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Semester III

Sociological Foundation of Education

Indira Miri School of Education
KRISHNA KANTA HANDIQUI STATE OPEN UNIVERSITY

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COURSE INTRODUCTION : SOCIOLOGICAL FOUNDATION OF EDUCATION

Education as a process and an idea exists within a societal context. Whether formal or informal learning, education is organized in the society by individuals who are members of a particular group, community, states and nation. So, you can understand the significance of the society in educational transactions and organizing curricular events.This is the course in Education for the Third Semester of UG Level. This course depicts the relationship between education and society and also the role and importance of education upon society. Sociology is the scientific study of society, as such, it closely examines human interactions and cultural phenomena, including topics like inequality and urbanization and the effects of these on groups and individuals. This course is designed to introduce you to a range of basic sociological principles so that you can develop your own sociological imagination.

In this course, the *First Unit* deals with the meaning, concept, scope of educational sociology and also its needs and importance. The *Second Unit* identifies the origin of society and the role of education towards socialisation.The *Third Unit* explains the entire process of socialisation in detail. The *Fourth Unit* deals with the concept, *causes, agencies of social change and also explains how education palys a significant role in social change. Fifth Unit* explains in detail the concept and causes of modernisation, westernisation and globalisation and role of education towards such changes in India. *Sixth Unit* reflects on the important concept like *social organisation and disorganisation*. Again, in the *Seventh Unit* there is a very detail discussion on various *social groups* and how education can play a *significant role in the formation of group leader.* And in the last unit of the block, i.e, in the *Eight unit,* a clear description is given on *social stratification* and *the relation of education on social stratification.*The *Ninth Unit* gives a detail elaboration on *Social mobility and Education*. The *Tenth Unit* and Eleventh Unit focus on the relationship between education and community and *the role of education in cultural context. The Twelfth and Thirteenth units* deals with a detail discussion on *Education for disadvantaged secyions of Society and Equalization of Educational Opportunities. The Fourteenth and Fifteenth Unit* are all about *the role of education in democracy and on Social Control.*

While going through a unit, you will notice some along-side boxes, which have been included to help you know some of the difficult, unseen terms. Some “ACTIVITY’ (s) have been included to help you apply your own thoughts. Again, we have included some relevant concepts in “LET US KNOW” along with the text. And, at the end of each section, you will get “CHECK YOUR PROGRESS” questions. These have been designed to self-check your progress of study. It will be better if you solve the problems put in these boxes immediately after you go through the sections of the units and then match your

UNIT 1: EDUCATIONAL SOCIOLOGY

UNIT STRUCTURE

1.1 Learning Objectives

1.2 Introduction

1.3 Concept of Sociology

- 1.3.1 Meaning and definition of Sociology
- 1.3.2 Relationship between Education and Sociology

1.4 Meaning of Educational Sociology

- 1.4.1 Definitions of Educational Sociology
- 1.4.2 Nature of Educational Sociology
- 1.4.3 Scope of Educational Sociology

1.5 Need and importance of sociological approach in education

1.6 Educational Sociology and Sociology of Education

1.7 Limitations of Educational Sociology

1.8 Let Us Sum Up

1.9 Further Reading

1.10 Answers to Check Your Progress

1.11 Model Questions

1.1 LEARNING OBJECTIVES

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

- define the concept of Sociology
- discuss the meaning, nature, and scope of Educational Sociology
- explain the need and importance of Sociological approach in education

1.2 INTRODUCTION

A man is born in society and he has to pass his life in the society. In the society, he is influenced by various factors and he also influences the society. The individual and society both react upon each other. Both of these have a mutual relationship. It is on account of this factor that this interaction becomes an important topic of study in the domain of education. Sociology is such a subject which studies this interaction. The social significance of education is studied by Educational Sociology. This unit introduces you to some basic concepts of Sociology and Educational Sociology, its relevance and its need and importance in day-to-day life of every individual.

1.3 CONCEPT OF SOCIOLOGY

The history of the development of Sociology starts from 1837 when French Philosopher, Auguste Comte coined this word. In 1837, in one of his lectures, he used the word 'Sociology'. By Sociology, he meant the application of scientific method in the study of the relationship between the society and the individual. Comte considered this subject as 'Pure Knowledge' because its study can be made through methodical and pure researches.

1.3.1 Meaning and definition of Sociology

Compared to other sociological sciences, Sociology is a new subject of study. It is described as the youngest of all social sciences. Aristotle had commented that man is a social animal. He realized the need and prospect of sociological study of man. Of course, in those days Sociology did not come out as a distinct science of study. The word "Sociology" has been derived from the Latin word "Socius" meaning "associates" or "companions" and the Greek word "Logos" meaning "scientific study". So, the etymological meaning of Sociology is, "the science of society". In order to make our modern concept of Sociology clear, some of the definitions on the subject may be taken into consideration:

- According to Giddings, “Sociology is an attempt to account for the origin, growth, structure and activities of society.”
- According to Kimball Young, “Sociology deals with the behaviour of man in a group.”
- According to Moore and Cole, “Sociology studies plural behaviour.”
- Emile Durkheim defines Sociology as the “science of social institutions”.

As a summary to the above definitions, it may be said that Sociology is the scientific study of society. It studies behaviour of man in relation to society. Man has two aspects of consideration-biological and social. Sociology, as a subject, studies man not as a biological individual but as a social individual.

On analysis of the above definitions we may deduce certain general points for our consideration on sociology as a subject. They are-

- Sociology is the science of society.
- It studies the nature of social relations and behaviour of man.
- It studies the origin, growth and development of human society.

1.3.2 Relationship between Education and Sociology

Sociology and Education, as two branches of knowledge, concerned essentially with man and his life, are intimately related. Education has come to be known as one of the basic activities of human societies everywhere. The continued existence of a society depends upon the transmission of its heritage to the young. It is essential that the young be trained according to the ways and expectations of the groups so that they will behave in a desired way. All societies have their own ways and means of meeting this need. ‘Education’ as a process has come to stay as an effective means of meeting this need.

The term “education” comes from the Latin word “educare” which means to bring up. Another Latin word“educere” which means to bring forth. So, the derivative meaning of the word Education is to bring forth as well as bring up. Education, in its widest sense, can mean everything that is learned by an individual in society. Durkheim conceived of education as the ‘socialisation of the younger generation’. It is a process of transmission of social heritage. Education consists of “an attempt on the part of the adult members of human society to shape the development of the coming generation in accordance with its own ideals of life.”

Education and Sociology are intimately related. Education is one of the major institutions of society. It is the creation of society itself. Educational activities constitute a part of the social activities of man. In this way ‘education’ appears as a branch of Sociology. Educational Sociology is a branch of the discipline of sociology which is confronted with the problems of relationship between society and education.



CHECK YOUR PROGRESS

Q 1 : Who first coined the term “Sociology”?

.....

.....

Q 2 : Define the term Sociology in your own words.

.....

.....

1.4 MEANING OF EDUCATIONAL SOCIOLOGY

Education is a process of socializing the individual child. It means that the child needs to be given education in accordance with the needs, hopes and aspirations of the society. Education should help the child in making him a socially efficient individual. As an individual he should enjoy the benefits of society and, at the same time, the society should also be benefited in turn by his own creative and productive work. Education is, therefore, a conscious and purposeful activity through which the child is trained to live an effective life in society. Schooling is nothing but a process of socialisation of the individual child through formal educational agencies of society. Educational Sociology as a subject may be described as an important branch of Applied Sociology. It applies the theoretical principles of Sociology in the field of education, more particularly in the classroom situation of learning. It is a subject that helps to tackle the problems of education by making use of the sociological principles. Educational Sociology makes us aware of the social nature, implications and significance of education. It evolves methods and procedures, prepares plans and programme in bringing about the desired changes in behaviour and attitude of the students and the teachers. It involves the whole school community that includes the students, the teachers, the parents, the administrators, social leaders and the community people concerned with the whole of educative process.

Educational Sociology, after studying of the interactions of the different elements of the society with the individual, throws light on their importance in education. This science emphasizes the progress of the society through the medium of education. The problems of schooling and instructions are looked upon especially as the problems of society. For example, it studies as to what type of education should be given to the children? What should be its curriculum, which books are to be taught and also why the children become delinquents, truants etc.? The answer to these questions can only be obtained through a study of the nature and form of the society. Educational Sociology also tries to search a suitable

solution for these problems. This science throws light on those institutions and organizations and on those social interactions which are of great importance in the educational process. In short, this science utilizes the total educational interaction which helps in the personality development of the individual so that he becomes a better social being.

The discussion on Educational Sociology, thus, bring us two basic premises, namely,

- Studies of the educational system as a sub-system of the total system of the society and
- The perspectives of Sociology are applied in the analysis of educational phenomena.

1.4.1 Definitions of Educational Sociology

There are many important definitions given by different sociologists regarding the concept of Educational Sociology. We can consider the following definitions of Educational Sociology as important:

- Ottowa has defined the subject of Educational Sociology in the following words- "Educational Sociology starts with assumption that education is an activity which goes on in the society and the society in its turn determines the nature of education."
- According to Cook and Cook, "Educational Sociology is the application of sociological knowledge and technique to educational problem in the field of human relations and material well-being."
- According to Robert Stalcup, "Educational Sociology is the application of general principles and findings of Sociology to the administration and process of education. This approach attempts to apply principles of Sociology to the instruction of education as a separate social unit."
- According to Brown, "Educational Sociology is the study of interaction of the individual and his cultural environment."

- According to Good, "Educational Sociology is the scientific study of how people live in social group especially including the study of education that is obtained by living in the social groups and education that is needed by the members to live effectively in the groups."

1.4.2 Nature of Educational Sociology

The nature of Educational Sociology may be discussed as follows :

- Man is a social being. He has to learn the lesson of social adjustment in school with the help of his teachers and school mates. Educational Sociology recognizes the social nature of man and plans accordingly.
- As social beings all men are equal. They cannot be discriminated on the basis of birth, occupation, beliefs and place of living. Educational Sociology recognizes this fundamental principle and makes education accessible to all persons without distinction. She/He is given opportunities to receive education to the maximum level of his capacity.
- Individual is necessarily affected with the social elements. Educational Sociology studies these impacts objectively and applies them in the educational environment of the school.
- Culture which is the most important element of society is formally preserved and transmitted in the school. Educational Sociology analyses the desirable and undesirable aspects of culture by comparing them with the national and international culture.
- Educational Sociology helps the philosophers in constructing curriculum keeping in view the socio-economic tendencies and demands of the society.
- It helps us to provide sound social bases for educational researches. Sociological researches in education have special significance.

- Educational Sociology studies the causes of social and group conflicts which are to be removed by imparting suitable education.
- Educational Sociology paves the way for independent living of the child in the society.

1.4.3 Scope of Educational Sociology

Educational Sociology as a subject has its special field of study so far as educational theory and practice are concerned. From the sociological point of view education is not merely the act of schooling or teaching-learning process or a certain body of subjects. It is equivalent to the development of character and social personality of the learner by means of imparting education of social life and its experiences. Our social life is consisted of variety and multiplicity of experiences in society that include games and sports, music, art and culture, religious and communal observances and ceremonies, debate, discussion and intellectual exchange of experiences of socio-political situation inside and outside the classroom. So, it is education that provides the wider scope of study in Sociology. Modern education therefore, identifies itself with the sociological study. Its main objective is to socialize the individual child through the programmes of school activity. Some of the scope or major areas of study that have been provided by Educational Sociology may be described as below-

Aim of education :

Determination of an appropriate aim of education acceptable to all sections of people in society is a major problem of education. Sociology as a subject plays an important role in determination of aims and objectives of education. Sociologically considered the aim of education is to make an individual live a better life in society. Individual biological qualities, and instinctive tendencies and urges of a child need to be trained and developed in society for social progress. John Dewey had emphasized the aim of education from

sociological point of view. According to this aim, education should make a child socially fit and efficient. Sociology has a direct influence on determination of a suitable aim of education. Sociological study can help the teacher and the educator to decide the aim of education helpful for individual development in society.

Functions of education :

Sociology as a subject identifies itself with the comprehensive function of education. Educational thinkers have pointed out that the functions of education are broadly of two types - conservative and progressive. The task of education is to conserve and preserve the social heritage of the people in the past. Every new generation should be acquainted with the art, culture, literature, science and technology of their predecessors. Little children should learn them in the form of books and the courses of study in school. Teacher is to help the society to conserve the past heritage of man in the young minds. Similarly, education is to make necessary progress and development of social heritage for future. It helps to evolve new ideas, thoughts, principles and new creations in human mind for social progress. Sociology as a subject can only give us the idea and the insight into progressive development of the social heritage through education.

Curriculum :

Sociology provides the wider scope of determination of effective curriculum for modern education. As the needs of society are in the process of change, curriculum is to follow the principle of dynamism and progressivism with the changes of time and its need. From sociological point of view, curriculum should reflect the social, cultural, scientific and technological values of society, its hopes and aspirations and the future needs and prospects. Planning of a curriculum should therefore be based on the conditions and needs of society. The subject matter of school curriculum must include the items of knowledge that have their relevance to society of the past and the present. There are again certain new subjects which

are to be evolved in the curriculum on consideration of sociological needs, hopes and prospects of society. It is therefore quite evident that Sociology as a subject provides the basis of the determination of the school curriculum.

Method of education :

Sociology as a subject has influenced the method of teaching in modern education. In old days education was the unilateral activity of the teacher. He used to dominate curriculum and the method of teaching, and the standard of discipline maintained in school. It was somewhat authoritarian role of the teacher that was imposed on the students. Their interests, aptitude, hopes and wishes did not find consideration in education. At present such a method has been rejected and the unilateral and authoritarian role of the teacher is removed. School is now considered as a society or a community where young boys and girls are being trained for social efficiency and development. Children are given opportunity for self-expression through self-activity in learning. They enjoy freedom and democratic status as members of school. Modern methods of teaching emphasize on social behaviour, social participation and co-operation in learning. Modern methods of teaching try to utilize the social forces that operate in the group life of the classroom situation. Sociology has therefore influenced modern methodology of teaching.

Discipline :

Disciplinary method and its underlying principles are have been influenced by the sociological concept at present. The old concept of discipline was dominated by the principle of control and repression by using punishment. This repressive method has been replaced by the concept of freedom of self activity and self discipline through self realization. Education today believes in the spontaneous self-expression of children in the social situation of the classroom. Pragmatic philosophy of Dewey believes in discipline of children through collective responsibility of work in the group life. This type of discipline has been worked out in the project method of education.

Thus, it is Sociology that helps the teacher to evolve an effective method of discipline workable in modern education.

Role of the teacher :

The concept of teacher's role and responsibility has also been influenced largely by the sociological concept. The teacher is not to be treated merely as the lesson maker and a disciplinarian of the young minds. His role and responsibility have been extended to the society or community to which the school belongs. He is to give effective leadership to the community in facing and solving the various social problems. A teacher is responsible for educating the illiterate adults to develop the community life of the people. He takes necessary care of their health and hygiene, and also promotes their economic and cultural life. On consideration of these broad objectives of the teacher, the school is at present described as the community development centre. Study of Sociology can only make such role and responsibility of the teacher clear in his mind.

Besides, the above mentioned scope of Educational Sociology, Dr. S.S Mathur mentioned some specific problems which are vital organs in its study. They are as follows:

- What is the importance of teacher in the society and how can he be given a place of honour in it?
- What type of relationship should be established between the teacher and the taught? How do social feelings influence this relationship?
- How can mutual relationships be established between school and other agencies?
- What are the needs and the motives of the local community?
- How can social elements be broken into smaller units like school, playground etc. and what relationships exist between them?
- How does the social life influence the school and the individual?

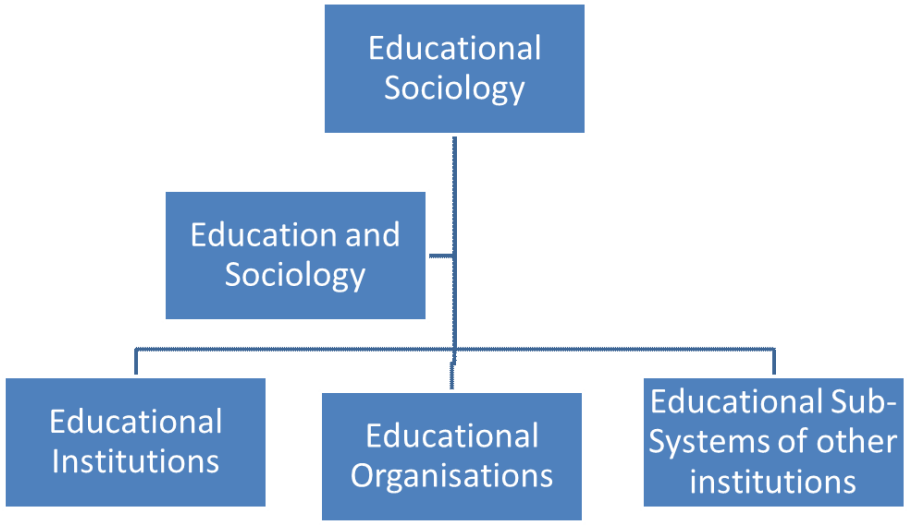
- How can through ideal social life and good schooling democratic feelings be inculcated?
- How can such desirable changes in the curriculum which may help in the progress of the individual and the society be brought about?
- What is the importance of press, radio and films in the sociological progress?
- How are the social progress and social control possible?

In this way, we can say that in the scope of Educational Sociology, the study of each and every type of social relationship is included.



LET US KNOW

This is the famous model given by Clark which consists of the following four sectors or the areas of study for Educational Sociology





CHECK YOUR PROGRESS

Q 3 : What do you mean by Educational Sociology?

.....

.....

Q 4 : Mention two important characteristics of Educational Sociology.

.....

.....

1.5 NEED AND IMPORTANCE OF SOCIOLOGICAL APPROACH OF EDUCATION

The twentieth century was marked by significant development of the all social sciences. In this context the need and importance of Sociology as a science of human relationship has been widely felt. Scientific study of society is at present well developed in different branches of the humanities subjects such as Economics, Politics, Psychology and Education. Importance of the study of Educational Sociology is quite obvious from the point of view of democratic concept and its growing popularity in education at present. It helps to understand human relations and interactions in the field of learning and development. Modern educationists are interested in interpreting educational problems from sociological point of view. In fact, in the second half of the twentieth century Sociology has gradually come nearer to education. The need and importance of the study of sociological approach in education may be highlighted with the following points-

- The study of Educational Sociology is a must to evolve an acceptable aim of education to the satisfaction of different sections of people in society.

- Its study can help to construct curriculum effectively for the society that may help to realize the hopes and aspirations of the people in the society.
- Educational Sociology can readily explain the conservative and progressive role of education to the teachers and the students.
- Sociology helps to understand relation between school and society or the community and the functions of the school as a special society for community for social progress.
- It helps the teacher and the students to understand and appreciate their own responsibility towards society and thereby to perform them more appropriately.
- Through Sociology man can learn how to live a better life with other members in the society, without any prejudice and with consciousness of the rights and duties of the individual.
- Its study can help to understand inter-relationship of the social institutions and can control conditions of social life and to improve them.
- Nature and characteristics and the role of the family as a social unit towards school and society are clearly explained by Sociology.
- Sociological concept of education can help to understand the present democratic principles of education and appropriate application of them.
- Sociological study can help to understand clearly the present complexities of modern society created by science and technology and help to tackle them effectively.
- Modernization of the present society through development of the new outlook and attitude of the people may be made possible through sociological study.
- Educational Sociology helps to understand national and international issues and problems and thereby develop the sense of national integration and international and global understanding in human mind.

1.6 EDUCATIONAL SOCIOLOGY AND SOCIOLOGY OF EDUCATION

It is acceptable to most of the sociologists that Emile Durkheim was the first thinker who clearly indicated the need for sociological approach to the study of education. But it is to be seen that even though Durkheim had put the position regarding the sociological approach to education with lucidity and clarity yet it was after many years that the sociologists started to pursue their studies in this direction.

Smith, Zorbaugh, Kulp and many others subscribed to the viewpoint that Educational Sociology is the application of sociology to educational problems. According to this view, Educational Sociology is strictly technology and not science at all. In the words of Francis Brown, "The educational sociologists utilizes all that has been learned in both fields, but joins them in a new science by applying sociological principles to the whole process of education." Educational Sociology can thus be described as that discipline which applies the general principles and findings of Sociology to the process of education. The findings of sociological researches are applied to the planning of educational programmes and activities. Educational Sociology formulates ideals by which educational planning is to be guided. Thus, the sociological researches provide the guidelines for education.

