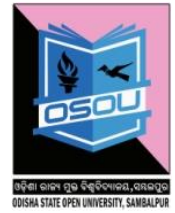
## 4.6 PERSPECTIVES OF MAJOR SCHOLARS

---

In this section we will be discussing some contribution of major scholars on Critical perspective of sociology of education. In which we will be discussing Max Horkheimer, Theodor W. Adorno, Herbert Marcuse, Jürgen Habermas, Paulo Freire. Reflections from a feminist perspective is also included in this section.

### 4.6.1 Max Horkheimer

Max Horkheimer's work in critical theory can be divided into two stages: first stage is positive utopian (optimistic) and second stage is negative utopian (pessimistic). The first stage of his thinking is about the chance of revolutionary movement. During this stage, his Critical Theory was dedicated to cultural and social alteration. This section of Horkheimer's work was particularly influential, prompting thinkers like Paulo Freire and Henry Giroux to build Pedagogies. Education must be comprehended in its broadest sense here, as it relates to the practices, notions, as well as symbolic advancement that make up emotional forming, conceptual device, conscience, and consciousness, as well as historical, local, universal, and individual opportunities and constraints. Horkheimer describes the goal of Critical Theory as "constructing a modern world" during this time frame. The second stage, beginning in 1944 he jointly published his book "Dialectic of Enlightenment", 1988 with Adorno which demonstrates a negative utopianism idea as well as a scathing assessment of Marx and orthodox Marxism. This shift, according to Horkheimer, marks a change from Marx to Schopenhauer, as well as from revolution to education. The distinctions can be vague as well as uncertain at times. Horkheimer makes a point of separating him- from the



Marxist tradition. He rejects the tradition that presumed in the prospect of a "good society," in these social connections and thought itself could also be improved.

Horkheimer's pessimism may be divided into three categories: metaphysical, theoretical, and historical. According to Horkheimer, power imposes existence on a metaphysical level as the desire to dominate life, and there is no room for purpose, ambition, or conflict outside of power's complete function as active meaninglessness inside it. Horkheimer opined that a capitalist system will only be altered by being more democratic, and in a rational society, "all circumstances of social life which are controllable by humans rely heavily on strong consensus." Horkheimer claimed that the only way to solve societal issues was to introduce critical theory.

#### **4.6.2 Theodor W. Adorno**

Theodor Adorno was a prominent philosopher of 19<sup>th</sup> century. He was renowned for his continental philosophy. Hegel, Marx, and Nietzsche were among his major influences. Adorno contributed significantly towards critical theory, particularly his conviction that rationality had become entangled with oppression and misery. To describe the process of categorical thought in modern society, Adorno coined the term "identity thinking," in which anything has become instance of an abstract, and therefore nothing individual in its actual detailed uniqueness is allowed to survive. Adorno's critique of the "cultural industry" is likewise well-known. He believed that the entertainment industry in today's life was just as mechanized, dull, as well as repressive like the job. He asserted that people in contemporary society are taught both at work and in their free time, and that even when they wish to escape the boredom of their employment, they are just shifting to a new component of the machinery - from manufacturer to customer. There is really no way for them to become autonomous persons capable of contributing to the creation of society, whether through labour or pleasure.

In one of his studies in Germany, Adorno discusses the authoritarian school, titled "Authoritarian Personality". In this study, he discovered the following characteristics of people growing up under totalitarianism and national socialist government rules: authoritarian subjection, conventionalism, autocratic hostility, myth and stereotype,

authority and viciousness, skepticism, projectivity, and excessive physical intimacy issues etc.

In his work "Theory of Half Education," Adorno stated that education in its full sense is constantly in danger of being reduced to a sort of "half-education." Adorno agreed with Wilhelm von Humboldt's subject for Bildung, which was education. He sees the conflict between an individual's individualism and society forces as a continual war. As a result, there is a continual struggle in education between individual liberty and society subjugation needs. Adorno's notion of education is connected to the Bildung idea of education, which defines Bildung as an individual's complete optimum progress and perfection. This method is considered essential for achieving total and unconstrained uniqueness. In this framework, education does not aim to accomplish "useful" or material aims. Rather, it is focused on the individual's long-term learning and personal development.

