Sociological Foundation of Education

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1. Knowledge:
- Demonstrate an understanding of social organization principles, including folkways, mores, values, and institutions, and their implications on education.
- Identify the different types of social institutions such as family, schools, and society, and their functions in shaping individuals' behaviors and beliefs.
- Recall the key theories and concepts of Emile Durkheim, R.K. Merton, and Marxism related to social organization.

2. Comprehension:
- Interpret the meaning and aspects of social institutions and their impact on education.
- Explain the significance of social groups and group dynamics in influencing individual behavior and societal norms.
- Compare and contrast the viewpoints of different sociologists, such as Emile Durkheim and Michel Foucault, on social organization and its implications for education.

3. Application:
- Apply the principles of social organization to analyze real-world examples of how institutions affect educational systems and practices.
- Evaluate the role of social institutions in promoting or hindering social change, with a focus on Integral Humanism and its relevance to Swadeshi principles.

4. Analysis:
- Analyze the factors that influence social organization, including cultural norms, power structures, and economic systems.
- Critically assess the impact of social institutions, such as family and schools, on the formation of individuals' identities and values, and their role in social stability or conflict.

5. Synthesis:
- Synthesize different perspectives on social organization and group dynamics to propose innovative approaches to address social issues in educational settings.
- Develop strategies to foster positive social change within educational institutions based on Integral Humanism principles and Swadeshi philosophy.

6. Evaluation:
- Evaluate the effectiveness of social institutions in promoting equity, diversity, and inclusion within educational systems.
- Critically reflect on the implications of social organization theories for educational policy-making and practice, considering the needs and rights of all individuals within the social group.