As the number of investigations and the directions in which these investigations were made increased among the sociologists and educators, there appeared confusion as to what the proper dimensions of Educational Sociology should be. There were differences of opinion regarding what types of researches are to be classified under the head of Educational Sociology. This led to the thinking that there is a separate branch of knowledge which can be designated as Sociology of Education. Soon Educational Sociology became a historical phenomenon. In 1963, *the Journal of Educational Sociology* became the *Journal of the Sociology of Education.*

Angell in 1928 expressed the view that "Educational Sociology is merely a branch of the pure science of sociology." He preferred to call the area of the discipline developing on the basis of the researches in school

situation as the Sociology of Education, thereby indicating that the school as a source of data could be analyzed. Later on Reuter also made a similar delineation of the field. He also emphasized that there should be developed an area of study known as sociology of education not only as application of sociology which was being referred hereto as the Educational Sociology.

To sum up the distinction between the Educational Sociology and the Sociology of Education, we may quote Znaniecki. He said, "Educational Sociology like educational psychology, evolved as a discipline designed to prepare educators for their future tasks. It uses the results of sociological research in planning educational activities and in developing effective methods of realizing these plans. On the other hand, we may describe Sociology of Education as that branch of knowledge which presents a sociological theory of education developed through the various analytical studies of the interactions between individuals in the formal school like educational situations or the other multiple informal educational situations."

The Sociology of Education includes the analysis of the relationship of the educational system to other aspects of society. This analysis is done with respect to several sub-divisions, among which may be included:

- The function of education in the culture.
- The relationship of the educational system to the process of social control and the power system.
- The function of the educational system in the process of social and cultural change or in the maintenance of the status quo.
- The relationship of education to the social class or status system in the relationship among racial, ethnic and other groups.

A second area of analytical studies as referred to by Brookover and Gottlieb is the analysis of the school as an ongoing social system. There may be described two general types of sociological analysis in this area: (i) the nature of the school culture, particularly as it differs from the culture outside the school and (ii) the patterns of social interaction or the structure of the school society.

A student comes in contact with various teachers in the school. The teacher also comes in contact with many students. With each he

develops certain social relations. These relations are inter-connected with one another because the task of the teacher is to educate the students and all these relationships develop in the process of the performance of these tasks and so they are described as inter-connected. We call a system of inter-connected social relations between an individual and a number of others a social role. The social role of the teacher differs from the social role of the student and both these roles differ from other social roles. An analysis of the social role or roles also comes under the purview of analytical studies included in field of Sociology of Education.

Besides the above three areas there are many more areas of sociological analysis with reference to education and the field is extending day to day with a large number of investigations being conducted relating to the social process of education.

We can draw the difference between Educational Sociology and Sociology of Education in the following manner:

- Educational Sociology recognizes the social nature of man and plans accordingly whereas Sociology of Education analyses the institutions and organizations of education.
- Educational Sociology analyses the desirable and undesirable aspects of culture by comparing them with the national and international culture whereas Sociology of Education studies education as an agent of transmission of culture.
- Educational Sociology as a subject tries to study human nature, culture and social heritage of man comprising the past, present and future whereas Sociology of education makes studies of school organizations and the relation between schools and social structure, especially social class, family and neighborhood.
- Educational Sociology describes a man as a social individual whereas Sociology of Education stresses upon the social importance of education.

1.7 LIMITATIONS OF EDUCATIONAL SOCIOLOGY

Educational Sociology has greatly helped in the immense progress which education has achieved. This discipline has made us conversant with the fact that education is a social process and it cannot be given in a desirable manner till it does not study the social environment and its influence on human personality. But if we take social point of view as foremost in education then its progress will not be very much. We will have to decide the aims, methods, curriculum, discipline etc, on the basis of our knowledge of educational philosophy because this discipline provides us with a desirable point of view to solve such problems. Educational Sociology informs us about the social nature of education and emphasizes the mutual relationship of education and society. But it fails to tell us as to what type of society is needed? What should be its aims? What should be its ideals and values? What should be the ideals and aims of life? Only philosophy can provide answer to these questions. Therefore, we can say that Educational Sociology can function efficiently only within certain limitations. It does not determine the important factors in education. It does not answer the ultimate questions raised in providing education to the new generation. Therefore, it must be helped by educational philosophy so that education may be planned most effectively.



CHECK YOUR PROGRESS

Q 5 : Mention two limitations of Educational Sociology.

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1.9 LET US SUM UP

- The history of the development of Sociology starts from 1837 when French Philosopher, Auguste Comte coined this word. In 1837, in one of his lectures, he used the word ‘Sociology’.

- The word “Sociology” has been derived from the Latin word “Socius” meaning “associates” or “companions” and the Greek word “Logos” meaning “scientific study”. So, the etymological meaning of sociology is “the science of society”.
- Education and Sociology are intimately related. Education is one of the major institutions of society. It is the creation of society itself. Educational activities constitute a part of the social activities of man. In this way ‘education’ appears as a branch of Sociology. Educational sociology is a branch of the discipline of sociology which is confronted with the problems of relationship between society and education.
- Educational Sociology as a subject may be described as an important branch of applied Sociology. It applies the theoretical principles of Sociology in the field of education, more particularly in the classroom situation of learning. It is a subject that helps to tackle the problems of education by making use of the sociological principles.
- Educational Sociology makes us aware of the social nature, implications and significance of education. It evolves the methods and procedures, prepares plan and programmes in bringing about the desired changes in behavior and attitude of the students and the teachers. It involves the whole school community that includes the students, the teachers, the parents, the administrators, social leaders and the community people concerned with the whole of educative process.
- Educational sociology informs us about the social nature of education and emphasizes the mutual relationship of education and society. But it fails to tell us as to what type of society is needed? What should be its aims? What should be its ideals and values? What should be the ideals and aims of life? Only philosophy can provide answer to these questions. Therefore, we can say that Educational Sociology can function efficiently only within certain limitations.

- School as a specialized formal agency of education, helps the child to be a socialized human being from the point of communicating with others, playing co-operatively, showing sympathy and beginning to recognize the rights of others and of learning some control over infantile emotional outbursts.
- Sociology is related to Anthropology in the sense that Sociology studies society whereas anthropology studies man. But as man and society are mutually interrelated hence it is very difficult to distinguish two.
- Again, Sociology depends on History because History helps and enriches Sociology. History is the store house of knowledge from which Sociology gained a lot. Sociologist always refers to the historical material available for understanding social and cultural change.
- Sociology has a great affinity with Psychology because there are many Psychological problems which must have a Social Cause. Psychology requires the help from Sociology to understand these social problems.



1.10 FURTHER READING

1) Talsera Hemlata, (2009), “Sociological Foundations of Education”, Kanishka publishers, distributors, Ansari Road, Daryaganj, New Delhi-110002
2) Dr. S.S. Mathur, (2008), “A Sociological Approach to Indian Education” Vinod Pustak Mandir, Dr.Rangeya Raghava Marg, Agra-2
3) Bhattacharya, Srinibas. (2006): Sociological Foundation of Education: Atlantic Publishers
4) Singh, Y.K. (2007): Sociological Foundation of Education: APH Publishing
5) Aggarwal, J.C. (2002): The Philosophical and Sociological Perspectives on Education: Shipra Publication

6) Bhatia, Kamala. (1992): The Philosophical and Sociological Foundations of Education: Doaba House.



1.11 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q. No. 1 : The term "Sociology" was first coined by Auguste Comte.

Ans to Q. No. 2 : Sociology is the theory or science of human association or human society. It recognizes the social nature of man. It studies the nature of social relations and behaviour of man. It studies the origin, growth and development of human society.

Ans to Q. No. 3 : Educational Sociology as a subject may be described as an important branch of applied Sociology. It applies the theoretical principles of Sociology in the field of education, more particularly in the classroom situation of learning. It is a subject that helps to tackle the problems of education by making use of the sociological principles. Educational Sociology makes us aware of the social nature, implications and significance of education. It evolves the methods and procedures, prepares plan and programmes in bringing about the desired changes in behaviour and attitude of the students and the teachers. It involves the whole school community that includes the students, the teachers, the parents, the administrators, social leaders and the community people concerned with the whole of educative process.

Ans to Q. No. 4 : The two important characteristics of Educational Sociology are :

- Educational sociology recognizes the social nature of man and plans accordingly.
- Educational Sociology recognizes this fundamental principle and makes education accessible to all persons without distinction.

Ans to Q. No. 5 : Two limitations of Educational Sociology are :

- It does not determine the important factors in education.

- It does not answer the ultimate questions raised in providing education to the new generation.

Ans to Q. No. 6 : Yes, there is a strong co-relation between sociology and anthropology. The relationship is so close that Anthropologists like A.L. Kroeber consider Sociology and Anthropology as twin sisters. They often appear as two names for the same subject. R. Redfield recognizes the closeness between these two social sciences. Anthropology contributes to the growth of Sociology. Without the help of anthropology the study of Sociology can't be complete. It is a part of Sociology. Anthropology provides knowledge about ancient societies. To have a comprehensive understanding of present society Sociology takes the help of anthropology.

Ans to Q. No. 7 : Sociology is a subject which has an affinity with psychology. Each and every social problems and social phenomenon must have a psychological basis for the solution of which sociology requires the help from psychology. A new branch of knowledge has developed with the combination of sociology and psychology which is known as social psychology.

Ans to Q. No. 8 : History helps and enriches Sociology. History is the store house of knowledge from which Sociology gained a lot. History provides materials which sociologists use. History is a record of past social matters, social customs and information about different stages of life. Sociology uses this information. Books written by historians like A. Toynbee are of great use for Sociologists. To know the impact of a particular past event sociology depends on history.



1.12 MODEL QUESTIONS

A) Very Short Questions (Answer each question in about 50 words)

Q 1 : Who used the word Sociology for the first time and when?

Q 2 : Define Sociology.

Q 3 : Define Educational Sociology.

B) Short Questions (Answer each question in about 150 words)

Q 1 : Discuss the relationship between Education and Sociology.

Q 2 : Explain in brief the nature of Educational Sociology.

Q 3 : Point out the difference between Educational Sociology and Sociology of Education.

Q 4 : Mention briefly the limitations of Educational Sociology.

C) Long Questions (Answer each question in about 300-500 words)

Q 1 : Discuss the scope of Educational Sociology.

Q 2 : Discuss the need and importance of Sociological Approach of Education.

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UNIT 2 : EDUCATION AND SOCIETY

UNIT STRUCTURE

2.1 Learning Objectives
2.2 Introduction
2.3 Society and its Origin
2.4 Factors of Society and their Influence on Education
2.5 Education as a Social System
2.6 Meaning of Socialisation
2.7 Education as an Instrument of Socialisation Process
2.8 Let us Sum up
2.9 Further Reading
2.10 Answers to Check Your Progress
2.11 Model Questions

2.1 LEARNING OBJECTIVES

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

- explain the meaning of society and its origin
- identify the factors of society and their influence on education
- discuss education as a social system
- explain the meaning of socialisation and education as an important tool of socialisation process

2.2 INTRODUCTION

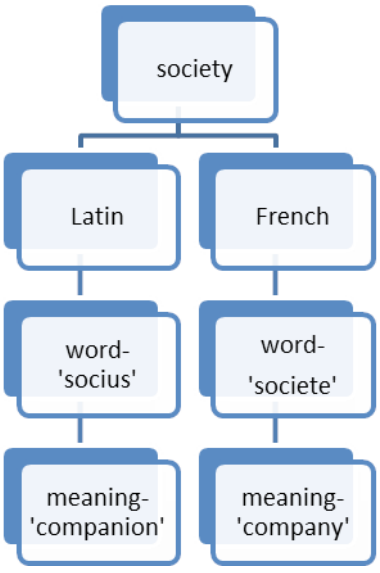
Man is a social animal and cannot live outside the society. From birth to death whatever we do, is within the limits of society. Thus, it is very important to know our society and its origin as well. This unit will help us to know the facts about our society and its origin, theories of society and different factors of society and their influence on education. Social system is also a very important aspect of society. It describes the interrelationships, mutual understanding and the 'we-feeling' among the members of a society. Education is also considered as a social system because it is the base of any modification or betterment of the society. It preserves our culture and

transmits the same from generation to generation. Man learns about the different values and norms of society through the process of socialization. Again, without education socialization is not possible.

2.3 SOCIETY AND ITS ORIGIN

Man cannot live alone. His existence is impossible without society. Society is the most essential condition for a human to survive. That is why long back Aristotle said that man is a social animal. Douglas S. Massey (2001) of University of Pennsylvania in his research stated that “Human society emerged over 6 million years of hominid evolution. During this time group size steadily increased, and to maintain group cohesion human beings gradually evolved a well developed social intelligence based on the differentiation and refinement of emotions…. Full rationality came rather late in human evolution, and it has only been within the last 100 years that the social conditions emerged for a mass culture based on rationality.”

The beginning of the human society is still a mystery. There is no exact date or time of its creation. The path from the past to present society is not a simple one. It experienced many beginnings and changes and is still going through the same process of change. We are known as the survivors of the bipedal primates – ‘hominids’. The term ‘society’ has its roots in Latin and French languages. It can be shown as :



Generally, society can be understood as a group of human beings who are sharing a common geographical area, values, ideas and ideals, lifestyles and culture etc. They maintain some common norms with a sense of mutual understanding. The society does not have any particular size; it may be small or large. For the formation of any society some essential conditions are needed like mutual contact between persons, exchange of thoughts and ideas, the feeling of oneness, preservation of rights etc.

If we want to track the origin of the society more closely, we must have a detailed discussion on the theoretical aspects. There are basically two important theories which explain the relationship between man and society. They are – Social Contract Theory and the Organismic Theory. Between them, it is the **Social Contract Theory** which directly deals with the origin of society.

This theory supports equality and freedom to each and every individual. Individuals were living on earth even before the existence of society in its true sense. Society is originated as a result of the sharing and mutual agreement among the individuals of a particular geographical area. This theory was mainly led by Thomas Hobbes, John Locke and J.J. Rousseau. They supported the view mutually that before the beginning of civil society, men lived in a 'state of nature', which was the pre-social state and by establishing a contract among the members the society formed. Their thoughts may be discussed as follows:

Thomas Hobbes :

The famous English thinker Thomas Hobbes believed that society was created to protect men against the consequences of their own selfish nature. People were "selfish, self-seeking, cunning, egoistic, brutal and aggressive" in the state of nature. So, to ensure security they established a mutual contract among them and surrendered their natural rights to the higher authority.

John Locke :

John Locke viewed the state of nature as a state of "peace, goodwill, mutual assistance and preservation." But as there was no system of law and justice, men faced some negative or 'ill condition'. So, to escape from the disturbed

situation created by 'corruption and viciousness of degenerate men', the other members entered into a sort of contract and thus society came into existence.

Jean Jacques Rousseau :

J.J. Rousseau is the author of the famous book ***'The Social Contract'*** (1762). He believed, in the state of nature, men enjoyed a life which was healthy, out of any fear, good, pure, innocent and positivity. They enjoyed some sort of freedom and equality uncontrolled by social laws. But this happiness started to disappear as the population increased. As a result conflicts began in the society. To escape from this situation men started to live collectively and a contract among the members was established. Thus, a civil society came into existence.



LET US KNOW

- The term 'society' has its roots in Latin and French languages. In Latin, it has been derived from the word 'socius' meaning 'companion' and in French the term is 'societe' which means company.
- Mainly there are two theories which explain the relationship between man and society. They are – Social Contract Theory and the Organismic Theory. Between them, **Social Contract Theory** deals with the origin of society.
- Chief exponents of Social Contract Theory are Thomas Hobbes, John Locke and J.J. Rousseau.



CHECK YOUR PROGRESS

Q 1 : Give the etymological meaning of Society ?

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2.4 FACTORS OF SOCIETY AND THEIR INFLUENCE ON EDUCATION

Society is a group of people sharing common ways of living, philosophies, beliefs, norms etc. It experiences different changes from time to time. Society is also influenced by different factors which are interacting and overlapping one another continuously. They determine the process, progress and structure of the society. Some of the determinants of society can be mentioned as follows:

- **Human Factor :**

  A society is characterized by the interrelationships among its members. Human Factor determines the understanding and interactions among humans and other elements of a social system. It deals with how humans behave physically and mentally in relation to their particular environment, relations and services.

- **Social Factor :**

  Society is a complex aggregate of different social factors like family, social and religious institutions, poverty, illiteracy, unemployment etc. These also determine the growth and structure of the society.

- **Cultural Factor :**

  Material and non-material culture determines the actual base of any society. It is the ideas, ideals, philosophy, morals, values, norms, customs, traditions, rules, laws etc. through which a society develops.

- **Education :**

  Education is the most powerful and influential factor of any society. It brings all round development in the members and as a result they form and run a better society. Without education no society can develop.

- **Religious Factor :**

  Religion is nothing but the faith or belief in the supernatural power or God. It tries to control the society through different beliefs, rituals, customs, traditions, rules etc. It is a system of our behaviours and practices.

- **Demographic Factor :**

  These factors are used to collect and evaluate the population data from a particular region which influences the society in different ways like unemployment, population explosion, urbanisation, migration etc. It again includes different sub-factors like age, gender, marital status, race, education, income, profession etc.

- **Political Factor :**

  At present every country, state or society is run by some kind of political party. The ruling party tries to establish their beliefs, ideas, philosophies and principles in the society. Their philosophy also influences the rules and regulations, laws and norms of the society. But it also undergoes some changes from time to time.

- **Economic Factor :**

  The economic condition of a country is a very important factor to determine the status and lifestyle of the members of a society.

- **Science and Technology :**

  Due to the advancement of science and technology every society is enjoying a much easier life than before. Society cannot progress if it does not accept the positive sides of science and technology.

Besides these, there are some other factors of society like environment, geographical condition, corruption, industrialisation, migration, urbanisation, social change, cultural change etc.



LET US KNOW

- There are different factors of the society which influence it in different ways, like culture, education, human beings, religion, politics, science, technology etc. They influence society directly or indirectly, but in a continuous way.



CHECK YOUR PROGRESS

Q 2 : Mention any three factors of society.

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2.5 EDUCATION AS A SOCIAL SYSTEM

When a group of people start to share a common geographical area with almost common values and culture and follow same norms or laws fixed for the group, they form a 'society'. A society demands natural contact among the members and exchange of ideas too. It must have permanency and continuity. Society also undergoes some modification, but these changes or modifications should not threat the continuity and existence of society.

Merriam Webster said, "A social system is the patterned series of interrelationships existing between individuals, groups and institutions and forming a whole." Talcott Parsons framed the Theory of Social Systems for the first time. It is an organisation of individuals into different segments having different nature, function and status. The term social system implies a systematic arrangement of the different parts of the society. Thus relationship among the various parts demands interaction. A social system cannot be maintained properly without the 'we feeling' among its members. Mutual understanding, interaction and interrelation of individuals are the bases of a Social System. Here the members share the common norms and values.

Developments or modifications for the betterment of the society are impossible without education. Education is the main instrument towards bringing social change and progress. Again the pattern of any educational system is influenced and determined by the society it serves. Education generally follows the ideas of the society. It preserves the culture and values of the society and transmits it from generation to generation to shape its pattern.

Education as a social system can be discussed on the following grounds :

- ***Development of the individual :*** Society completely depends on its members for development. Therefore education is needed to bring all round development among the individuals so that they may contribute towards bringing the betterment for the society.
- ***Process of socialisation :*** Socialisation is the process through which a child learns all the social norms, traditions etc. Education is the major instrument of socialisation, because it is through education only that the child learns all social behaviour.
- ***Preservation and transmission of culture :*** Culture can be understood as the social heritage of a group or community. It includes all beliefs, customs, traditions, ideals, ideas, laws etc. Education preserves the culture of the society and transmits the same to the next generation.
- ***Social change :*** Change is a common phenomenon. It is present in every society. With the passage of time society undergoes some changes. Education plays a very important role towards bringing the positive changes in the society and to hold the change for a long time. Modification and advancement of the society is impossible without education.
- ***Social Mobility :*** Both man and society is dynamic by nature. Social mobility is very important for the development of any society. Education can only bring change in the status and lifestyle of a man and lead society toward progress.
- ***Responsibilities towards society :*** Education drains the citizens to realise their responsibilities towards society. To run the social system in a more effective way, it is very important so that its members perform their duties and responsibilities towards society.
- ***Social Organisation :*** Social organisation generally means the mutual understanding and interdependence of different groups in the society. It is also known as a system or pattern of different

relationships in the society. Quality education is needed to develop this healthy relation with proper personality development.

- ***Development of ideal citizens :*** A social system is the organised whole of its members with mutual respect and understanding. Education is primarily associated with the development of personality and social qualities of the members. Education makes them aware and responsible towards their rights and duties.

The word 'system' generally means 'organisation' or 'systematic presentation'. Whenever, we consider education as a social system, we try to project how education is attached with each and every element of the society.