#### **4.6..3 Herbert Marcuse**

Herbert Marcuse was a critical thinker and researcher who was enthusiastic about constructivist learning and pedagogy in the twentieth century. Marcuse's PhD dissertation in philosophy in Germany was titled Hegel's Ontology and Theory of Historicity, and Marcuse gain enthusiasm after early experiments with Heideggerian Marxism. Marcuse's most well-known work was "One- Dimensional Man: Studies in the Ideology of Advanced Industrial Society", wherein he presented his classic Frankfurt School critical view of society. Marcuse's research, which included politics education, ethics, and, culture, also included an emphasis on art and aesthetics, which resulted in the publishing of his work The Aesthetic Dimension. Marcuse was a philosopher of education and pedagogy who argued for the use of nonviolent revolutionary praxis to revolutionise these endeavours. He wrote a lot on peaceful revolution since his work in this field was about conflict and he adopted the Marxist-Hegelian theoretical perspective. As a response, Marcuse used social criticism to criticise conventional and educational organisations and practices. The research on disability and other marginalised groups in modern society with an emphasis on citizenship, the commonwealth, and utopia has indeed been influenced from Marcuse's radical pedagogy. Herbert Marcuse's critical theory of education was inspired by





Marxist concepts such as redefinition and false awareness. Other Marxist ideas were periodically employed in his creation of radical pedagogy in education, transformational learning, and reschooling, such as commodification. As a result, alongside works like Marcuse's critical social thinking from the Frankfurt School, as well as Paulo Freire's Pedagogy of the Oppressed, has historically been a 'cognitive and theoretical guiding light in the development of critical pedagogy. Marcuse's contribution to the historical and theoretical foundations of this academic discipline fills a void in modern mainland philosophy study, and it has served as an academic motivator for other marginalized and historically underreported philosophical techniques.

#### **4.6.4 Jürgen Habermas**

Jürgen Habermas was a prominent scholar from Frankfurt School's critical theoretical tradition, having had a considerable effect on the development of social and political thought over the past fifty years. In his classic book, 'Knowledge and Human Interests', published in the 1960s, Habermas, a proponent of critical social theory, elevated the epistemological debate by identifying critical knowledge as based on principles that differentiated it all from the natural sciences or the humanities by its orientation to self-reflection and liberation. Despite his disagreements with Adorno and Horkheimer's ideas in, 'Dialectic of the Enlightened', Habermas believes that the current world marks a shift away from enlightened liberation and toward a new kind of subjection in the form of rational conduct.

He had differentiated among instrumental (nonsocial, goal-oriented) and strategic (social, goal-oriented) action, as well as communicative action (social, oriented on understanding). According to Habermas, critical theory examines how so-called steering media (money, power) undermine the communication architecture of fully rationalized life worlds. Money and power, according to Habermas, are "steering media" since the affluent elite utilise such frameworks to try to rule and overpower society.

#### **4.6.5 Paulo Freire**

Paulo Freire primarily focuses on the suppressions, its major factors and provided solution to it. Belonging to a very lower-class family Freire himself has gone through



this and later on he develop some major ideas on critical sociology of education. He presented a critical way of thinking and teaching. He worked for people to teach them not to get suppressed rather through developing their critical consciousness how they can act against the oppressor. He says, adaptation to the dehumanization is a characteristic of animal. He said this relating to the Brazilian Society. In the context of Brazilian society, he is speaking that education has become a critical task during the transition at stage. However, learning can indeed be effective if the learner is eligible to utilize what he or she has learned. This capability reinterprets learning. But in the other side, he cannot gain knowledge in real life if he becomes unable to implement his learning and recreate it. He always focuses on rising consciousness. According to his critical pedagogy, one who has been oppressed would fight for his own freedom or dehumanization.

To gain more knowledge into the critical pedagogy he has given the concept of the “Banking Model of Learning”. In which he found the similarity between the bank and the educational system. He further mentioned that the banking idea of education as a tool for suppression. The teacher acts as the speaker, and the pupils memorize it robotically. As a result, the students are transformed into vessels which would be stuffed by the teacher. Thus, education would become a deposition process act just like banking system. The depositor is the teacher, and the depositories are the students. He also focused on the “notion of silence” where the students are supposed to be silent, while the teacher is taking the class, they will act as a passive listener. According to Freire’s, reality is not possible in complete silence or isolation. Education and literacy could be used as a method for liberation, with students contributing their own thoughts and information.

Freire also calls student teacher relationship as the relationship of suppressor and suppressed. He emphasizes on the equality of student teacher relationship. He believes that formation of new knowledge can happen only if there would be exchange of ideas between teachers and pupils. According to him education provides freedom from passive learning, or being silent. It helps both the student and the teacher to generate new knowledge.

#### 4.6.6 Feminist perspective

Feminism is one of the important perspectives in sociology which sees the world through women's eyes. Feminist sociologists have the consensus to some extent with the functionalists that education transmit society's norms and values from generation to generation that helps to maintain stability in society. There are different schools of thought in the feminist discourse. However, they do not see from a neutral value consensus perspective. According to them education system also transmits patriarchal values from generation to generation. In India, many school books are loaded with gender stereotypical contexts. Generally, in early stage of education students are taught a woman as cook, a man as farmer and bread winner, a lady as nurse, a man as police officer and so on. Heaton and Lawson (1996) argue that hidden curriculum promote patriarchal values among students. Liberal feminists highlight the issues of patriarchy in education while appreciating the programmes and policy for equality. Few years ago, boys had outnumbered in terms of pass rate in different levels of education. But today girls are excelling in different fields lagging behind their male counterparts. This has become possible because of the inclusive plans and policies. Generally, subjects like Home Science and Psychology are feminized in some Indian universities. Largely girl students are seen to opt these subjects. This feminization of disciplines has confined the girls in limited areas of research and education to certain extent.

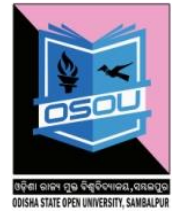
---

#### 4.7 LET US SUM UP

---

In sociology, critical theory can refer to a variety of things, but it is most commonly associated with the Frankfurt School's writings and analyses. It is commonly thought of as a critique of modernity, as well as the developments and institutions associated with modern society. It can also be a criticism of specific sociological schools of thought, or of sociology and social science as a whole. Some major scholars of critical theory like Adorno, Horkheimer, Habermas, Marcus etc. have put forward their view on critical theory which can also be called as neo- Marxist theory. Feminism has addressed the issues of unequal access, out come in the institutions of education as result of patriarchal structure of the society. Although critical perspective has its

limitations in terms of offering a straight vision to policy and planning and outrightly rejecting any solutions, it serves certain important purposes in the study of sociology of education.



---

## 4.8 GLOSSARY

---

**Dialectic-** inquiry into metaphysical contradictions and their solutions

**Feminism-** Feminism is the belief in full social, economic, and political equality for women.

**Frankfurt School- Frankfurt School** is one of Europe's leading business schools delivering German excellence in management and finance education.

**Patriarchy-** Patriarchy is a social system in which men hold primary power and predominate in roles of political leadership, moral authority, social privilege and control of property.

---

## 4.9 MODEL QUESTIONS

---

- Discuss the origin and development of Critical theory
- Explain the characteristic of Critical theory
- Critically examine the contribution of major scholars on Critical perspective of sociology of education.

---

## 4.10 REFERENCE

---

- Fleming, T., & Maynooth, NUI. (2016). *Habermas, critical theory and Education*. Retrieved from [https://www.researchgate.net/profile/Ted-Fleming-2/publication/286459379\\_Habermas\\_Critical\\_Theory\\_and\\_Education/links/5686ff8e08ae051f9af42b2d/Habermas-Critical-Theory-and-Education.pdf](https://www.researchgate.net/profile/Ted-Fleming-2/publication/286459379_Habermas_Critical_Theory_and_Education/links/5686ff8e08ae051f9af42b2d/Habermas-Critical-Theory-and-Education.pdf)
- Fuchs, C. (2016). Critical theory. *The International Encyclopedia of Political Communication*, 1–13. <https://doi.org/10.1002/9781118541555.wbiepc001>
- Garlitz, D. (2016). Marcuse and critical education. *Encyclopedia of Educational Philosophy and Theory*, 1–6. [https://doi.org/10.1007/978-981-287-532-7\\_231-1](https://doi.org/10.1007/978-981-287-532-7_231-1)
- Giddens, A. (2017). *Sociology*. India: Polity



- Gur-Ze'ev, I. (2016). Horkheimer and philosophy of Education. *Encyclopedia of Educational Philosophy and Theory*, 1–4. [https://doi.org/10.1007/978-981-287-532-7\\_330-1](https://doi.org/10.1007/978-981-287-532-7_330-1)
- Haralambos & Holborn. (2014). *Sociology: Themes and Perspectives*. New Delhi: Harper and Collins
- Jayaram, N. (2015). *Sociology of Education in India: Second Edition*. Jaipur: Rawat
- Owlgen. (2020). *Origin and characteristics of critical theory*. Retrieved from <https://www.owlgen.in/discuss-the-origin-and-characteristics-of-critical-theory/#:~:text=Critical%20theory%20born%20out%20of,in%20the%20Europe%20and%20America.&text=Critical%20theory%20originated%20and%20developed,Theoder%20Adorno%20and%20Herbert%20Marcuse>.
- Ritzer, G. (2011). *Sociological Theory*. New Delhi: McGraw Hill
- Sever, M. (2012). A critical look at the theories of Sociology of education. *International Journal of Human Science*, 9(1), 651-751. Retrieved from <https://www.j-humansciences.com/ojs/index.php/IJHS/article/view/2212>
- Turner, J. (1995). *The Structure of Sociological Theory*. Jaipur: Rawat
- Walby, S. (1990). *Theorizing Patriarchy*. UK: Wiley-Blackwell

ଓଡ଼ିଶା ରାଜ୍ୟ ମୁକ୍ତ ବିଶ୍ୱବିଦ୍ୟାଳୟ, ସମ୍ବଲପୁର  
**Odisha State Open University, Sambalpur**

[www.osou.ac.in](http://www.osou.ac.in)  
e-mail: [info@osou.ac.in](mailto:info@osou.ac.in)