LET US KNOW

- According to Merriam Webster, "A social system is the patterned series of interrelationships existing between individuals, groups and institutions and forming a whole."
- Talcott Parsons framed the Theory of Social Systems for the first time.
- Education is also considered as a social system due to its relation with different important aspects of society like socialisation, social change, culture, social mobility, social organisation etc.



CHECK YOUR PROGRESS

Q 3 : What is a social system?

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2.6 MEANING OF SOCIALISATION

Socialisation is the process through which the child learns about the social behaviour, values and his role towards his society. After birth, a child slowly learns his role by living as a member of the society. He understands the values of his role and grasps it for lifetime. Through the process of socialisation, the child slowly learns his prescribed role towards the society. In other words, socialisation prepares the individual for a healthy social life. The details about socialisation will be discussed in the next chapter.

2.7 EDUCATION AS AN INSTRUMENT OF SOCIALISATION PROCESS

Education covers the entire life of the individual with an aim to achieve all round development. It reflects the beliefs and systems of the society. School is the first social institution which is directly connected with providing education to the members of the society. School itself is a miniature society. Children from different social backgrounds come here and link the school with the outer society. Education has no existence without society and society can never develop without education. Education is the most important tool to inject all the social qualities in children. Through the different forms of education, like formal, informal or non formal, individuals learn about their society, culture, traditions, values, social behaviour, social role etc.

We may have a more clear idea about education as process of socialisation in the following ways-

- Education preserves the past of the society and its values and the knowledge of which is transformed to the future generation.
- Preservation and transmission of culture is impossible without education. It is education only which specially preserves our non material culture and transmits it to the next generation, so that they can realise and value it properly.

- Education provides us knowledge about our rights and duties towards society. It helps in forming different laws and politics for protecting our society.
- Modernisation and advancement of science and technology can only be realised and accepted in the society with the help of education.
- It is through education only that we come to know about our values, beliefs, traditions, festivals, rules and regulation etc. Socialisation cannot be processed without any knowledge of these.
- Students come to the school from different social backgrounds. Hence, a sense of we feeling and mutual respect is developed among the students. They learn about different cultures and social systems.
- In the process of socialisation, different social evils like blind superstitions, religious narrow mindedness, blind faith and beliefs should be removed. Only education can help in this regard.
- Socialisation involves the method of imitation. Here, children can learn good social behaviour imitating their parents, teachers and elders.
- Educational institution should encourage different community development programs to grow a sense of responsibility among students.
- Society undergoes different kinds of changes with the passage of time. Education prepares man to accept and adjust with those changes.

Socialisation and education both are continuous by nature. They cover the entire life of the individual. They together prepare a man for this society. It is the man only who can protect his social world. Socialisation enables him to learn about different social behaviour, where education shows him direction to achieve that.



LET US KNOW

- Socialisation is the process through which the child comes to know about the different values, traditions, beliefs and norms of the society. Socialisation enables an individual to act according to the social conventions.
- Education is considered as the most important instrument for socialising the child because it is only through education that all the social qualities can be taught to a person right from the childhood.



CHECK YOUR PROGRESS

Q 4 : Define socialisation.

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2.8 LET US SUM UP

- We have a better conception on the definition and the meaning of society.
- A clear concept of social contract theory is also developed by discussing the various view of Thomas Hobbes, John Locke and J.J. Rousseau.
- There are different factors of society which is influencing it in different ways like Human Factor, Social Factor, Cultural Factor, Education, Religious Factor, Demographic Factor, Political Factor, Economic Factor, Science and Technology etc.
- The term social system implies a systematic arrangement of the different parts of the society. Thus relationship among the various parts demands interaction.

- Education as a social system can be discussed on the basis of the different aspects like Development of the individual, Process of socialisation, Preservation and transmission of culture, Social change, Social Mobility, Responsibilities towards society, Development of ideal citizens, Social Organisation and so on.
- Socialisation is the process through which the child learns about the social behaviour, values and the role towards his society.
- Education is the main instrument towards bringing social change and progress. It is the most important tool for socialisation.



2.9 FURTHER READING

1) Shankar Rao, C.N, (2012) Sociology : Principles of Sociology with an Introduction to Social Thought, New Delhi: S.Chand &Company PVT LTD
2) Mathur S.S (2008): "A Sociological Approach to Indian Education" Vinod Pustak Mandir, Dr.Rangeya Raghava Marg, Agra-2
3) Bhattacharya, Srinibas. (2006): Sociological Foundation of Education: Atlantic Publishers
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6) Bhatia, Kamala. (1992): The Philosophical and Sociological Foundations of Education: Doaba House.



2.10 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q. No. 1 : The term 'society' has been derived from two different languages, i.e. Latin and French. In Latin, the word is 'socius' which means 'companion' and in French the term is 'societe' which means company.

Ans to Q. No. 2 : Religion, Culture and Education.

Ans to Q. No. 3 : A social system is the organised whole of its members with mutual respect and understanding. The term social system implies a systematic arrangement of the different parts of the society. Thus relationship among the various parts demands interaction.

Ans to Q.No. 4 : a) According to E.A Ross, socialisation is, "the development of we feeling in association and the growth in their capacity and will to act together."

b) According to Ogburn, "Socialisation is the process by which the individual learns to conform to the norms of the group."



2.11 MODEL QUESTIONS

A. Short Questions (Answer each question in about 150 words)

Q 1 : What is society?

Q 2 : What is social system?

Q 3 : Who are the chief exponents of social Contract Theory?

B. Long Questions (Answer each question in about 300-500 words)

Q 1 : Discuss the Social Contract Theory.

Q 2 : What are the different factors of society?

Q 3 : Who are the chief exponents of Social Contract Theory ?

Q 4 : Explain education as an important instrument of socialisation.

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UNIT 3 : PROCESS OF SOCIALISATION

UNIT STRUCTURE

3.1 Learning Objectives

3.2 Introduction

3.3 Meaning of Socialisation

3.4 Definition of Socialisation

3.5 Characteristics of Socialisation

3.6 Process of Socialisation

3.7 Socialisation and Social Interaction

- 3.7.1 Meaning and Definition of Co-operation
- 3.7.2 Types of Co-operation
- 3.7.3 Meaning and Definition of Competition
- 3.7.4 Nature and Characteristics of Competition
- 3.7.5 Forms of Competition
- 3.7.6 Difference between Co-operation and Competition
- 3.7.7 Meaning and Definition of Conflict
- 3.7.8 Nature and Characteristics of Conflict
- 3.7.9 Types of Conflict
- 3.7.10 Difference between Competition and Conflict
- 3.7.11 Difference between Co-operation and Conflict
- 3.7.12 Causes of Conflict
- 3.7.13 Meaning and Definition of Accommodation
- 3.7.14 Characteristics of Accommodation
- 3.7.15 Forms or methods of Accommodation
- 3.7.16 Need for Accommodation
- 3.7.17 Meaning and Definition of Assimilation
- 3.7.18 Characteristics of Assimilation
- 3.7.19 Factors Favouring Assimilation
- 3.7.20 Factors Retarding or Hindering Assimilation
- 3.7.21 Difference between Accommodation and Assimilation

3.8 Let us Sum up

3.9 Further Reading

3.10 Answers to Check Your Progress

3.11 Model Questions

3.1 LEARNING OBJECTIVES

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

- define the term socialisation
- identify the characteristics of socialisation
- explain the process of socialisation
- explain the various forms of social interaction
- discuss about the role of education in the new social order.

3.2 INTRODUCTION

The human infant comes into the world as biological organism with animal needs and is gradually moulded into a social being and it learns social ways of acting and feeling. Without this process of moulding, the society could not continue itself, nor could culture exist, nor could individual become a person. This process of moulding is called “Socialisation”. The process of socialisation is conditioned by culture. In this unit, we will basically deal with the concept and process of socialisation and different types of social interaction.

3.3 MEANING OF SOCIALISATION

Socialisation is a process of making an individual social. In other words, socialisation is a process through which society develops an individual according to its ideals, beliefs and traditions and bestows recognition as social being. In short, the basis of socialisation is interaction. In other words, socialisation refers to the process through which an individual interacts with other individuals and learns social ideals, attitudes and patterns of behaviour. The individual, inspired by the ideals of social service and social welfare through interaction, adjusts well with his or her family, neighbours and other social groups so that he himself becomes a true

social being in the real sense of the term. In this way, the whole process of socialisation falls within the scope of interaction or social act.

3.4 DEFINITION OF SOCIALISATION

W.F. Ogburn **:** "Socialisation is the process by which the individual learns to conform to the norms of the group."

MacIver **:** Socialisation is the "process through which social being develops relationships and associates with each other.**"**

J.S. Ross **:** "Socialisation is the development of we-feeling in associates and the growth in their capacity and will to act together."

Peter Worsley explains socialisation as the process of "transmission of culture, the process whereby men learn the rules and practices of social groups."

Green : Socialisation is the process by which the child acquires a cultural content, along with selfhood and personality."

H.T. Mazumdar : Socialisation is a process whereby original nature is transformed into human nature and the individual into person."

Every individual tries to adjust himself to the condition and environment predominantly determined by the society of which he is a member. If he fails to do so, he becomes a social deviant and is brought back onto track by the efforts of the group of which he is a member. This process of adjustment may be termed as socialisation. It is the opposite of individualisation. It is a process of the expansion of the self that develops in the person a sense of community feeling.

3.5 CHARACTERISTICS OF SOCIALISATION

We can discuss the characteristics of socialisation as follows:

- Socialisation inculcates basic discipline among individuals.
- It helps to control human behaviour.
- Socialisation takes place rapidly if the agencies of socialisation are more unanimous in their ideas and skills.
- Socialisation takes place formally and informally. It takes place informally through family and formally through educational institutions.

- Socialisation is a continuous process. It begins with the birth of the individual and continues throughout their life.

3.6 PROCESS OF SOCIALISATION

The social order is maintained largely by socialisation. Unless the individuals behave in accordance with the norms of the group it is going to disintegrate. It is said that socialisation process starts long before the child is born. The social circumstances preceding his birth determines extent the kind of life he is to lead to a great extent. The parents' courtship, and marital selection, the customs concerning pregnancy and birth and the entire system of cultural practices surrounding the family are important for the child's growth. The techniques of parental care affects his chances of being healthy. Of course, direct socialisation begins only after birth.

As discussed above the process of socialisation makes a child social in his or her interactions. Among the various factors which play a vital role in this process, the following are the prominent ones:-

- **Child Rearing :** The upbringing of a child plays a significant role in the socialisation of a child. Parenting or the ways in which parents bring up the child and the environment in which the child grows up determines the feelings and experiences that develop in the child. It means that improper upbringing of a child leads to the growth of antisocial tendencies in him because of mal-adjustment. Hence, for effective socialisation, healthy and proper upbringing is essential.

- **Sympathy :** Similar to one's upbringing, sympathy also plays an important role in the socialisation of a child. It may be noted that during infancy, a child is fully dependent on his family for the fulfilment of all his needs and requirements. Not only fulfilling their needs is sufficient, others should also show full and genuine sympathy towards the child. It is sympathy which develops the sense of we-feeling in the child and he or she learns to discriminate between his or her real well-wishers and other members of society.

- **Co-operation :** Society makes the child social. In other words, the co-operation of society plays an important part in socialising the child. As the child receives co-operation of others towards him, he also begins to extend his hearty co-operation towards other members of society. This strengthens his social tendencies.
- **Suggestion :** Social suggestion powerfully influences the socialisation of a child. It is a natural fact that a child acts according to the suggestion received from his well-wishers. Thus suggestion determines the direction of social behaviour.
- **Identification :** Sympathy, love and suggestion of parents, relations and well-wishers develop a feeling of identification with others in the child. Those who behave with the child sympathetically, the child considering them as his well-wishers, begins to act according to their ideals, language and standard of living.
- **Imitation :** The basic factor in socialisation is the process of imitation. This is the most potent way of learning by a child. He or she imitates the behaviour, impulses and feelings of his or her family members. In this way, learning by imitation is the most powerful means of socialising a child.
- **Social Teaching :** Besides imitation, social teaching also influences the socialisation of a child. It may be noted that social teaching takes place in the family, among friends and relations who guide the child in one way or the other.
- **Reward and Punishment :** Reward and punishment have a great influence on the socialisation of a chi ld. When a child behaves according to the ideals and beliefs of society, people appreciate and approve his behaviour. On the contrary when he does some anti-social act, he or she is criticised and condemned by society. This type of punishment means the child is away from unsocial activities leading him or her towards proper socialisation.



LET US KNOW

The important factors of socialisation are:

- Child Rearing
- Sympathy
- Co-operation
- Suggestion
- Identification
- Imitation
- Social Teaching
- Reward and Punishment



CHECK YOUR PROGRESS

Q 1 : Socialisation is a ..... process. (Fill up the blank)

Q 2 : Write about the characteristics of Socialisation.

.....

.....

3.7 SOCIALISATION AND SOCIAL INTERACTION

All socialisation implies social interaction. Socialisation which means behaving socially implies awareness of the presence of others and reaction of other peoples' words and gestures. It is a process of coming into contact with others, of noticing others and responding to them and of evoking responses of others to you. Social interaction, leading to socialisation, at two levels: (i) primary, and (ii) secondary. Primary interaction means interaction between the individuals and secondary interaction means interaction between the individuals and the culture of their society- religious beliefs, artistic tastes, literature, customs, morals, traditions and other institutions. Besides the levels at which social interaction takes place, there are various forms of social interaction takes place in the form of cooperation, competition, conflict, accommodation and assimilation.

3.7.1 Meaning and Definition of Co-operation

Co-operation is the most persistent and continuous of the social processes. It is an integrating activity and is believed to be the opposite of competition. In reality, however, it is conflict rather than competition which is opposite to co-operation. Co-operation generally means working together in the pursuit of like or common interest. The word 'co-operation' is derived from two Latin words, 'Co' meaning together and 'operari' meaning to work. Literally, co-operation means joint work or working together for common rewards. It is thus joint activity in pursuit of common goals or shared rewards. It is goal oriented and conscious form of social interaction. It involves two elements (i) common ends and (ii) organised effort. **Green** defines co-operation as, "the continuous and common endeavour of two or more persons to perform a task or to reach a goal that is commonly cherished."

In the words of **Merrill and Eldredge**, "Cooperation is a form of social interaction wherein two or more persons work together to gain a common end."

Fairchild writes, "Cooperation is a process by which individuals or groups combine their effort, in a more or less organised way for the attainment of common objective."

Cooley says, "Cooperation arises when men see that they have a common interest and have at the same time, sufficient intelligence and self-control to seek this interest through united action: perceived unity of interest and faculty of organisation are essential facts in intelligent combination."

3.7.2 Types of Cooperation

There are many modes of cooperation in social life but its principal types are as follows:

(i) Direct Co-operation: In this form of co-operation individuals do things together, that is, perform identical functions like moving a pile of stones or pushing a motor car out of the mud. The

essential character of this kind of co-operation is that people perform tasks or activities in company which they can also do separately. They do them together either because the face- to-face situation is itself a stimulus to the performance of the task or because it brings them social satisfaction.

(ii) Indirect Co-operation: In this form of co-operation individuals work together for a common end but each has his or her own specialised functions too, for example, when carpenters, plumbers and masons co-operate to build a house. This co-operation is based on the famous principle of the division of labour. In the modern society, it is the indirect co-operation which is more in play than the direct co-operation because the present technological age requires specialisation of skills and functions.

(iii) Primary Co-operation: It is the co-operation that is found in primary groups such as family. In this form of co-operation, there is an identity of interests between the individual and the group. The achievement of the interest of the group includes the realisation of the individual's interests.

(iv) Secondary Co-operation: It is the type of co-operation that is found in the secondary groups such as government, industry, church and trade unions etc.

(v) Tertiary Co-operation: This co-operation is found in the interaction between the various big and small groups to meet a particular situation. In such a type of co-operation the attitudes of the co-operating parties are purely opportunistic; the organisation of their co-operation is both loose and fragile.



LET US KNOW

The word **'Co-operation'** is derived from two **Latin** words, 'Co' meaning together and 'Operari' meaning to work.Different types of Co-operation are as follows:

- Direct Co-operation
- Indirect Co-operation
- Primary Co-operation
- Secondary Co-operation
- Tertiary Co-operation



CHECK YOUR PROGRESS

Q 3 : Mention the different types of co-operation.

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3.7.3 Meaning and Definition of Competition

Competition implies mutual rivalry or struggle between two or more persons for the purposes of obtaining a non-divisible goal. It is the most fundamental form of social struggle. It is a natural result of the universal struggle for existence. It is based on fact that all people can never satisfy all their desires. Competition takes place whenever there is an insufficient supply of things that human beings commonly desire.

According to **Sutherland, Woodward and Maxwell,** "Competition is an impersonal, unconscious, continuous struggle between individuals or groups for satisfaction which, because of their limited supply, all may not have."

Park and **Burgess** defines, "Competition is an interaction without social contact."

In the words of **Biesanz**, "Competition is the striving of two or more persons for the same goal which is limited so that all cannot share it."

According to **Bogardus**, "Competition is a contest to obtain something which does not exist in a quantity sufficient to meet the demand."

Majumdar defines competition as the "impersonalised struggle among resembling creatures for goods and service which are scarce or limited in quantity."

3.7.4 Nature and Characteristics of Competition

The following characteristics determine the nature of competition:

- **Scarcity as a condition of Competition :** Wherever there are commonly desired goods and services, there is competition. In fact, economics starts with its fundamental proposition that while human wants are unlimited the resources that can satisfy these wants are strictly limited.
- **Competition and Affluence :** Competition may be found even in circumstances of abundance or affluence. In a time of full employment, competition may take place for the status of the top class.
- **Competition is Continuous :** Competition is continuous. It is found virtually in every area of social activity and social interaction. Particularly, competition for status, wealth and fame is always present in almost all societies.
- **Competition is Universal :** Competition is found in every society and in every age. It is found in every group. As the things people wish to secure are limited in supply, there is competition all-round to secure them.
- **Competition is Dynamic:** It stimulates achievement and contributes to social change. It lifts the level of individual aspirations from lower level to a higher level.

- **Competition-A Cause of Social Change :** Competition is a cause of social change in that; it causes persons to adopt new forms of behaviour in order to attain desired ends. New forms of behaviour involve inventions and innovations which naturally bring about social change. Also, it is an effect of social change, because a changing society has more goals to open than a relatively static society.
- **Competition may be personal or impersonal :** Competition is normally directed towards a goal and not against any individual. Sometimes, it takes place without the actual knowledge of other's existence. It is impersonal as in the case of civil service examination in which contestants are not even aware of one another's identity. Competition may also be personal as when two individuals contest for election to an office. Competition in the social world is largely impersonal.
- **Competition may be Constructive or Destructive:** Competitions may be healthy or unhealthy. If one of the two or more competitors tries to wins only at the expense of the others, it is destructive. Sometimes, big industrialists or capitalists resort to such a kind of competition rendering the small petty businessmen virtually bankrupt in the process. But constructive competition is mutually stimulating and helpful. It contributes to the welfare of all at large. For example, farmers may compete to raise the best crops, workers in a factory to maximise production, students in a college to get distinctions and so on.
- **Competition is always governed by norms :** Competition is neither limitless nor is it unregulated. There is no such thing as 'unrestricted competition'. Such a phrase is contradiction in terms. Moral norms or legal rules always govern and control competition.
- **Competition may also be Unconscious :** Competition may take place on an unconscious level. Many times individuals who are engaged in competition may become oblivious of the fact

that they are in a competitive race. Rarely do they know about other competitors.

3.7.5. Forms of Competition

Bernard mentions three broad types of competition: *Social, Economic and Political* competition.

1. Social Competition : People always compete to get into higher status and position. Competition of this kind is mostly observed in 'open' societies. Wherever individual ability, merit, talent and capacities are recognised, competition for status is acute. Democratic nations encourage such competitions.

2. Economic Competition : The most important and at the same time, the most vigorous form of competition is the economic competition. It is witnessed in the processes of production, distribution and consumption of goods. Man always struggles for higher standard of living. Economic competition can be observed at the individual,as well as, the group level.

3. Political Competition : In the modern world, competition for political power is always present. Political parties are always engaged in competition to secure power. Such a competition becomes apparent especially during elections. Similarly, at the international level, there is a sharp competition between nations. Nations such as Russia and America that are engaged in different political ideologies, are always at a competition for one issue or the other.

4. Cultural Competition : Some sociologists have also spoken cultural competition. It may take place between two or more cultural groups. Human society provides examples of such a competition. For example, there has always been a keen competition between the culture of the natives and that of the invaders.

Competition may also take place between **racial groups** such as the *Blacks* and the *Whites,* **religious groups** such as *Protestants* and the *Catholics, Hindus and Muslims, Muslims and Christians and so on.*

3.7.6. Difference between Co-operation and Competition

Co-operation	Competition
➢ Co-operation refers to a form of social interaction wherein two or more persons work together to gain a common end.	➢ Competition is a form of social interaction wherein the individuals try to monopolise rewards by surpassing all the rivals.
➢ Co-operation is always based on the combined or the joint efforts of the people.	➢ Competition can take place at the level of the group and also at the level of the individual.
➢ Co-operation normally brings about positive results. It rarely causes losses to the individuals involved in it.	➢ Though competition can bring about positive results, it can cause damages or losses to the parties and persons involved.
➢ Co-operation is boundless. It has no limitations. One can go to any extent to help others.	➢ Competition has its own limitations. It is bound by norms. Limitless or unregulated competition can cause much harm.
➢ As C.H. Cooley has pointed out co-operation requires qualities such as kindness, sympathy, concern for others, mutual understanding and some amount of readiness to help others.	➢ Competition requires qualities such as –strong aspirations, self-confidence, the desire to earn name and fame in society, the spirit of adventure and the readiness to suffer and to struggle.
➢ Co-operation brings people satisfaction and contentment	➢ But competition may cause satisfaction as well as dissatisfaction, anxiety, indefinitenessand uncertainties.



CHECK YOUR PROGRESS

Q 4 : ..... is the most fundamental form of social struggle.(Fill in the blank)

Q 5 : Mention the characteristics of Competition.

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3.7.7 Meaning and Definition of Conflict

Conflict is an ever present process in human relations. It is one of the forms of struggle between individuals or groups. Conflict takes place whenever a person or group seeks to gain a reward not only by surpassing other competitors but by preventing them from competing effectively. As a social process, it is the anti-thesis of cooperation.

Horton and Hunt : Conflict may be defined as a process of seeking to monopolise reward by eliminating or weakening the competitors.

A.W.Green : "Conflict is the deliberate attempt to oppose, resist, or coerce the will of another or others."

Young and Mock : "Conflict takes the form of emotionalised and violent opposition, in which the major concern is to overcome the opponent as a means of securing a given goal or reward."

Gillin and Gillin : "Conflict is the social process in which individuals or groups seek their ends by directly challenging the antagonist by violence or threat of violence."

3.7.8 Nature and Characteristics of Conflict

- **Conflict is Universal:** Conflict or clash of interests is universal in nature. It is present in almost all the societies. In some societies conflict may be very acute and vigorous while in some others it may be very mild. Karl Marx, Friedrich Engels, Saint Simon, Gumplowicz and others have emphasised the role of conflict as a fundamental factor in the social life of man.

- **Conflict is Conscious Action :** Individuals and groups who are involved in conflict are aware of the fact that they are conflicting.

- **Conflict is Personal :** When competition is personalised it leads to conflict. In the struggle to overcome the other person or group, the goal is temporarily relegated to a level of secondary importance.

- **Conflict is not Continuous but Intermittent:** Conflict never takes place continuously. It takes place occasionally. No society can sustain itself in a state of continuous conflict.
- **Conflict is Conditioned by Culture:** Conflict is affected by the nature of the group and its particular culture. The objects of conflicts may be property, power and status, freedom of action and thought, or any other highly desired value. When the stability of a political order is threatened, it may result in political conflict.
- **Conflict and Norms:** Not only culture modifies conflict and its forms but also controls and governs it. When conflict is frequent and when no adequate techniques have been worked out, more violent and unpredictable sorts of conflict such as race riots can arise from such situations.
- **Conflict may be Personal or Impersonal:** Conflict may assume a variety of forms. We may observe conflicts between two individuals, families, classes, races, nations and groups of nations. It may take place between smaller or larger groups.

3.7.9 Types of Conflict

Georg Simmel has classified four types of conflict: (i) war, (ii) feud or factional strife, (iii) litigation and (iv) conflict of impersonal ideals. (i) **War,** according to Simmel, represent, a deep seated antagonistic impulse in man. But to bring out this impulse into action some definite objective is needed. The objective may be the desire to gain material interests. (ii) **Feud,** is an intra-group conflict. It may arise because of injustice alleged to have been done by one group to another. (iii) **Litigation** is a judicial struggle by an individual or group to protect right to possessions. This kind of conflict is more objective in nature. (iv) **Conflict of impersonal ideas** is a conflict carried on by the individuals not for themselves but for an ideal. In such a conflict each party attempts to justify truthfulness of its own ideals.

Apart from Simmel's typology the following forms of conflict may generally be observed in our social life.

- **Corporate and Personal Conflict:** Corporate conflict occurs among the groups within a society or between two societies. When one group tries to impose its will on the other conflict takes place. Personal conflict takes place within the groups. It is more severely restricted and disapproved than the conflict between the groups. The group as a whole has nothing to gain from internal conflict. Personal conflicts arise on account of various motives, envy , hostility, betrayal of trust and so on.
- **Latent and Overt Conflict:** Conflict may be overt or latent. In most cases, long before conflicts erupts in hostile action, it has existed in latent form in social tension and dissatisfaction. Latent conflict turns into overt conflict when an issue is declared and when hostile action is taken. The overt conflict takes place when either side feels strong and wishes to take advantage of this fact. For example, the latent conflict between democratic and communist countries may become overt when a war is waged between them.
- **Class Conflict:** It arises between social classes which have mutually hostile or opposite interests. Karl Marx has spoken much about the conflict between the social classes: the rich and the poor or the capitalists and the proletariats.
- **Racial Conflict:** Racial conflict is mostly due to social constructions such as physiological differences which are apparently seen among people of different races. One race may claim superiority over the other and start suppressing the other resulting in conflict. For example: conflicts between Whites and Blacks.
- **Caste Conflict:** A sense of 'highness' and 'lowness', of 'superiority' and 'inferiority' of 'holy' and 'unholy' prevalent among different categories of caste have been responsible for caste conflicts. The so-called upper-caste or 'Savarna Hindus' engaged in caste conflict the so-called 'Harijans' or lower castes(untouchables) is still prevalent in India.
- **Group Conflict:** Group conflict is found between two or more groups of any kind-political, social, economic, religious or otherwise.

- **International Conflict:** It refers to conflict between two or more nations or groups of nations. It may take place for political, religious, economic, imperialistic or ideological or for any other such reasons.

3.7.10 Difference between Competition and Conflict

Competition	Conflict
➢ Competition is a process of seeking to monopolise a reward by overtaking all rivals.	➢ Conflict is a process of seeking to possess a reward by weakening or eliminating all rivals.
➢ Competition may be conscious or unconscious.	➢ Conflict is always a conscious activity.
➢ Competition is universal, as well as, continuous.	➢ Conflict is universal but not continuous. It is intermittent.
➢ Here, the attention of an individual is concentrated on the object or the goal. It is mostly impersonal in nature.	➢ Here, the concentration is on the person rather than the object. Hence it is mostly personal in nature.
➢ Competition may lead to positive, as well as, negative results. Healthy competition even contributes to progress.	➢ Conflict mostly brings negative results. Its negative results outweigh its positive results.
➢ When competition becomes rigorous, it results in conflict.	➢ When competition becomes personalised, it leads to conflicts.

3.7.11 Difference between Cooperation and Conflict

Cooperation	Conflict
➢ It refers to "joint activity in pursuit of common goals or shared rewards."	➢ Conflict is a process of seeking to monopolise a reward by weakening or destroying the other competitors.
➢ Cooperation may be conscious or unconscious. It may not be deliberate act always.	➢ Conflict is mostly conscious in nature. It is mostly a deliberate act.

➢ Cooperation requires sympathy and identification, kindness and consideration for others. ➢ Cooperation is universal and continuous in nature. ➢ Cooperation brings mostly positive results. It builds, conserves, and leads to progress. ➢ Cooperation is basic to group life. There can be no society without cooperation. ➢ Cooperation assumes different forms-primary, secondary and tertiary cooperation, direct and indirect cooperation.	➢ But conflict is always associated with the deepest emotion and the strongest sentiments. In it, there no regard for others. ➢ Conflict is universal no doubt. But it is not continuous, it is intermittent. ➢ Conflict brings mostly negative results. It harms, destroys and retards progress. ➢ Conflict is not fundamental to the group life of man. Society can persist without it. ➢ We may speak of class conflict, group conflict, international conflict, conflict of impersonal ideas, religious, cultural racial and caste conflicts.

3.7.12 Causes of Conflict

Conflict is universal. It occurs in all times and places. There has never been a time or a society in which some individuals or groups did not come into conflict. The causes of conflict are as follows:

- **Individual Differences :** No two men are alike in their nature, attitudes, ideals and interests. On account of these differences they fail to accommodate themselves which may lead to conflict.

- **Cultural Differences :** Culture is the way of life of a group. The culture of a group differs from the culture of the other group. The cultural differences among the groups sometimes causes tensions and leads to conflict. The religious differences has occasionally led to wars and persecution in history.

- **Clash of Interests :** The interests of different people or groups occasionally clash. Thus, the interests of the workers clash with those of the employers which leads to conflict among them.

- **Social Change:** Social change becomes a cause of conflict when a part of society does not change along with changes in the other parts. Social change causes a cultural lag which leads to conflict. The parent-youth conflict is the result of social change. In short, conflict is an expression of social disequilibrium.



LET US KNOW

Gillin and Gillin has mentioned five types of conflict: (i) Personal Conflict, (ii). Racial Conflict, (iii) Class Conflict, (iv) Political Conflict and (v) International Conflict. According to Gumplowicz, human societies are characterised by *'syngenism',* a primordial feeling of the members that they belong together. Their development was marked by a ceaseless struggle.



CHECK YOUR PROGRESS

Q 6 : What are the causes of conflict?

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3.7.13 Meaning and Definition of Accommodation

Conflict, as we have seen above, is a continuous though intermittent social process but life cannot continue if groups are engaged in conflicts. Conflicts are exhausting if not annihilating. These must, therefore, be resolved inorder to make social life peaceful. Accommodation is resolution of conflicts which generally means adjusting oneself to the new environment. Adjustment may be made to the physical or social environment. Adjustment to the former takes place through organic or structural modification transmitted by heredity and is termed *adaptation*, while adjustment to the latter is achieved by an individual through the acquisition of behaviour patterns transmitted to him socially and through the

adoption of new ways of behaving, and is termed ***accommodation***. Thus, animals lower than man adjust themselves most frequently through adaptation; man does so chiefly through accommodation as he lives in a truly social environment. Accommodation is a social process, adaptation is a biological process. Some of the definitions of accommodation are as follows:

MacIver : "The term accommodation refers particularly to the process in which man attains a sense of harmony with his environment."

Ogburn and Nimkoff **:** "Accommodation is a term used by the sociologists to describe the adjustment of hostile individuals or groups."

H.T.Mazumdar **:** "Accommodation is a non-violent response or adjustment (a) to a stubborn situation which cannot be changed, or (b) to a situation which has changed as a result of violence and hostility, or as a result of new rules and requirements."

Gillin and Gillin **:** "Accommodation is the process by which competing and conflicting individuals and groups adjust their relationship to each other in order to overcome the difficulties which arise in competition, contravention or conflict."

3.7.14 Characteristics of Accommodation

- ***Accommodation is the Natural Result of Conflict :*** Since conflicts cannot take place continuously they make room for accommodation. When parties or individuals involved in conflict do not relish the scene of conflict they sit down for its settlement. Such settlements temporary or permanent may be called 'accommodation'. In the absence of conflicts the question of arriving at accommodation does not arise.
- ***Accommodation may be Conscious or Unconscious :*** Man's adjustment with the social environment is mostly unconscious. From birth to burial man has to behave in conformity with the normative order. The new born individual learns to accommodate

himself with the social order which is dictated by various norms such as customs, morals, traditions etc.

Accommodation becomes conscious when the conflicting individuals and groups make a deliberate and an open attempt to stop fighting and start working together *example:* Striking workers stopping strike after having an understanding with the management, etc.

- ***Accommodation is Universal :*** Accommodation as a '*condition'* and as a *'process'* is universal. Human society is composed of antagonistic elements and hence conflicts are inevitable. Since no society can function smoothly in a state of perpetual conflict, accommodation becomes necessary. Thus, accommodation is found in all societies and in all fields of social life.
- ***Accommodation is Continuous :*** The process of accomm - odation is not confined to any particular stage of human life. It is not limited to any fixed social situation also. On the contrary, throughout the life one has to accommodate oneself with various situations. Also, as and when conflicts take place sooner or later accommodation would follow.
- ***The Effects of Accommodation may Vary with the Circumstances :*** It may act to reduce the conflict between persons or groups as an initial step towards assimilation. It may serve to postpone outright conflict for a specific period of time, as in a treaty between nations or labour-management agreement. It may permit groups marked by sharp socio-psychological distance to get along together.

3.7.15 Forms or Methods of Accommodation

Accommodation is social adaptation that involves the invention or borrowing of devices whereby ethnic group develops modes of life, economic and otherwise, that complement or supplement those of the others. Accommodation or resolution of conflicts may be brought

about in many different ways and accordingly may assume various forms, the most important of them being the following:

- ***Yielding to Coercion or Admitting one's Defeat :*** Coercion means the use of force or the threat of force to terminate a conflict. It usually involves parties of unequal strength, the weaker party yields because it has been over-powered or because of fear of being over-powered. An armistice or peace treaty following a war is an example of this form of accommodation.
- ***Compromise :*** When the combatants are of equal strength neither may be able to prevail over the other, they attain accommodation by agreeing to a compromise. In compromise each party to the dispute makes some concessions and yields to some demand of the other. The 'all or nothing' attitude gives way to a willingness to yield certain points in order to gain others. The settlement of the parliament disputes involves accommodation of this kind.
- ***Arbitration and Conciliation :*** Accommodation is also achieved by means of arbitration and conciliation which involves attempts on the part of the third party to bring about an end of the conflict between the contending parties. The labour management conflicts, the conflict between the husband and wife and sometimes even the political conflicts are resolved through the intervention of an arbitrator or mediator in whom both the parties have full confidence. In International Law, mediation or arbitration is a recognised mode of settling international disputes.
- ***Tolerance :*** Tolerance is one form of accommodation in which there is no settlement of difference but there is only the avoidance of overt conflict. In toleration, no concession is made by any of the groups and there is no change in basic policy. It involves acceptance of some state of affairs definitely objectionable to the accepting group but for some reasons not deemed possible or/ and advisable to dispose of in a more conclusive manner. Tolerance is best exemplified particularly in the field of religion

where the different religious groups exist side by side, each according some rights to the others which it claims for itself.

- ***Conversion :*** Conversion involves conviction on the part of one of the contending parties that it has been wrong and its opponent right. Accordingly, it may go to the other side and identify itself with the new point of view. This process thus consists of the repudiation of one's beliefs or allegiance and the adoption of others.

- ***Sublimation :*** Adjustment by means of sublimation involves the substitution of non-aggressive attitudes and activities for aggressive ones. It may take place at the individual, as well as, at the group level. The method suggested by Jesus Christ, Gandhiji and most of the religious prophets to conquer violence and hatred through love and compassion, is that of sublimation.

- ***Rationalisation :*** Accommodation through rationalisation involves plausible excuses or explanations for one's behaviour instead of acknowledging the real defect in one's own self. One thus justifies one's behaviour by ascribing his failure to discrimination against him instead of admitting lack of ability. Not only individuals but groups also try to justify their action on purely imaginary grounds. Nazi Germany, for example, had advanced the reason for starting Second World War that the Allies were planning to destroy Germany.

- ***Superordination and Subordination:*** The most common accommodation is the establishment and recognition of the order of superordination and subordination. The organisation of any society is essentially the result of such a type of accommodation. In the family, the relationships among parents and children are based in terms of superordination and subordination. In large groupings whether social or economic the relationships are fixed on the same basis.

3.7.16 Need for Accommodation

It is clear from the above that accommodation assumes various forms. Without accommodation social life could hardly go on. Since conflict disturbs social integration, disrupts social order and damages social stability, in all societies efforts are made to resolve them at the earliest. Accommodation checks conflicts and helps persons and groups to maintain co-operation. It enables persons and groups to adjust themselves to changed functions and statutes which are brought about by changed conditions. It helps them to carry on their life activities together even with conflicting interests. It is a means of resolving conflict without the complete destruction of the opponent. It makes possible co-operation between antagonistic or conflicting elements or parties. Hence, it is often called "antagonistic co-operation". Thus, two or more conflicting political parties may come together to forge a union to defend a third party. Accommodation may take place at personal or social level.



CHECK YOUR PROGRESS

Q 7 : "The term accommodation refers particularly to the process in which man attains a sense of harmony with his environment." Who said this?

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Q 8 : Mention the forms of Accommodation.

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3.7.17 Meaning and Definition of Assimilation

Assimilation is one of the types of interaction. Like accommodation it is also a form of social adjustment. But it is more permanent than accommodation. Assimilation is the process whereby persons and groups acquire the culture of other group in

which they live, by adopting its attitudes and values, its patterns of thinking and behaving- in short, its way of life. When the process of assimilation takes place, the people in two distinct groups do not just compromise with each other, they become almost indistinguishable. Some of the definitions of assimilation are the following:

Park and Burgess **:** "Assimilation is a process of interpenetration and fusion in which persons and groups acquire the memories, sentiments, attitudes of other persons or groups and by sharing their experiences and history are incorporated with them in a cultural life."

Young and Mack : "Assimilation is the fusion or blending of two previously distinct groups into one."

Bogardus : Assimilation is the "social process whereby attitudes of many persons are united, and thus develop into a united group."

Ogburn and Nimkoff : "Assimilation is the process whereby individuals or groups once dissimilar become similar and identified in their interest and outlook."

3.7.18. Characteristics of Assimilation

- ***Assimilation is Not Confined to Single Field Only :*** The term assimilation is generally applied to explain the fusion of two distinct cultural groups. But this process is by no means limited to any single field. For example, children are gradually assimilated into adult society.
- ***Assimilation is a Slow and Gradual Process :*** Assimilation cannot take place all of a sudden and it takes time. Fusion of personalities and groups usually take time. It occurs only when there is a relative continuous and direct contact. The speed of the process of assimilation depends on the nature of contacts. If the contacts are primary assimilation occurs naturally and rapidly. On the contrary, if the contacts are secondary and

superficial, assimilation takes place very slowly. The assimilation of the Anglo-Saxon and Norman cultures has taken more than two centuries in Britain.

- ***Assimilation is an unconscious process :*** In the process of assimilation the individual or group is usually unconscious of what is taking place. Mostly in an unconscious manner individuals and groups discard their original cultural heritage and substitute it with the new one.
- ***Assimilation is a Two-Way Process :*** Assimilation involves the principle of give and take. It is normally preceded by another process called '*acculturation'*. Acculturation is a preliminary and necessary step towards assimilation. It takes place when one cultural group which is in contact with another borrows from it certain cultural elements and incorporates them into its own culture. Contact between two groups essentially affects both.

3.7.19 Factors Favouring Assimilation

- ***Toleration*****:** Assimilation is possible only when individuals and groups are tolerant towards the cultural differences of others. Tolerance helps people to come together, to develop contacts and to participate in common social and cultural activities. When the majority group or the dominant group itself is secure, hospitable and tolerant toward differences, the immigrant groups or minority groups have a greater opportunity to join and to participate in the total community life.
- ***Intimate Social Relationships :*** Assimilation is the final product of social contacts. The relative speed in which it is achieved depends on the nature of the contacts. It takes place naturally and quickly in primary groups such as family and friendship groups. On the contrary, where contacts are secondary, that is, indirect, impersonal and superficial assimilation takes place slowly.
- ***Amalgamation or Intermarriage :*** A factor which helps complete assimilation is amalgamation which refers to the

intermarriage of different groups. Without biological amalgamation complete assimilation is not possible. Mere intermixture of the groups to a limited degree does not guarantee assimilation. But intermarriage or amalgamation must be accepted in the social mores and become a part of the institutional structure, before the process of assimilation.

- ***Cultural Similarity :*** If there are striking similarities between the main constituents of culture of groups assimilation is quick to take place. In America, for example, English-speaking Protestants are assimilated with greater speed than non-Christians who do not speak English.
- ***Education :*** Education is another conducive factor for assimilation. For immigrant people, public education has played a prominent role in providing culture contact. Maurice R. Davis has pointed out in his "World Immigration" that in America the public school has been playing the vital role in the process of Americanising the children of foreign-born parents.
- ***Equal Social and Economic Opportunity :*** Public education alone is not enough. People of all groups must have equal access to socio-economic opportunities. Only then, they can come closer and establish relations among themselves with mutual trust.

3.7.20 Factors Retarding or Hindering Assimilation

- ***The State of the Development of the Society Entered :*** The nature of the immigrant's reception in the new land is dependent on the conditions prevalent at that particular time to a very large extent. For instance, immigrants were most acceptable in America before 1880 when strength and skill of every kind were required in the development of new lands and growing industries but those coming in the year after 1880 have not been accepted with the same advantages- those entering after 1933 have been rather viewed as a threat to the economic well-being of native workers.

- ***Isolation :*** Assimilation is possible only when the groups and individuals are in continuous contact with others. Hence, isolation is a negation of assimilation. Isolation can be only physical isolation, mental isolation and can also retard assimilation.
- ***Background occupational skills :*** The immigrant has a great advantage when he already possesses the skill and training in the work for which there is a need in the new country. For instance, the immigrants skilled in industries have better chances of being readily accepted in industrially undeveloped countries and so have the people of rural background in countries of agrarian economy.
- ***Physical or Racial Differences :*** Differences in physical appearance are often used as a means of discrimination. It is easy to keep some people apart on the basis of their skin colour or other physical features. For example, we can see widespread discrimination between the Whites and the Blacks in almost all the places in the world.
- ***Cultural Differences :*** If there are no common elements in the two cultures, the groups may remain apart socially even though they happens to stay together physically. They may even struggle for supremacy in their intermittent conflicts. Thus wide cultural differences between groups in customs, religious beliefs, morals, values, languages come in the way of assimilation.
- ***Prejudice as a Barrier to Assimilation :*** Prejudice is the attitude on which segregation depends for its success. As long as the dominant group is prejudiced against a particular group which is kept apart assimilation cannot take place. Prejudice also hampers assimilation between constituent elements within a given society. Prejudice within a community, within a family, or within any group can only contribute to disunity and not to unity.
- ***Dominance and Sub-ordination :*** Dominance and sub-ordination often come in the way of close and intimate contact

between groups. If the dominant group does not provide equal chances and opportunities for the minority or immigrant groups, assimilation is very slow to take place. Further, complete assimilation may not take place. Strong feeling of superiority and inferiority associated with dominance and sub-ordination also retard the process of assimilation.

3.7.21 Difference between Accommodation and Assimilation

Accommodation	Assimilation
➢ Accommodation is non-permanent. In accommodation the differences among the groups are not resolved permanently. It may only provide a temporary solution.	➢ Assimilation is permanent. Assimilation is a form of accommodation and is more thorough going and permanent method of adjusting intergroup differences.
➢ Accommodation may take place suddenly and in a radical manner. *Example:* Workers after having talk with the management may decide to stop there month-long strike all of a sudden.	➢ Assimilation is a slow and a gradual process. It takes time. *For example:* Immigrants take time to get assimilated with the majority.
➢ It may be both conscious and unconscious process. In most of the instances it takes place consciously. *Example:* labour leaders who come for talks are sufficiently aware of the fact that they are purposefully seeking out a solution of their dispute.	➢ Assimilation is mostly an unconscious process. Individuals and groups involved in it are often not aware of what actually happens within themselves or in the group.



CHECK YOUR PROGRESS

Q 9 : Assimilation is a simple process. (Write True or False)

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3.8 LET US SUM UP

- Socialisation is a process of making an individual social in his or her interactions. In other words, socialisation is a process through which society develops an individual according to its ideals, beliefs and traditions and bestows recognition as social being. In short, the basis of socialisation is interaction.
- The process of socialisation makes a child social. Among the various factors which play a vital role in this process, the following are the prominent ones (i) Child rearing (ii) Sympathy, (iii) Cooperation, (iv) Identification (v) Imitation (vi) Suggestion (vii) Social Teaching and (viii) Reward and Punishment.
- Conflict is an ever present process in human relations. It is one of the forms of struggle between individuals or groups. Conflict takes place whenever a person or group seeks to gain a reward not only by surpassing other competitors but by preventing them from effectively competing. As a social process, it is the anti-thesis of cooperation.
- Social interaction, leading to socialisation, is at two levels: (i) Primary, and (ii) Secondary. Primary interaction means interaction between the individuals. Secondary interaction means interaction between the individuals and the culture of their society- religious beliefs, artistic tastes, literature, customs, morals, traditions and other institutions.
- Different types of social interaction are**:** co-operation , competition, conflict, accommodation and assimilation.
- Co-operation generally means working together in the pursuit of like or common interest. The word ‘co-operation’ is derived from two Latin

words, 'Co' meaning together and 'Operari' meaning to work. Literally, co-operation means joint work or working together for common rewards.

- Competition implies mutual rivalry or struggle between two or more persons for the purposes of obtaining a non-divisible goal. It is the most fundamental form of social struggle. It is a natural result of the universal struggle for existence. It is based on fact that all people can never satisfy all their desires. Competition takes place whenever there is an insufficient supply of things that human beings commonly desire.
- Conflict is an ever present process in human relations. It is one of the forms of struggle between individuals or groups. Conflict or clash of interests is universal in nature. It is present in almost all the societies. Conflict is affected by the nature of the group and its particular culture. Individuals and groups who are involved in conflict are aware of the fact that they are conflicting. Conflict never takes place continuously. It takes place occasionally.
- Accommodation is resolution of conflicts which generally means adjusting oneself to the new environment. Adjustment may be to the physical or social environment. Adjustment to the former takes place through organic or structural modification transmitted by heredity and is termed adaptation, while adjustment to the latter is achieved by an individual through the acquisition of behaviour patterns transmitted to him socially and through the adoption of new ways of behaving, and is termed accommodation.
- Assimilation is one of the types of interaction. Like accommodation it is also a form of social adjustment. But it is more permanent than accommodation. Assimilation is the process whereby persons and groups acquire the culture of other group in which they become to live, by adopting its attitudes and values, its patterns of thinking and behaving-in short, its way of life. When the process of assimilation takes place, the people in two distinct groups do not just compromise with each other, they become almost indistinguishable.



3.10 FURTHER READING

1) Mathur, S.S. (1965) *'A Sociological Approach to Indian Education'* Vinod Pustak Mandir, Agra.

2) Safaya & Shaida(2003) *'Modern Theory and Principles of Education"*, Dhanpat Rai Publishing Co. (P) Ltd. New Delhi.

3) Dr. Sharma (2005) *'Sociological Foundations of Education'* Lakshmi Narain Agarwal, Agra .



3.11 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q. No. 1 : Life long process

Ans to Q. No. 2 : **(i)** It has to be borne in mind that socialisation is a life-long process. While this process is very much marked in the early period of life, nonetheless an individual has to learn throughout his life.

(ii) Another important aspect of socialisation is that it 'is house breaking'. In other words, a biological being tries to enter the world through the process of socialisation. The way he enters the society has been termed 'house-breaking'.

(iii) Nonetheless, the individual who has to live in a society, must learn to control his impulses and develop certain types of attitudes and values which are socially desirable for him. All this has to be learnt through the process of socialisation.

Ans to Q. No. 3 : The different types of co-operation are as follows :

i. Direct Cooperation
ii. Indirect Cooperation
iii. Primary Cooperation
iv. Secondary Cooperation
v. Tertiary Cooperation

Ans to Q. No. 4 : Competition

Ans to Q. No. 5 : The following are the characteristics of competition:

i. Scarcity as a Condition of Competition
ii. Competition and Affluence
iii. Competition is Continuous
iv. Competition is Universal
v. Competition is Dynamic

Ans to Q. No. 6 : The causes of conflict are as follows:

i. Individual Differences
ii. Cultural Differences
iii. Clash of Interests
iv. Social Change

Ans to Q. No. 7 : MacIver

Ans to Q. No. 8 : The different forms or methods of accommodation are as follows :

i. Yielding to coercion or admitting one's defeat
ii. Compromise
iii. Arbitration and Conciliation
iv. Tolerance
v. Conversion
vi. Sublimation
vii. Rationalisation
viii. Superordination and Subordination

Ans to Q. No. 9 : False



3.12 MODEL QUESTIONS

A) Very Short Questions(Answer each questions in about 50 words)

Q 1 : Define Socialisation?

Q 2 : What do you mean by social interaction?

Q 3 : What is synergism?

Q 4 : Mention one factor that provide hindrance in the process of assimilation.

B) Short Questions(Answer each questions in about 150 words)

Q 1 : Write about the characteristics of socialisation.

Q 2 : Mention the different types of cooperation.

C) Long Questions (Answer each questions in about 300-500 words)

Q 1 : Explain the process of socialisation with illustration.

Q 2 : Define 'Social Interaction' and discuss its various forms.

Q 3 : Evaluate the role of Co-operation and Competition in social life.

Q 4 : What part do Assimilation and Accommodation play in the social process?

Q 5 : How would you differentiate between Competition and Conflict? Give illustrations.

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UNIT 4: EDUCATION AND SOCIAL CHANGE

UNIT STRUCTURE

4.1 Learning Objectives

4.2 Introduction

4.3 Meaning of Social Change

4.4 Nature and Characteristics of Social Change

4.5 Causes of Social Change

4.6 Agencies of Social Change

4.7 Education as a factor of Social Change

4.8 Let Us Sum Up

4.9 Further Reading

4.10 Answers to Check Your Progress

4.11 Model Questions

4.1 LEARNING OBJECTIVES

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

- define the meaning of social change
- describe the nature of social change
- identify the causes of social change
- discuss about the agencies of social change
- explain the role of education as a factor of social change.

4.2 INTRODUCTION

A society, generally, has two distinct tendencies- conservative and progressive. People in society have a tendency to conserve and preserve the social heritage of the past. It is due to the conservative tendency that every society is proud of its own cultural heritage of the past. But, at the same time, it has the tendency to change, modify and improve the existing social heritage for future development. This unit is going to highlight the nature of social change taking place in the society and the agencies through

which the social change takes place. Besides, it will also help you to learn how education plays as an important role for social change.

4.3 MEANING OF SOCIAL CHANGE

Change is the law of nature. Each society follows the principle of change in its own way. For example, in a progressive society the speed of changes is faster than than in a conservative society. There are many factors and forces that are responsible for social change.

The term 'Social Change' means the changes that take place in social interactions and inter-relations, social processes and value systems. Social change also includes changes in social structures & organisations, social functions and the lifestyles of people. Any kind of change in society is accepted when the majority of people living in that society accept it in their lifestyle, behaviour, thought and action. Social change means replacing the old one with a new approach in multiple dimensions i.e. in thought process, in personal and social relations, in work culture ,in value system , in social structures and so on. In "Basic Sociological Principle", Harry M. Johnson has explained the process of social change including its size, speed, interpersonal relationship, structural change etc.

The term 'social change' has been defined by various sociologists as follows -

According to **Maclver and Page** "Social change refers to 'a process' responsive to many types of changes; to changes in the manmade conditions of life; to changes in the attitudes and beliefs of men, and to the changes that go beyond the human control to the biological and the physical nature of things."

According to **M.E. Jones** "Social change is a term used to describe variations in, or modifications of, any aspect of social processes, social patterns, social interaction or social organisation."

According to **Kingsley Davis** "By social change is meant only such alterations as occur in social organisation, that is, structure and functions of society."

According to **Gillin and Gillin** "Social changes are variations from the accepted modes of life where due to alterations in geographic conditions and culture equipment, composition of policies or ideologies and whether brought about by diffusion and inventions within the group."

According to **S.P. Ruhela**, "The term social change might imply changes in social attitudes, behaviour, customs, habits, manners, relations and value of people, in social institutions and structures, in the ways or styles of living."

According to Harry Johnson, there are five kinds of changes that under social change:

a. Changes in social values.
b. Institutional changes.
c. Change in distributes of possessions and rewards.
d. Change in personal outlook.
e. Change in abilities or attitudes of persons.

From the above definitions of social change, we may conclude as—

- Social change is a process.
- Social change is a universal phenomenon.
- Social change is a change in the attitudes and beliefs of men.
- Social change is a change in lifestyles of people living in a society.
- Social change is a change in social relationships.
- Social change is a change in structure and functions of society.
- Social change is a change in social patterns.
- Social change is a change in social values.

4.4 NATURE AND CHARACTERISTICS OF SOCIAL CHANGE

- Social change is a continuous process. Change of a society cannot be stopped.
- Social change is a natural process. In some societies this process of change may be fast, and in some others it may be slow, depending upon the nature and character of that society.

- Social change is a universal process. Each society has to follow the principle of change.
- Social change is influenced by time factor. With the change of time, existing social value systems, customs, traditions, faith and beliefs change gradually which, as a whole, contribute to process of change.
- Social change may be planned as well as unplanned. Planned change of a society comes through various schemes, projects and short and long term programmes which can determine and control the rate and direction of social change. Due to natural calamities such as floods, earthquakes, tsunami, drought, volcanic eruptions etc. changes come to a society without any planning.
- Social change is the changes in social interactions, personal and social value systems.
- Social change may create chain reaction. Change in a single factor directly or indirectly associated with other factors.
- Social change is a product of the interaction of many factors. These factors are education, science and technology, cultural factor, psychological factor, ideological factor, economic factor, political factor etc.
- Social change may occurr either partially or completely in the existing status or in practices. Changes come to society partially through revolutionary or evolutionary approach.



CHECK YOUR PROGRESS

Q 1 : Define Social Change.

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Q 2 : Mention two characteristics of social change.

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4.5 CAUSES OF SOCIAL CHANGE

Social change is a complex phenomenon. Many factors or causes operate together to produce social change. All these causes of social change have interconnections and overlap each other. These causes are –

- **Culture :** One of the important causes of social change is change in culture. Culture is a complex whole that constantly loses and gains components. There are three important components or sources of cultural change—invention, discovery and diffusion. Invention of new ideas, objects and social patterns bring social change. Invention may be of two types—material and social. Each invention has its long term possibilities of impact on change in society. A discovery adds something new to the culture and thereby helps in social change. Diffusion is a selective process of society where only needed aspects of culture are borrowed from one society to another society or within the society which trigger changes in society. The rapid expansion of mass media and improved transportation and communication has led to rapid diffusion of ideas and help in social change.
- **Conflict :** Conflict and tension in a society help in social change. No society is free from conflicts; of course, types, nature and causes of conflicts vary from society to society. According to Karl Marx conflict (class) is the engine that drives societies from one historical era to another. Social division based on class, caste, gender, ethnicity, estate, etc. are some of the major causes of social conflict.
- **Social problems :** There are so many social problems in a society. These are poverty, juvenile delinquency, illiteracy, prejudices, population explosion, superstition, prostitution, unemployment, etc. Most of the problems are interrelated and create a social tension and conflict. These conflicts lead to changes of various aspects in society.
- **Demographic Change :** Demographic change of a society may also be a cause of social change. Demographic change is caused

by an increase in population (an increase in birth and decline in death) and human migration within and among societies.

- **Social movements :** Social movement is considered as the powerful cause of social change. Social movements are organised efforts of groups of people joining together for a common cause to bring about deliberate change in the culture and tradition, relationships, social norms and ideas of the society.
- **Environmental changes :** Environmental change due to natural calamities and degradation of the environment can bring changes in the structure of societies, relationships of people, human settlements and means of livelihood. Due to these environmental changes, people migrate from one place to another, and try to adjust with the new changing situations.
- **New Ideology :** Social change may also occur due to adaptation of new ideology which includes new faith and beliefs, values, rights and duties as well as a new approach in life. Beliefs on truth, non-violence and non-cooperation are some of the major principles advocated by Mahatma Gandhi which gave us freedom in 1947 and resulted in multiple changes in Indian society.
- **Economic & political advancement :** Economic and political advancement that have been going on across the country and around the world after formation of the U.N has brought about many social changes. Promotion of democracy worldwide and inception of globalisation have made many changes in global economy, political structure and dynamics, culture, poverty, gender issues,environment etc.

4.6 AGENCIES OF SOCIAL CHANGE

Social change is the change in society. There are a number of agencies involved in the process of social change. These agencies are—

1. Family
2. School

3. Community
4. Science & Technology
5. Non-Government Organisation
6. Politics
7. Religion
8. Mass Media

Role of these agencies in the process of social change are discussed below—

- **Family:** The family is the most important primary group in society. It is the most important agency that brings about socialization. The family moulds the character and personality of the individual. The parents serve as the first socializing agents for their children. The family sets the stage for the development of many important personality characteristics, providing experiences both within and outside the home. The customs, traditions, faith, belief and norms of our society are first learnt within the family. Here, the child first observes and then internalizes the values of the parents. Social, political and religious beliefs and customs are transmitted from one generation to next generation with desirable changes or modifications via family. In this way family plays a major and responsible role in the process of social change.
- **School:** School is considered as a miniature society and another (next to family) important agent of socialization. School is a formal agency of education. In school, education is provided to each student in a systematic way according to their age, capacity and changing trends of society. Main responsibility of the school is to develop the total personality of each child: physically, mentally, morally, socially, aesthetically and spiritually. Through its curricular and co-curricular activities, through craft work, games, sports, Scout & Guide, N.C.C, N.S.S. etc. they acquire requisite skills, scientific attitudes and moral values which are necessary for realising the past and present values of society and changing trends of society for welfare of all.

- **Community :** Community is one of the important informal agencies of education which can mould the total changing trend of a society. In our country, every community is interrelated with other communities and work as a part of the large community. As an informal agency of education, community influences people indirectly, helping them to accept new knowledge, information and progressive values with slight modification or total change of the previous ones.
- **Science & Technology:** Science and technology play a major role in social change. With new inventions and discoveries, material changes have taken place in all progressive societies. Of course, speed of change varies from society to society. With scientific approach in life, people living in community may fight against prejudices, superstitions, phobias etc. The ICT plays a major role in changing the society by spreading knowledge and information with high speed and accuracy. Science and technology has transformed the world as global village. Changes taking place in one society affect the other society through the use of science and technology.
- **Non-Government Organisation (NGO):** A Non-Government Organization is a voluntary organisation. The main motive behind such organisations is self-less service to the community. All types of activities cannot be performed merely by enforcing government rules and laws, especially in the areas where human emotions, attitudes, faith & belief, customs and traditions are involved. Today NGOs are engaged in different fields, for example—health, education, culture, social welfare, women empowerment, religious activities, etc. to change the trend of unscientific thought and conduct to scientific one. Both state and central government provide financial assistance to NGOs to carry on their activities. Some NGOs receive international funds also on the basis of their activities.
- **Politics:** Politics play an important role in social change. Each political party has its own principles to motivate the people. With increasing political awareness among the masses, people can judge the political propaganda and are able to give their best judgement.

With the passage of time, popularity increases toward democracy. Today, democracy is considered as the way of life and not a mere political arrangement. It is based on the principle of equal freedom and equal rights for all its members, regardless of race, religion, sex, occupation or economic status. In this way, democracy introduced a new concept of politics where all people are taking active role in government formation.

- **Religion :** Religion is a powerful agent of social change. Religion is a special faith and worship of a God or Goddess. It helps to inculcate some special values which encourage people to follow a disciplined way of life. Each religion has its own basic principles and unique style of worship for purification of heart and head. Through these unique styles of worship, each religion restricted some activities of their followers. With the change of time, spiritualism become more popular among the new generation which can eradicate human illusions towards other religions and help to become soul-conscious and develop universal brotherhood among all sections of people.
- **Mass Media:** Mass media plays a major role in social change. Print and electronic media such as newspaper, radio, television, computer, film, telephone, etc. have a great mobilizing power and capacity. The media can instantly communicate new knowledge and information and there by educating masses with updated changes in society. Through mass media masses receive changing trends of a society in culture, music, fashion technology, education, health, beauty therapy etc. which affect the life style of other society.



CHECK YOUR PROGRESS

Q 3 : List out two causes of social change.

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Q 4 : Explain religion as an agent of social change.

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ACTIVITY 4.1

Cite an example or an activity by your own which can lead to bring social change in your society.

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4.7 EDUCATION AS A FACTOR OF SOCIAL CHANGE

Education is a very important factor which can bring changes in society. Without education social change cannot take place. Type and speed of social change also determined by education. Material and non-material cultural changes also possible through education. Education is considered as one of the most powerful means of economic, political, cultural, and scientific and psycho- social changes in a society. As a factor of social change, education performs the following tasks—

- **Transmission of culture :** Education helps to preserve the worthwhile culture of a society, assimilation of the cultural values and its transmission from one generation to the next generation. Education helps to conserve, preserve and adopt desirable changes in cultural elements.
- **Value system :** Education can help to mould the individual's character and personality, thought process, value system, outlook and attitudes, living style of the people and in adopting desirable social reforms.
- **Imparting knowledge and information :** Education can help in imparting knowledge and information about the changing trends of thought and work culture. It also helps to develop creative and

constructive power along with skill development that can initiate social change.

- **Science and technology :** Education is a powerful instrument of imparting knowledge about science & technology which can help individual to adopt scientific approach in life. Such scientific approaches in life help to develop the capacity to judge and remove to a great extent prevailing prejudices, misunderstanding, narrow ideals and superstitions. Scientific inventions and technological advancement have made life more comfortable by providing good communications, transportations, standardized goods, improved medicines, etc.
- **Economic development :** Education can help in the economic change and improvement of a society. New teaching methods and techniques, introduction of new policies and programmes for skill development, self-empowerment, communication improvement, new banking facilities for poor, new approach to work culture, etc. help to increase social mobility and economic changes of a society. Educational reforms, designed to raise educational standards among low income people, financial assistance to poor intelligent students are few steps for qualitative changing of a society.
- **Political awareness :** Education is a powerful instrument of creating political awareness among the masses. Through education, people can understand their own rights, duties and responsibilities and also able to understand political propaganda. Education can help to develop true patriotism and the sense of sacrifice among the masses. Government policies and programmes are fully successful when people are educated and take active participation for its execution.
- **Occupational facilities :** Education is considered as a powerful means of getting occupations. Types of occupations and departmental promotions also depend upon education which is the key determiner of social status. Thus, education has the capacity

to transform the occupational structure and determine the economic status of the people .

- **Removal of obstacles :** There are so many obstacles of social change. These are specially superstition, conservative nature, religion, class, castes, fear, regionalism etc. Education can help to acquire scientific knowledge and information to judge the existing customs, traditions, faith and belief, norms and standards of a society and develop a new logical attitude towards change.



4.8 LET US SUM UP

- The term 'Social Change' means changes in social interactions, social processes and value systems. Social change also includes changes in social structures and organisations, social functions and the lifestyles of people.
- There are many factors which are considered as responsible for social changes like education, science and technology, cultural factor, psychological factor, ideological factor, economic factor, political factor,etc.
- The agencies of social change are—Family, School, Community, Science & Technology, Non-Government Organisation, Politics, Religion and Mass Media.
- Education is a very important factor which can bring changes in society. Education fosters social change. Type and speed of social change are also determined by education. Material and non-material cultural changes are also possible through education. Education is considered as one of the most powerful means of economic, political, cultural, and scientific and psycho- social changes in a society.



4.9 FURTHER READING

1) Aggarwal, J.C. (2007). *Theory and Principles of Education.* Agra: Vinod Pustak Mandir.

2) Bhatia, K.K. and Narang, C.L. (2006). *Philosophical and Sociological Bases of Education*. Ludhiana: Tandon Publication.

3) Mathur, S.S. (2006). *A Sociological Approach to Indian Education*. Agra: Vinod Pustak Mandir.

4) Shankar, Rao. C.N. (2012). *Principles of Sociology with an Introduction to Social Thought*. New Delhi: S. Chand & Company Ltd.



4.10 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q. No. 1 : According to M.E. Jones - "Social change is a term used to describe variations in, or modifications of, any aspect of social processes, social patterns, social interaction or social organisation."

Ans to Q. No. 2 : The two characteristics of social change are-

- Social change is a continuous process. Change of a society cannot be stopped.
- Social change is a natural process. In some societies this process of change may be fast, but in others it may be slow, depending upon nature and character of that society.

Ans to Q. No. 3 : The two causes of social changes are-

- **Conflict :** Conflict and tension in a society help in social change. No society is free from conflicts; of course, types, nature and causes of conflicts vary from society to society. According to Karl Marx, conflict (class) is the engine that drives societies from one historical era to another. Social division based on class, caste, gender, ethnicity, estate etc. are some of the major causes of social conflict.

- **Social problems :** There are so many social problems in a society. These are poverty, juvenile delinquency, illiteracy, prejudices, population explosion, superstition, prostitution, unemployment etc. Most of the problems are interrelated and create a social tension and conflict. These conflicts lead to changes of various aspects in society.

Ans to Q. No. 4 : Religion is a powerful agent of social change. Religion is a special faith and worship of a God or Goddess. It helps to inculcate some special values which encourage people to follow a disciplined way of life. Each religion has its own basic principles and unique style of worship for purification of heart and head. Through these unique styles of worship each religion restricted some activities of their followers. With the changes of time, spiritualism become more popular among the new generation which can eradicate human illusions towards other religions and help to become soul- conscious and develop universal brotherhood among all sections of people.



4.11 MODEL QUESTIONS

A) Very short Questions (Answer each question in about 50 words)

Q 1: What is social change?

Q 2: Write a definition of social change.

Q 3: Who is the writer of the book 'Basic Sociological Principle'?

Q 4: In which year William. F. Ogburn wrote the book "Social Change"?

Q 5: Social change is a —— process.(Fill in the blank)

Q 6: Educational Institution is considered as one of the ——of social change.(Fill in the blank)

Q 7. Write about the role of science and technology in social change.

B) Short Questions (Answer each question in about 150 words)

Q 1 : "Social change is a natural process"—Explain

Q 2 : "Education plays a major role in social change"—Explain.

Q 3 : Mention about the four nature of social change.

Q 4 : "Social change is the result of social awareness"—Explain.

C) Long Questions (Answer each question in about 300-500 words)

Q 1 : What is social change? Mention its nature and characteristics.

Q 2 : What are the main factors of social change?

Q 3 : What are the main agencies of Social change?

Q 4 : What are the main causes of social change?

Q 5 : What is the role of Education as factor of social change?

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UNIT 5 : SOCIAL CHANGE IN INDIA

UNIT STRUCTURE

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- 5.3.1 Characteristics of Modernisation
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5.1 LEARNING OBJECTIVES

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

- define the meaning of modernisation, westernisation and globalisation
- describe the nature of modernisation, westernisation and globalisation
- discuss about the process of modernisation in Indian Society
- explain the role of education in modernisation and globalisation

5.2 INTRODUCTION

Extensive use of science and technology in the twentieth century has brought about remarkable changes of human society in all directions. Scientific and technological methods are being used to serve the increasing needs of our modern life. Today, man has been able to conquer space, control disease, economise labour and use nuclear power for peace and progress. All these have been possible owing to progressive changes in outlook, attitude and in the sense of values in human mind. This unit is a reflection on these changes and progress of India with the impact of modernisation, westernisation and globalisation as a whole.

5.3 MEANING AND DEFINITION OF MODERNISATION

Modernisation is a process of change whereby less developed societies acquire the characteristics of more developed societies including their ways of life and values. Through this process, the developed societies transmit their keys of change and improvement to traditional or less developed societies. Through the transmission of modern scientific knowledge, the traditional societies achieve better and more satisfactory changes in the field of education, economy, politics, culture and traditions, administration, religion etc. Modernisation does not mean merely discarding all the traditional values, customs, cultural and political heritage, faith and belief. The term 'modernisation' was first introduced by Daniel Lerner in his study of the Middle-Eastern societies. Daniel Lerner in his book, "The Passing of Traditional Society" (1958) has mentioned about the importance of modernisation over westernization.

Definitions of Modernisation:

According to Daniel Lerner, "Modernisation is the current term for an old process of social change whereby less developed societies acquire the characteristics common to more developed societies."

According to Alatas, "Modernisation is a process by which modern scientific knowledge is introduced in the society with the ultimate

purpose of achieving a better and a more satisfactory life in the broadest sense of the term as accepted by the society concerned."

According to Smelser, "Modernisation refers to "a complex set of changes that take place almost in every part of society as it attempts to be industrialised. Modernisation involves ongoing change in a society's economy, politics, education, traditions and religion."

According to Rutow and Ward,"The basic process in Modernisation is the application of modern science to human affairs."

5.3.1 Characteristics of Modernisation

- One of the important characteristics of modernisation is the use of scientific knowledge and technology in day to day life approach for a better living. Using of modern science and technology help to change and improve the traditional values and adopt new progressive ones.
- Scientific and technological inventions brought remarkable changes in the field of social organisation, culture, politics, economy and education. This is another important characteristic of modernisation.
- Adoption of science and technology in industry, agriculture, dairy farming etc. to revolutionise the concept of productivity is also considered as one of the important characteristics of modernisation.
- Social mobilization is an important characteristic of modernisation. Through the process of modernisation, a society transforms her old social, psychological, economic and political elements and adopts new values for better living.
- Urbanisation is an important characteristic of modernisation. Through the process of urbanisation, people migrated continuously from rural areas to urban areas for their establishment.

- Industrialisation is a common characteristic of modernisation. Industrialisation means building up or establishing industries which leads to several social changes, for example–establishing banks and business centres, extension of roads and other civic amenities, etc.
- Another important characteristic of modernisation is the growth of a number of specialised organizations with new means of production and development of new professions.
- Another important characteristic of modernisation is the development of mass media. These include newspapers, radio, television, movies etc. through which the citizens become enlightened and well- informed about the changing trends in society.
- Modernisation does not necessarily mean discarding all the traditional values, norms and beliefs but accepting all these with necessary modification.

The process of modernisation lays emphasis on rational and secular thinking, ideology based on nationalism, education, mass communication, scientific and positive attitudes towards work and wealth, industrial development and development of knowledge, urbanization etc.



CHECK YOUR PROGRESS

Q 1 : Define modernisation.

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Q 2 : Who for the first time used the term “Modernisation”?

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5.3.2 Criteria of Modernity

Modernisation is a process whereby less developed societies acquire characteristics common to more developed societies. There are some criteria of modernity—

1. Economic self- sufficiency
2. Political participation to make democracy fruitful
3. Secular and rational social norms
4. Social mobility
5. Spread of literacy
6. Independent and neutral command of mass media
7. Improved communication and transportation facility
8. Importance on urbanisation and industrialisation.

5.3.3 Causes of Modernisation

There are many causes which are responsible for Modernisation. These are—

- **Spread of Education :** Education is a process which helps in changing the traditional attitude and norms and accepting the new rational attitude and values to adjust effectively with the changing trends in society.
- **Use of science and technology:** Use of science and technology in day to day life and the use of scientific attitude help to re-evaluate the traditional norms, values and beliefs and help in effective adjustment with the new changing trends in society.
- **Industrialisation :** Industrialisation is an important cause of modernisation. Due to the establishment of new industries and factories, job opportunities increase and standard of living become high.
- **Urbanisation :** Urbanisation and modernisation are inter-linked. Due to the establishment of industries, educational institutions and important offices in cities, people migrate to cities from rural areas for job prospect, better establishment and improvement of standard of living.

- **Improved communication system :** Improved communication system, especially use of internet, mobile phones, cinema, Radio, television etc., help in effective communication and spreading of up-to-date information among the masses for changing the irrelevant thoughts and practices from the society.
- **Faith on Secularism and Democracy :** Due to the faith and respect towards secularism and democracy, people can enjoy their religious thought without any disturbance and take active part in government formation and thereby help in cultivation of modern trends in society.
- **Faith on change :** Due to the faith on change for betterment, the traditional norms, customs and beliefs are subject to re-evaluation and the modified ones are accepted for effective adjustment with the changing trends in society.

5.4 PROCESS OF MODERNISATION IN INDIAN SOCIETY

The process of modernisation in India started mainly with the British establishing their rule in India. The British defeated the French by 1763; captured Bengal, Odisha and Bihar in 1764; defeated Tipu Sultan of Mysore in 1799; defeated the Marathas in 1818 and the Sikhs in 1849, and thereby gradually extended their journey of victory on the Indian soil. Through contact with the British people, the traditional Indian society started to change her culture, thoughts, beliefs, style of living, etc. The impact of modernisation in Indian society during the British rule can be sub-divided into two parts – micro level and macro level. At the micro level this led to changes in the social atmosphere. People began practicing their age old customs and traditions, faiths and beliefs, norms and standard, culture and religion with slight modification or sometimes without any modification. But social change occurred in the macro level as well which helped the Indian society in the transformation towards modernisation, for example—expansion of western form of education, increased popularity of the English language and literature

over classical Indian languages, spread of urbanisation and industrialisation, improvement in the field of communication and transportation system, etc.

After Independence, the speed of social change towards modernisation has increased rapidly. Spread of basic education , adult education, recommendations of Education Commissions and Policies, influence of nationalism , establishment of new social value system, decreasing rigidity of caste system, improving social mobility, scientific and positive attitude towards work, faith on democracy, secularism and rationalism, representative government ,equality, planning for systematic change and progress, adopting the policy of liberalisation and international cooperation, etc are the key factors of social change for modernisation in India.

5.5 ROLE OF EDUCATION IN MODERNISATION

Modernisation is the result of education and enlightenment of individual and social life. It is in fact the cause and effect of education. Education can build up a new generation of men and women who believe in the activity and behaviour with the spirit of modernisation. It can change the political, economic and cultural complexion of the society as a whole. It is necessary to outline the following significant points in regard to modernisation through education-

- Education can help to evolve an effective political ideology of the state for modernisation.
- It can raise per capita income and national productivity of the country for economic growth and development of the people.
- It can raise the percentage of literacy and develop functional literacy of the people.
- It can raise the rate of scientific and technological development of modern civilisation.

The above points make it clear that education is the pre-requisite for modernisation of a society. The role of education for modernisation is therefore, by nature, very comprehensive that comprise all aspects of our development.



CHECK YOUR PROGRESS

Q 3 : Mention one cause of modernisation.

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5.6 CONCEPT OF WESTERNISATION

Westernization is a process of social change. M. N. Srinivas defines westernisation as—"Westernisation to characterize the changes brought about in Indian society and culture as a result of over 150 years of British rule, and the term subsumes changes occurring at different levels – technology, institutions, ideology, value." He mentioned that westernisation means incorporation of the norms, values and culture of the West in one's own culture.

Characteristics of Westernisation :

There are various characteristics of westernisation. These are as follows—

- Westernisation is a process of social change.
- Westernisation means adoption of the norms, culture and values of the West in one's own culture.
- Westernisation is morally neutral. It has good as well as evil effect.
- Westernisation is the product of modern science and technology.
- Westernisation spreads modern education among the masses through school, college and universities.
- Westernisation encourages modern values like humanism, egalitarianism and secularism.
- Westernisation does not mean only the establishment of new industries but it also includes the basic changes and improvement of their ways and means of production.

- Due to the influence of westernisation in India, many discriminating religious practices were ended.
- Westernisation also influences caste system and joint family system.
- Westernisation is a spirit to fight against superstitions, prejudices and social evils.

5.6.1 Westernisation in India

Due to the influence of western culture, various types of important social changes have taken place in India, for example—culture, traditions, style of living, structure of family and marriage, personal relations, female education, adult education, social mobility, etc. The value system, culture, tradition, ways of life of the Westerners in general and the British in particular influenced the traditional Indian society in various ways. Due to the influence of westernization, the Indian people adopted western technology and educational system, their manners and habits, style of living and eating, dress-code, structure of family and marriage, personal relations, female education, social mobility, etc.

In India, westernisation has played an important role in bringing about social change. During the British rule, India came under the influence of westernisation. Due to the influence of modern science and knowledge, many religious reforms came into existence in Hinduism. People like Maharishi Dayananda, Ramakrishan Paramhansa, Vivekananda, Rabindranath Tagore, Sri Aurobindo, Raja Ram Mohan Roy, etc., devoted themselves in re-defining Hinduism. Practices like Sati, child marriage and untouchability were put to an end, and the process of widow-remarriage was encouraged in India. Sir Syed Ahmad Khan, among the Muslims, and Dr. B. R. Ambedkar, among the backward classes, contributed a lot for the uplift of India people. Some other great Indians who tried to re-evaluate traditional Indian values for a better future in India were Mahatma Gandhi, Patel, Nehru and Radhakrishnan.

5.7 MEANING AND CHARACTERISTICS OF GLOBALISATION

Globalisation is a wider concept which plays a major role in economic development. Globalisation means international integration, especially integration of the culture and economies of the world with one another. Due to integration, product and factors move freely among the different countries of the world. Products include all the tradable goods, commodities and services, and factors include all the factors that can move like capital, technology, finance, labour etc. Within the umbrella of global economy, there should be one currency as in a country, and currencies should be freely convertible for all the transactions like those relating to exports, imports, financial flows, etc. Due to international integration, interdependency increases among the countries. Not only in the field of products and factors but globalisation also influence in the field of politics, culture, laws and ideas. The formation of General Agreement on Tariffs and Trade (GATT), International Monetary Fund and free trade system has triggered globalisation. Improved communication and transportation system also help in the process of globalisation. Globalisation is helpful for overcoming the stagnancy in the economic growth and starts a journey of economic development. Improvement in production increases employment facilities and thereby increases income of the people and indirectly helps in bringing down the problem of poverty. Due to the advances in communication and information technology, physical distances among the countries have almost been eliminated and thereby free movement of product and factors is possible. Again revolutionary improvements in transportation networks have helped in reducing the cost of moving goods across the countries. In India, in order to overcome a huge financial and economic crisis, Dr. Manmohan Singh brought a new Economic Policy in 1991 which is known as Liberalization, Privatization and Globalization Policy (LPG) policy.

According to Deepak Nayyar, “Globalisation is an expansion of economic activities across political boundaries of nation states.” He also mentioned that globalisation refers to a process of deepening economic

integration, increasing economic openness and growing economic interdependence among countries in the world economy. Globalisation gives stress on three factors—trade in goods and services; movement of capital; and flow of finance.

According to Professor Roland Robertson, "Globalisation is the compression of the world and the intensification of the consciousness of the world as a whole."

According to social scientist Martin Albrow and Elizabeth King, "Globalisation is all those processes by which the people of the world are incorporated into a single world society."

Characteristics of Globalisation:

- Globalisation means international integration, especially integration of the economies of the world with one another.
- Due to Globalisation, product and factors move freely among the different countries of the world. Products include all the tradable goods, commodities and services, and factors include all the factors that can move like capital, technology, finance, labour, etc.
- Use of science and technology in day to day life and its various inventions which are used for the progress of human civilisation help in the process of globalisation.
- Human mobility is another characteristic of globalisation. Due to exchange of knowledge, job prospect and self settlement, human mobility increases from one country to another for improving their standard of living.
- Another important characteristic of globalisation is the improvement of communication technology. Information in one part of the world can be easily and quickly sent to another part of the world through internet, mobile, e-mail, video-conferencing, etc.
- Globalisation gives stress on economic development and economic self-sufficiency. Along with the economic development, globalisation also helps in explosion of knowledge.

- Globalisation helps in the formation of international understanding and brotherhood as well as the feeling of global citizenship among all sections of people.
- The concept of "Global Village" comes forward through the process of globalisation. With the changes of time and improvement in communication technology, physical and cultural barriers are reduced with new concept of world citizenship and brotherhood under the roof of one global village.



LET US KNOW

Advancement and expansion of science and technology, application of easy and fast means of communication, explosion and unification of knowledge have gradually wiped out geographical borders and made an effort to transform the world into a 'village'. In 1960, Marshall McLuhan put forward the concept of the Global Village in his book, "Exploration in Communication". This concept has come to be considered with seriousness in today's world. The principal aim of globalization is to bring to humanity the awareness about world citizenship through mutual understanding and friendship among the nations of the world. It is believed that this will bring about a feeling of oneness among all human beings. Nations that have patronized the concept of the Global Village have emphasized upon acquiring certain new values that will facilitate movement of capital and investment, free market economy and liberalization of export-import policies for the common goal of human welfare.



CHECK YOUR PROGRESS

Q 4 : Mention two characteristics of westernization.

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5.7.1 Globalisation and Education

The concept of Globalisation has been able to dominate the world of education in the changing scenario. In order to apply every aspect of development for human welfare, suitable education becomes essential. Proper assessment of the impact of science and technology, the ease of means of communication and publicity, reforms in capital and investment system, the adoption of economic liberalization and the like, is possible only when people are appropriately educated. The government of India was caught in the wave of globalisation even as it was going for economic reforms and development.

The international trade services sector recognized by GATS has included every nation's public education sector. Higher education, too, falls in this sector. This has influenced the commercialization of higher education especially in the export – import field of education service sector. Nations that are members of WTO can send students and teachers to other member-nations. In the same manner, member-nations can export education service through internet, electronic media and print media and set up trade centres in member-nations for supply or export of education service. Right to equality and equal opportunity have been greatly challenged by commercialization of education. In addition to that globalization has invited to the education sector the concept of competitive privatization. Even though international temperament has been given prominence through globalization, a national identity based on its tradition and culture must be protected through proper education policy. As such a national education policy has the great responsibility of shaping the personality of its citizen through education that is based on national principles and ideals so that they are endowed with a sense of value to make themselves suitable for facing the challenges of the times. In a welfare state, the national education policy should be framed in such a manner that, on the

one hand, the citizens are given moral security in preserving national ideals, and on the other, they are bestowed with the qualities that can inspire them to respect universal brotherhood.

Curriculum and Teachers' training

Curriculum must be prepared with a view to building up confidence among the students so that they can face the challenges thrown by globalization in the education sector. The educationists have started their deliberations in this regard. The time has arrived when it has become necessary to evaluate once again the aims and objectives of education, curriculum, teachers' training, etc so that these can be suitably changed with time. There have been discussions as regards preparing new curriculum that allows adjustment of teachers and students to new sense of value besides fulfilling the private and public need. In this connection, the International Education Commission constituted by the UNESCO in 1993 under the chairmanship of Mr. Jacques Delors, submitted its report in 1996 which mentions four significant aspects or stages of education. They are: learning to know; learning to do; learning to live together; and learning to be.

According to this commission, in future, instead of calling a person who cannot read or write an illiterate, one who does not know how to learn or acquire a subject suitable for learning, will be called an illiterate. Preference will be given to functional literacy. As soon as education was recognized as a lifelong process, distance education became as popular as formal education; the flexibility of Distance or Open education has increased its popularity manifold. The curricula must be based on practical need so that the pupils can achieve success in future. However, it is equally necessary to impart them knowledge about national tradition, heritage, literature, culture and sense of value. As such a reformed education system will demand trained teachers. In this age of globalization, every teacher should be acquainted with knowledge-explosion, advancement in communication and publicity, the invention and

innovation made by science and technology. That is why introduction to new subjects related to education like computer application, psychology, sociology, economics, science, political science, mathematics and statistics should be incorporated in the curriculum for teachers' training. They should also be trained in recent methods and strategies of teaching besides the traditional ones. Education has a limitless role to play in the era of globalization. Teachers' training programme should be well emphasised to cope with the changing situations. So, in order to make teaching and learning more successful in the changing situation, there will be need of suitable curricula, proper educational environment, and improvement of physical, technical and academic infrastructure besides disciplined and sincere students.

5.7.2 Causes of Globalization

There have been diverse views on the origin of globalization. Some of them are given below:

- **Rapid progress in Science and Technology :** This has been identified as the driving force behind globalization. This progress has eliminated geographical distance and new inventions and discoveries have helped people to reassess life with new sense of value.
- **Economic Reform :** Economic reforms have also led to globalization. Socio-economic changes were sought to be brought about all over the world. As per Dunkel's proposal the World Trade Organization was born with supreme power in the field of trade and commerce; every member-nation was bound to act as per its direction.
- **Secret Agenda of the Capitalist Countries :** The USA and a few very developed European countries suddenly suffered so many setbacks that the concept of globalization was put in circulation for their rescue. In the name of freeing the goods and capital markets, they have spread their market all over

the world and thus attempted to save their countries from severe economic crisis.

- **Development of Transport and Travel:** Rapid progress in the travel sector all over the world has facilitated trade and commerce, migration and movement of people. As a result there has been tremendous increase in exchange of goods among nations, and passport and visa seekers.
- **Fast Means of Communication:** Inexpensive and easily available fast means of communication and transportation have made it possible to send and receive goods, etc to and from various parts of the world. As a result, instead of a few privileged nations, the whole world has reaped benefits of development.
- **Rapid Progress in Information Technology:** This has made it possible to send information to or receive information from any part of the world instantly at a very low cost. Computers and mobile phones have made email, video conferencing, etc affordable for everyone. Thus, the world has come to be treated as a single place instead of different nations.
- **Respect for Universal Brotherhood:** The elimination of geographical boundaries by superfast means of communication gifted by science and technology has brought the nations to think on a common platform for the common good of humanity by solving the problems that threaten the planet Earth. This feeling of universal brotherhood has led to the idea of world citizenship.

5.7.3 Impact of Globalisation in India

Any issue has its positive and negative aspects. This is applicable to globalization too. Globalization has left its impact on India both positively and negatively .But the impact has been more visible in towns and cities. The villages are still lagging far behind

the cities and towns as far as infrastructure in health, education, transportation, habitation and agriculture are concerned. The benefits of the progress in Science and Technology in the fields of information technology, communication, transportation etc. are yet to reach a large number of villages.

- **Rise in the Standard of Living :** The government of India implemented Economic Liberalization Policy; in consequence, many economic reforms and developments followed. The increase in the rate of economic development has resulted in better infrastructure, health facilities, employment opportunities, development in the Information Technology sector, increase in per capita income and gross domestic product. On the whole, the rate of development has been moving upward. All these together have helped in raising the standard of living in the Indian people.
- **Establishment of Specific Industries and Opportunities for employment :** Globalization has opened the door for setting up new industries in India. Production has been emphasized as per demand. Industries in various sectors like information technology, drug and health, and cosmetics have multiplied manifold in India. In order to maintain quality in these sectors, highly skilled and experienced workers are needed. Opportunities for employment have mitigated the problem of educated unemployed in India. These industries have opened up employment avenues for unskilled workers too.
- **Government efforts for development :** In order to carry on the economic development that has been ushered in by globalization, the government has taken up various plans and strategies. Some of the schemes that have been started in India are: Prime Minister's Rojgar Yojana; Chief Minister's Rojgar Yojana; Indira Awas Yojana; Pradhan Mantri Gram Sadak Yojana and the like. Efforts have been made through

such schemes to do away with the discrimination in the development of towns and villages.

- **Economic factor :** Globalization has greatly influenced Indian economy. The government of India initiated economic reforms which was a result of the growing influence of globalization. Such reforms opened the gate for investment in India by the MNCs (Multi National Companies). So, many MNCs opened their offices in India. In the free market economy, various steps have been taken by companies in India to increase production to meet the demand in a global market. It is because of globalization that India's Gross Domestic Product (GDP) has increased from 5.6 in 1990-1991 to 7.78 in 1996-1997. Indian economy has been making efforts to maintain the GDP between 5 to 6 percent in spite of various natural calamities and other problems. It is expected that India's economic growth will be from 6 to 7 percent.
- **On Education :** The impact of globalization on education has been immense. New teaching skills and equipments have been introduced. For example: E-learning; Flexible learning; On-line examination; E-library; E-journal etc. The reforms in the infrastructure based on technology; reforms in the curricula; reforms in examination and evaluation; emphasis on teachers' training: all these have been as a result of globalization. Globalization has brought tremendous challenges to the teaching profession. Life-long teaching is transforming into contractual teaching and efficiency-based teaching. Pupils' feedback and views have started having influence on the decision of making a teacher's employment permanent. In today's education system, information technology has come to be widely applied; the productivity of education has been emphasized and research has been given priority. As a result, Indian students have been able to

prove their intellectual prowess in the global arena. For example; the IITs and the IIMs (The Indian Institutes of Technology and The Indian Institutes of Management, respectively) have been able to produce students who can compete internationally. Many private-sector schools have laid stress on imparting education of international quality by providing students with state-of-the-art facilities.

- **On Agriculture :** Globalization has deeply influenced both agriculture and industries. Employment in both these sectors has greatly increased. The contribution of Industries to GDP is 29% while that of agriculture is 17%. The demand for tea, cotton, jute, sugarcane, wheat, fine rice etc. is greatly increasing in the international market. There has been a great demand for organic products today in the world market. As such India is devoting, in certain areas, to exclusive organic cultivation.
- **On Service Sector :** The positive impact of globalization on the Service Sector in India has been huge. This sector contributes almost 54% to the GDP. It has opened up vast employment opportunities and thus helped in the socio-economic development of the nation. Globalisation has brought about discernible changes in the Indian health system; the Postal Service system; the Financial Service Sector and Telecommunication. Revolutionary changes have been brought about in the health sector with the introduction of the latest medical equipments, mobile medical service, improved ambulance service and telemedicine. Telemedicine has made it possible for a patient to consult medical-expert in any part of the world. Gene therapy has paved the way for correcting defective genes. Because of low cost medical treatment in India, a large number of people from various parts of the world come to India for treatment. The postal service has improved immeasurably and facilitated the dispatch of money and matter quickly and inexpensively all

over the world. The banking sector has seen the introduction of ATMs, Net Banking, Tele banking, E-banking, global banking, paperless transaction and the like. Similarly, in the field of communication, mobile phone, teleconferencing, video conferencing are widely used in the communication sector. These are ramifications of globalization.

- **On Society and Culture :** Globalization has been able to penetrate the Indian society as well as Indian Culture. Changes are perceptible in many traditional practices in relation to rituals and customs, faith and beliefs, dresses, festivals, marriage and other ceremonies, family structure and relation. So far as culture is concerned, the traditional taste as regards music, dance, performance and acting has undergone tremendous changes because of globalization. At the same time blind imitation of the West in the name of globalization has created a lot of problems in preserving the tradition of Indian culture.

5.7.4 Critical Analysis of Globalisation

Favour of Globalisation

Thomas Freidman, According to him and many others, globalization has brought people of the world closer and paved the way for international cooperation and integration. It has also brought economic prosperity to them by improving the economic condition without making any compromise with their culture.

They are also of the view that globalization has been able to lessen the threat of wars in the world as wars can create havoc in the world markets.

Another view expressed by them is that globalization helps the poorer countries economically. According to a World Bank report, globalization has brought down the poverty level India and Indonesia. It also says that the standard of living in the poorer countries have gone up following globalization.

Against Globalization

Noam Chomsky and a few others have spoken against globalization. According to them, globalization has made the rich, richer and the poor, poorer. Globalization has been described as colonialism.

As commercialization has been given more importance in India, the development here has been artificial. Unemployment problem, the increasing gap between the rich and the poor, defective distribution system, unequal development in the towns and villages have made development in India as stunted as it was before globalization.

As a result of globalization, international brands have been able to earn more profit and reputation than local brands. In this connection cold drinks like Coca Cola and Pepsi Cola may be mentioned.

Globalization helps spread western sense of value, taste, manners and behaviour and relegates local culture, tradition, custom and ideal. Blind imitation of the west has even led to conflict between old and new values.

Many, who have failed to compete professionally and otherwise in the post-globalization world, have even taken their own lives. For example, in Andhra Pradesh, under the Chandrababu Naidu government, 221 peasants committed suicide as they could not face the disaster caused by globalization.



CHECK YOUR PROGRESS

Q 5 : Mention two important causes of globalisation.

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5.8 LET US SUM UP

- Modernisation is a process of change whereby less developed societies acquire the characteristics of more developed societies including their ways of life and values. Through this process, the developed societies transmit their keys of change and improvement to traditional or less developed societies.
- Some criteria of modernity are economic self- sufficiency, political participation to make democracy fruitful, secular and rational social norms, social mobility and spread of literacy.
- Some of the causes of modernization are- spread of education, use of science and technology, industrialisation, urbanization, improved communication system, faith on secularism and democracy, faith on change.
- The process of modernisation in India mainly started when the British established their rule in India. The British defeated the French by 1763; captured Bengal, Odisha and Bihar in 1764; defeated Tipu Sultan of Mysore in 1799; defeated the Marathas in 1818 and the Sikhs in 1849 and, thereby, gradually extended their journey of victory on the Indian Soil.
- Modernisation is the result of education and enlightenment of individual and social life. It is in fact the cause and effect of education. Education can build up a new generation of men and women who believe in the activity and behaviour with the spirit of modernisation. It can change the political, economic and cultural complexion of the society as a whole.
- Globalisation means international integration, especially integration of the culture and economies of the world with one another. Due to integration, product and factors move freely among the different countries of the world.
- Some of the causes of globalisation are- rapid progress in science and technology, economic reform, secret agenda of the capitalist countries, development of transport and travel, fast means of communication,

rapid progress in information technology, respect for universal brotherhood, etc.

- Globalization has left its impact on India both positively and negatively. But the impact has been more visible in towns and cities. The villages are still lagging far behind the cities and towns as far as infrastructure in health, education, transportation, habitation and agriculture is concerned. The benefits of the progress in Science and Technology in the fields of information technology, communication, transportation, etc. are yet to reach a very large number of villages.



5.9 FURTHER READING

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3) Aggarwal, J.C. (2007). *Theory and Principles of Education.* Agra: Vinod Pustak Mandir.

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5.10 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q. No. 1 : According to Rutow and Ward, "the basic process in Modernisation is the application of modern science to human affairs."

Ans to Q. No. 2 : The term 'modernisation' has been introduced for the first time by Daniel Lerner through his study of the Middle-Eastern societies.

Ans to Q. No. 3 : Industrialisation is an important cause of modernisation. Due to the establishment of new industries and factories, job opportunities increase and standard of living become high.

Ans to Q. No. 4 : The two characteristics of westernization are:

- Westernisation is a process of social change.
- Westernisation means adoption of the norms, culture and values of the west in one's own culture.

Ans to Q. No. 5 : The two important causes of modernisation are:

- **Rapid progress in Science and Technology :** This has been identified as the driving force behind globalization. This progress has eliminated geographical distance and new inventions and discoveries have helped people to reassess life with new sense of value.
- **Economic Reform :** Economic reforms have also led to globalization. Socio-economic changes were sought to be brought about all over the world. As per Dunkel's proposal the World Trade Organization was born with supreme power in the field of trade and commerce; every member-nation was bound to act as per its direction. Bottom of Form



5.11 MODEL QUESTIONS

A) Very short Questions (Answer each question in about 50 words)

Q 1 : What is modernization?

Q 2 : What is meant by westernization?

Q 3 : What is globalization?

B) Short Questions (Answer each question in about 150 words)

Q 1 : What are the criteria of measuring modernization?

Q 2 : What are the main factors of modernization?

Q 3 : Write about the process of Modernization in India.

Q 4 : Write about the process of westernization in India.

C) Long Questions (Answer each question in about 300-500 words)

Q 1 : What are the main causes of Modernization?

Q 2 : Mention about the characteristics of a modern society.

Q 3 : Mention about the impact of modernization on Indian Society.

Q 4 : Elaborate the role of Education in the process of Modernization.

Q 5 : Discuss the impact of westernization in India.

Q 6 : Write about the impact of westernization on Indian Education system.

Q 7 : "Modernisation is a process whereby less developed societies acquire characteristics common to more developed societies"— Explain.

Q 8 : What are the impacts of globalization in India?

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UNIT 6 : SOCIAL ORGANIZATION AND DISORGANIZATION

UNIT STRUCTURE

6.1 Learning Objectives

6.2 Introduction

6.3 Meaning and Definition of Social Organization

6.4 Characteristics of Social Organization

6.5 Factors influencing Social Organization

6.6 Meaning and Definition of Folkways

6.6.1 Characteristics of Folkways

6.7 Meaning and Definition of Mores

6.7.1 Characteristics of Mores

6.8 Difference between Folkways and Mores

6.9 Educational Implications of Folkways and Mores

6.10 Meaning and Definition of Social Disorganization

6.10.1 Types of Social Disorganization

6.10.2 Reasons of Social Disorganization

6.10.3 Measures to remove Social Disorganization

6.11 Role of Education in prevention and control of Social Disorganization

6.12 Let Us Sum Up

6.13 Further Reading

6.14 Answers to Check Your Progress

6.15 Model Questions

6.1 LEARNING OBJECTIVES

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

- define the meaning of Social Organization and Disorganization
- explain the characteristics of Social Organization
- analyse the factors influencing Social Organization and Disorganisation

- identify folkways and mores and their need in society
- differentiate between folkways and mores
- understand the educational implications of folkways and mores
- illustrate the role of education in prevention and control of Social Disorganization.

6.2 INTRODUCTION

Social Organizations are formed by a group of people having common ideas, values, aims and ideals to be fulfilled. They help people to satisfy most of their own desires and aspirations. They have some common characteristics which are discussed below in detail. Many factors influence Social Organizations and the most common factors are –folkways and mores.

A society is by nature organized. We all know that when all the members of a society faithfully obey and follow the accepted rules and norms for the welfare and well-being of the people then that society is marked as an organized society. But it does not seem possible all the time for a society to maintain those rules and norms. This creates a problem of social disorder in the society. What happens when this problem of social disorder raise in the society? It leads to social disorganization in the society. In this unit, we are going to make you familiar with the concept of social organization and disorganization, its types, its impact in the society and how education can play an active role in prevention of social disorganization. Let us now go into a detail discussion of it.

6.3 MEANING AND DEFINITION OF SOCIAL ORGANIZATION

In early days, the term Social Organization was used in a very comprehensive way by sociologists. Auguste Comte defined social organization as 'general social agreement' or "Social Consensus" without which people became powerless.

In the words of Ogburn and Nimkoff, “An organization is an expression of different parts which perform various functions. It is an active group mechanism for getting a task accomplished.”

Elliot and Merrill says, “Organization is a state of being, a condition in which the various institutions in a society are functioning in accordance with their recognized or implied purposes.”

According to H.M Johnson, “Organization refers to an aspect of interaction systems.”

In the words of Duncan Mitchell, “Social Organization means interdependence of parts, this is an essential characteristic of all enduring collective entities: groups, communities and societies.”

At present the term social organization is used to refer to the interdependence of parts in groups.

These groups may vary in size and nature from workers to the factories. Many sociologists prefer to use the term social system to refer to the society as such rather than social organization.

The term is used in sociological studies and researches today to stress the importance of arrangement of parts in which the parts of society are related to each other and how each is related to the whole society. Organization makes possible the complex activities in which the members of a complex society participate. A small body of organized police can control a very large crowd. A small number of men constituting themselves as a government can rule a country.

Sometimes the word organization is used to refer to the associational groups. It includes corporations, armies, schools, banks and prisons. The society consists of many such organizations. A state is frequently called a political organization. A school may represent an educational organization and so on. They are all social organizations. According to Ogburn and Nimkoff, entire society represents a wider organization; a social organization. But society is also quite generally an organized group of interacting individuals.

6.4 CHARACTERISTICS OF SOCIAL ORGANIZATION

The main characteristics of social organization are as follows:

- The existence of unanimity among the members of the society is a feature of social organization. In its absence, conflict will arise between them and social disorganization will set in. For example, in ancient India, the difference between the status of the Brahmins, Kshatriyas, Vaishyas and the Shudras was very great.
- The activities of these groups also differed and the ones undertaken by the Shudras were worse than those of the other castes. But this system was unanimously accepted by all and sundry, and hence the social organization remained impregnable. Later on when the Brahmins abused their privileged position it got deteriorated further, the unanimity of opinion in favour of this system was destroyed and this resulted in the introduction of a note of chaos and disorder into Hindu community.
- Unanimity among members of a society can be maintained only so long as people are prompt and ready to accept their status and respective roles within his social organization. In society, it is not possible to apportion roles to all individuals in such a way that everyone gets same and equal work. Just as even, load and part has its own position and function in a machine, so are the functions of people in society divided.
- A body can function only as long as all its various organs perform their respective functions, much the same can be said of society. In society one comes across differences in the social status of different individuals who differ in respect of their sex, age, status, physical capability, skill and roles. The roles of individuals are determined on the basis of this social status. The promptness of people in accepting their own status and role is a feature of social organization.
- The members of society will be prompt in accepting their status and role only when society has control over them. Society exercises this control through the media of habits, customs, traditions, mores, rituals and institutions. It is this which creates unanimity in society.

Social disorganization starts the moment this control of society is lifted from upon the members.

- Every social organization has a definite purpose. Individuals come together with a common goal and have a common aim. For example, an educational institution has a common aim of promoting education and vice-versa.

6.5 FACTORS INFLUENCING SOCIAL ORGANIZATION

There are some essential factors which influence social organization. They are discussed below-

- **Individual motives** are potent factors which influence a social organization a lot. The individuals join an organization only when they can derive benefits from it. The motive may be in the form of social and economic recognition, meeting or getting connected to men of letters or men of prestige.
- **Identifying oneself with an organization** is another great factor that influences social organization. People belonging to an organization always have some common motives through which they can identify themselves with the organization .There are various reasons for the individuals' identifying with the organizations. Some of the reasons are like—(i) most of the needs of individual are satisfied by the organization; (ii) the goals and objectives of the members are the same; (iii) the organization holds greater position than individual; (iv) competition among members is very less; and (v) interaction takes place in a large scale in the organization.



CHECK YOUR PROGRESS

Q 1 : What do you mean by 'Social Organization'?

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Q 2 : Mention at least four characteristics of Social Organization.

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6.6 MEANING AND DEFINITION OF FOLKWAYS

The concept of folkways is associated with the name of William Sumner who made one of the clarifying analyses of culture and its implications. In his sociological classic *Folkways,* he has made a notable contribution to the understanding of individual behaviour. Sumner conceived of culture in terms of folkways and mores and used the terms "folkways" in a very comprehensive sense. According to him, they are like products of natural forces which men unconsciously set in operation or they are like the instinctive ways of animals which are developed out of experience which reach a final form of maximum adaptation to an interest which are handed down by tradition and admit of no exception or variation yet change to meet new conditions still within the same limited methods and without rational reflection or purpose. From this it results that all the life of human beings in all ages and stages of culture is primarily controlled by a vast mass of folkways handed down from the earliest existence of the race having the nature of the ways of other animals, only the top-most layers of which are subject to change and control and have been somewhat modified by human philosophy, ethics and religion or by other acts of intelligent reflection.

Folkways are recognized ways of behaviour in a society which arise automatically within a group to meet the problems of social living. Social life is full of problems and man seems to have tried every possible way of dealing with such problems. Different societies have found different workable patterns. A group through trial and error, sheer accident or some unknown influence may arrive at one of the possibilities, repeats it and accepts it as the normal way of behaviour. It is passed on the succeeding generations and becomes one of the ways of the group of the folk, hence a folkway. According to Sumner, men inherited from their beast ancestor's psycho-physical traits, instincts and dexterities or at least predispositions which give them aid in solving the problem of food supply, sex, commerce and vanity. The result is mass phenomena: currents of similarity, concurrence and mutual contribution and these produce folkways.

Definitions

According to **MacIver**, "The folkways then are recognized or accepted ways of behaving in society. They include conventions, forms of etiquette, and the myriad modes of behavior men have evolved and continue to evolve with which to go about the business of social living."

According to **Gillin** and **Gillin,** "Folkways are behavior patterns of everyday life which generally arise unconsciously in a group."

A.W. Green says, "Those ways of acting that are common to society or a group and that are handed down from one generation to the next are known as folkways."

6.6.1 Characteristics of Folkways

The following are the most common characteristics of folkways—

- **Spontaneous Origin:** Folkways arise spontaneously. They are not deliberately planned or designed. They are developed out of experience. They are unplanned and uncharted.
- **Approved behavior:** Folkways are the recognized ways of behaviour. The group accords recognition to certain ways while rejecting others. Only such ways of behaviour are folkways as have been approved by the group to which they relate.
- **Distinctiveness:** There are numerous folkways in different societies. The folkways become related to a particular group. There is considerable variation in the folkways between groups.
- **Hereditary :** Folkways are passed on from one generation to another. An individual receives folkways from his ancestors.

6.7 MEANING AND DEFINITION OF MORES

The term "mores" is derived from the Latin word 'mos' which stands for customs and just as customs cannot be violated by any individual so mores also cannot be violated without incurring severe punishment. The mores relate to the fundamental needs of society more directly than do the folkways. They express the group sense of what is fitting, right and conducive to social welfare. Sumner has written the Latin word mores seems to be on

the whole more practically convenient and available than any other for our purpose as a name for the folkways with the connotations of right and truth in respect to welfare embodied in them.

Sumner applied the term 'mores' to those folkways which are considered by the group to be of great significance and, therefore, rather indispensible to its welfare.

Definitions :

Sumner says, "I mean by mores the popular usages and traditions when they include a judgment that they are conducive to social welfare and when they exert coercion on the individual to conform to them although they are not coordinated by any authority."

In the words of **Gillin** and **Gillin**, "Mores are those customs and group routines which are thought by members of the society to be necessary for the group's continued existence."

MacIver opines, "When the folkways have added to them conceptions of group welfare, standards of right and wrong, they are converted into mores."

6.7.1 Characteristics of Mores

Mores are not deliberately invented or thought of or worked out by some people in the society. They emerge gradually out of the customary practices of the people, largely without conscious choice or intention. In the long run, the origin of such group ways or customary practices is forgotten and the conviction arises that they are useful and necessary to the welfare of the group and contrary ways of acting are inimical to the welfare.

Like folkways, mores are also learned either consciously or unconsciously. They are taught to the young as a set of sacred things or verse (mantra). They are nearly synonymous with morals. Wherever the mores are firmly established, obedience is automatic. Violations of mores inspire intense reactions, and some type of punishment inevitably follows.

The punishment may involve expulsion from the group, harsh imprisonment, or in some cases even death. In Hindus, marriage

within one's caste (endogamy) is a rule. It has become a 'mos' for the people (Hindus) of India. Any person who transgresses this rule and contracts inter-caste marriage is either expelled from the caste or fined heavily.



LET US KNOW

Endogamy : It refers to the marriage within one's own caste and this rule prevails in Hindu people in India.

6.8 DIFFERENCES BETWEEN FOLKWAYS AND MORES

Folkways and mores can be distinguished in the following manner :-

- Mores are relatively wider and more general in character than the folkways.
- Mores imply a value judgement about the folkways.
- Out of the mores comes our profound conviction of right and wrong and not out of the folkways.
- An individual may disobey the ordinary folkways without incurring any severe punishment. But violation of the mores brings him strong disapproval and severe punishment.
- Mores are more compulsive, regulative and rigid than the folkways. Hence, mores are more effective and influential in moulding our character and restricting our tendencies.
- As Sumner has suggested when the folkways take on a philosophy of right living and a life policy of welfare, folkways become mores. Hence, the mores always contain a welfare element in them.
- Folkways are less deeply rooted in society and change more rapidly. On the other hand, mores are deeply rooted in society and change less frequently. Folkways may change with one's social status and occupational position. But mores do not change in that manner for they are permanent standards of right conduct.

From the above description, we may feel that the line dividing the folkways from mores is clear and definite. But it is not so always. Differentiating one from the other becomes extremely difficult especially in the marginal cases. For example, drinking liquor is regarded by some as simply bad and must be avoided. But some others may condemn it as a highly immoral practice.

As Sumner has remarked our conceptions of right and wrong, proper and improper are mostly determined by the folkways and mores. They can make anything right and anything wrong. Of the two, mores are more dominant than the folkways. Even the laws are often called the 'codified mores'.

6.9 EDUCATIONAL IMPLICATIONS OF FOLKWAYS AND MORES

Folkways and mores have their own educational implications. Folkways and mores are the basis of culture which is an essential and potent force of educational society. They give us better understanding about a particular culture. They are regulative and exert pressure upon the individual and the group to conform to the norms. They are most powerful and control the behaviour of individuals in society even more than the state action. Folkways are as indispensable to social life as language, and they serve much the same purpose. Mores determine much of our individual behaviour. Mores always bring direct pressure on our behaviour. They mould our character and restrain our tendencies. They act as powerful instruments of social control. Mores are indoctrinated into the personalities of the individuals from the beginning and hence they help them to exercise constraints over their own behaviour. Mores identify the individual with the group**.** Mores are the means by which the individual gains identification with his fellows. As a result of that, he maintains social relations with others that are clearly essential for satisfactory living. Mores are the guardians of social solidarity**.** Mores bring the people together and weld them into one strong cohesive group. Those who share common mores also share many other patterns of behaviour. Every group or society has its own mores. There

are mores for each sex, for all ages, for all classes, for all groups from the family to the nation. The mores of each of these groups help to maintain the solidarity of the group. With the evolution of society, the mores have become more 'specialized'. Their Control on the civilized and the advanced people is also diminishing. Hence, they are supplemented with laws and legislations.



CHECK YOUR PROGRESS

Q 3 : Define Folkways and Mores. Mention the factors of social organization.

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Q 4 : Mention two characteristics of Folkways and Mores.

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Q 5 : What are the differences between Folkways and Mores? Mention at least three points.

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Q 6 : Discuss the educational implications of Folkways and Mores.

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6.10 MEANING AND DEFINITION OF SOCIAL DISORGANISATION

We know that a well organized society is marked by sincerity, obedience and loyalty of every member towards its accepted rules and norms. Although there are circumstances in which people develop tendency in their mind to disobey or disregard such accepted rules or norms. The concept of 'disorganization' occupies a prominent place in modern sociological literature. It was developed by ***Thomas and Znaniecki*** in their famous book ***"The Polish Peasant in Europe and America".*** According

to them, the term 'Social Disorganization' refers to the decrease in the influence of the existing social rules of behaviour upon individual members. As a result of this, there develops individuation and lack of cohesion in society. It was explained by them as a process which will automatically and inevitably create social problems. Thus, in short we can say that, social disorganization is the process by which relationship between members of a group is broken down. There is social disequilibrium when the equilibrium of the social forces is disrupted due to changes taking place in society. It is due to changing nature of the society that a breakdown of social structure or pattern occurs. A dynamic nature of society involves a constant reorganization and rearrangement of the existing social rules and norms. Due to such changes equilibrium or social balance between different sections of people cannot be maintained. As a result social breakdown or disorganization takes place.

Different sociologists have defined the concept of Social Disorganization in different ways. Among them, some of the important definitions of Social Disorganization are discussed below:

Emile Durkheim considers social disorganization as "a state of disequilibrium and a lack of social solidarity or consensus among the members of the society".

According to **Ogburn and Nimkoff**, "Social Disorganization implies some breakdown in cultural contact, some disturbance in the equilibrium among the various aspects of the cultural pattern".

According to **Elliot and Francis**, "Social Disorganization is the process by which the relationships between the members of a group are broken or dissolved".

Social disorganization, therefore, indicates social abnormality or breakdown in the social customs, rules and laws and thereby losing equilibrium of the social forces. It does not mean absence of harmonized relationship in society, but indicates serious breakdown of such relationship. Thus, social disorganization may be described as a product or a result of the clash of interest among different groups in a society.



CHECK YOUR PROGRESS

Q 7 : Who first developed the concept of 'Organization'?

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Q8: What is meant by Social Disorganization?

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6.10.1 Types of Social Disorganisation

Different Sociologists have given different classifications on disorganization. Here we can take the example of Elliot and Merrill. They have spoken of three types of disorganization, which are interrelated. These are as follows:

- **Personal or Individual disorganization** which includes crime, insanity or mental derangement, prostitution, juvenile delinquency, alcoholism, drug addiction, gambling and suicide.
- **Family disorganization** which consists of divorce, desertion, separation, broken home, unmarried mothers, illegitimate births and venereal disease.
- **Community disorganization** which comprises of poverty, beggary, unemployment, overpopulation, lawlessness, political corruption, crime and so on.

Analyzing the various types of disorganization given by different sociologists, we can classify social disorganization under the following heads which are discussed as follows:

❍ **Individual Disorganization**

A disorganized society is composed of disorganized individuals. The individuals' personality develops by learning the approved patterns and roles from other members of the group. When these patterns are confused, he cannot know exactly what is expected

from him. Under such conditions, his chances for developing a completely integrated personality are thin. As a result it develops disorganized personalities.

- **Family Disorganization**

  Family disorganization is the social disorganization because it leads to breakdown of the family group. It is the weakening and disruption of the role patterns of the family members. It may thus comprise of not only tensions between husband and wife but also between parents and children or between siblings.

- **Community Disorganization**

  Community organization is dependent upon cooperation and consensus. Every community has some tensions and conflicts. The disorganization of the community has been measured by indexes to various aspects of formal group like population, health, social welfare, education, housing, recreation and combination of these. In this sense, community disorganization is a function of the efficiency of the groups that express orderless social interaction.

- **International Disorganization**

  International disorganization means disorganization among the countries. The co-ordination among the countries are not well fitted in this regard, as a result international disorganization takes place.



CHECK YOUR PROGRESS

Q 9 : What are the different types of Social Disorganization?

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Q 10 : List out the various forms of personal or individual disorganization.

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ACTIVITY 6.1

What type of disorganization you often see in your surroundings. Illustrate with the help of an example.

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6.10.2 Reasons for Social Disorganization

A complex phenomenon such as social disorganization is caused by a number of factors. These factors can be discussed as follows:

- **Psychological Factors**: Sometimes the cause of social disorganization is found in human psychology itself. Psychological factors contribute to social disorganization in two ways:
  - Failure to maintain proper communication among fellow beings.
  - Failure to modify or change one's attitude with the demands of time.
- **Cultural Lag :** It refers to the imbalance in the rate and speed of change between the material culture and non-material culture. Objects of material culture such as mode of housing, means of transport and communication, types of dresses, patterns of ornaments etc. change very rapidly. But ideas, beliefs, attitudes, tastes, habits etc are aspects of non-material culture and change slowly and gradually. Thus, a gap arises between material and non-material culture, known as cultural lag. This invites the process of Social Disorganization.
- **Physical or Geographical factors :** The maladjustment of man and his culture to certain extra-ordinary physical or geographic conditions or situations may cause disorganization in society. This is especially true in the case of natural calamities such as storms, cyclones, hurricanes, famines, earthquakes etc.

- **Biological factors:** Population explosion or extreme scarcity of population, the instances of racial intermixture, defective hereditary traits and such other biological factors may also create disorganizing effects upon society.
- **Ecological factors:** Social disorganization is related to environment in terms of regions and neighbourhoods. In this context, we can give the example of ***Professor Shaw and his associates*** who found that delinquency in Chicago city was concentrated mainly in the areas of poor housing, overcrowding and in areas in which cinema halls, hotels, night clubs etc were found in a large number.
- **Degeneration of values:** Social values are often regarded as the sustaining forces of society. They contribute to the strength and stability of social order. But due to rapid social change, new values come up and old values decline. At the same time, people are not in a position to reject old completely and accept the new altogether. Here conflict between the old and the new is the inevitable result which leads to the social disorganization.

Besides the above mentioned factors, there are some other factors too which many times lead to social disorganization. They are as follows:

- **Conflict and goals of means:** Most of the individuals share the dominant goals of the society and act accordingly. But lacking the means for achieving the goals by legitimate means, some may resort to illegitimate and illegal means resulting in vice, crime and other expression of social disorganization.
- **Decline of social control:** The declining control of religions, morals, customs, traditions and other institutions on the behaviour of men has also enhanced the process of disorganization.
- **Extreme division of labour:** According to Emile Durkheim, social disorganization is often brought about by extreme division of labour. In normal course, according to him, division of labour

leads to social solidarity, but when it becomes extreme and very complex, solidarity may become disturbed.

- **Disruptive social change:** Society undergoes change mainly due to operation of physical, biological, technological and cultural factors. Sudden and radical social changes may sometimes disrupt the stability and the organization of the society. The result is social disorganization.



LET US KNOW

"Cultural Lag" is the concept used by W.E Ogburn. It is the term used to explain the imbalance in the rate and speed of change between the material and non-material culture. It is one of the major causes of social disorganization. For example, though a good number of Indians have adopted the western technology they have not changed their traditional beliefs, attitudes, customs etc. This quality has often led to some conflicts which have opened the doors for social disorganization.



CHECK YOUR PROGRESS

Q 11 : Mention the factors that lead to Social Disorganization.

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6.10.3 Measures to remove Social Disorganization

The modern society is faced with the serious problem of social disorganization among different sections of people. It throws a challenge to the educational sociologists and the organizers in meeting with the problem of disorganization. In regard to their solution, our attention may be drawn to the following points:

- **Removing economic disparity**

Economic disparity in a modern society is a major cause of concern to society as a whole. Keeping this fact in view, the government should make effective economic planning and utilization of manpower resources of the country for removing such disparity between the rich and the poor. Standard of living of the different sections of people in society should be raised by extensive use of modern scientific and technological means of improving productivity. There should be equitable distribution of the national wealth and uniform wage policy based on the principle of democracy and equality.

- **Making social norm flexible and dynamic**

Disorganization in society takes place due to the rigid nature of the social norm maintained by the conservative section of people. A progressive society must change, modify and improve the existing social norms from time to time in order to adjust themselves with the changing needs of time. The old order should be changed, keeping in view the needs, hopes and wishes of the new generation. In such a change, the unprivileged, uneducated and the poorer sections of people should also be convinced that their socio-economic situation may be improved and developed by adopting the progressive changes in society.

- **Training in social heritage**

Curriculum in school should not only satisfy the scientific and technological needs of the future but should also reflect the desirable elements of our social heritage. It should keep a balance between cultural conservatism and social progressivism of the people in society. Young generation must be given to understand and appreciate them and assimilate the appropriate elements in the formation of new culture and civilization. Curriculum should adopt a wider outlook in harmonizing the past and present and in reflecting the hopes and needs for the future.

➢ **Universalisation of education**

Illiteracy and ignorance are the major causes of concern to a developing society. Such conditions are mainly responsible for creating the problem of social disorganization. So, it is very urgent to remove illiteracy and ignorance of the masses by making education easily available to every citizen. Education should be considered as the birthright of every individual and the state should be responsible in ensuring this right to every individual. Universalisation of education and extensive use of non-formal education system in the country may be the effective means of solution to the problem of social disorganization.



ACTIVITY 6.2

Prepare a list of factors that lead to disorganization in your society.

6.11 ROLE OF EDUCATION IN PREVENTION AND CONTROL OF SOCIAL DISORGANIZATION

To face the challenges of social disorganization, it is necessary, first of all, to study the nature and gravity of social disorganization. Depending on its nature and types, the role of education in prevention and control of social disorganization are discussed as follows:

- To remove the social problem like delinquency a favourable situation of emotional understanding and trust should created in the school environment. Moreover, teachers should be sympathetic towards the children to control such social problems.
- In order to remove individual disorganization among the people, sex education should be provided to them. It tries to develop healthy, scientific and reasonable attitude towards life and sex.
- Education can help in population control which is one of the causes of family disorganization by making the programme of family planning

a good success especially in rural and backward regions of the country.

- With the help of education, problems like family tension can be prevented. For this, family counseling agencies with trained social workers in family matters can be of great help in mitigating these difficulties and helping the spouses to develop mutual understanding.
- To prevent family disorganization, adult education is very necessary. Our adult illiterate people are very conservative and they stick to old values. Through adult education such conservative nature can be removed.
- Moreover, to solve the problem like unemployment, remedy lies in stepping up industrial efficiency. For this a country should reconstruct and overhaul the education system according to the changing environment of the country.
- Education can also help in preventing international disorganization by organizing peace conferences. Through these conferences one must be able to face the current problem of one's country.
- If the coordination among the countries is workable, then international disorganization is not going to take place. Education can help in creating a sense of international brotherhood among the countries.
- International conferences should be organized by each and every country's government. With the help of these conferences one may see the current problem and also be able to solve their worries.

Thus, we may say that these are the various roles of education on prevention of social disorganization. Social disorganization is, in a sense, the reverse of social organization. Education can act as an effective instrument in controlling social disorganization to a great extent.



6.12 LET US SUM UP

- Social Organization refers to a system or pattern which has its specific purposes. Social Organizations are required for the survival and effective functioning of the groups and societies.
- Social Organization has various characteristics. The characteristics are—

  1. Unanimity among members
  2. Social Control
  3. Desire to accept status
  4. Definite Purpose
- There are various factors that influence social organization. They are—

  1. Individual motives 2. Identifying oneself with an organization
- Folkways are the recognized ways of behaviour prevalent in society, which are unconscious, spontaneous and uncoordinated adjustments of the individual to his environment. Customs and Usages passing from generation to generation can be termed as folkways.
- Mores can be termed as those folkways which are considered to be of great significance by the group. Like folkways, mores are also learned either consciously or unconsciously.
- The concept of 'disorganization' occupies a prominent place in modern sociological literature. It was developed by ***Thomas and Znaniecki*** in their famous book ***"The Polish Peasant in Europe and America".***
- Social disorganization indicates social abnormality or breakdown in the social customs, rules and laws and thereby losing equilibrium of the social forces. It does not mean absence of harmonized relationship in society, but indicates serious breakdown of such relationships. Thus, social disorganization may be described as a

product or a result of the clash of interest among different groups in a society.

- Elliot and Merrill have spoken of three types of disorganization, which are interrelated. These are as follows:
  - **Personal or Individual disorganization** which includes crime, insanity or mental derangement, prostitution, juvenile delinquency, alcoholism, drug addiction, gambling and suicide.
  - **Family disorganization** which consists of divorce, desertion, separation, broken home, unmarried mothers, illegitimate births and venereal diseases.
  - **Community disorganization** which comprises of poverty, beggary, unemployment, overpopulation, lawlessness, political corruption, crime and so on.
- On the basis of classification made by Elliot and Merrill we can classify disorganization under the four categories. They are- individual disorganization, family disorganization, community disorganization and international disorganization.
- The individuals' personality develops by learning the approved patterns and roles from other members of the group. When these patterns are confused, he cannot know exactly what is expected from him. Under such conditions, his chances for developing a completely integrated personality are thin. As a result it develops disorganized personalities. This is known as individual disorganization.
- Family disorganization is the social disorganization because it leads to breakdown of the family group. It is the weakening and disruption of the role patterns of the family members. It may thus comprise of not only tensions between husband and wife but also between parents and children or between siblings.
- Community organization is dependent upon cooperation and consensus. Every community has some tensions and conflicts. The disorganization of the community has been measured by indexes

to various aspects of formal group like population, health, social welfare, education, housing, recreation and combination of these. In this sense, community disorganization is a function of the efficiency of the groups that express order less social interaction.

- International disorganization means disorganization among the countries. The co-ordination among the countries are not well fitted in this regard, as a result international disorganization takes place.
- Some of the factors which lead to social disorganization are Psychological factors, physical or geographical factors, biological factors, ecological factors, degeneration of values etc.
- There are various ways of removing social disorganization. They are as removing economic disparity, making social norm flexible and dynamic, training in social heritage, universalisation of education.
- Education can play a very significant role in preventing social disorganization by organizing effective plans and programmes such as providing sex education, knowledge of controlling population, providing peace education, organizing international workshops and conferences etc.



6.13FURTHER READING

1) Shankar Rao, C.N, (2012). Sociology : Principles of Sociology with an Introduction to Social Thought. New Delhi: S.Chand &Company PVT LTD

2) Mathur S.S (2008). “A Sociological Approach to Indian Education”. Vinod Pustak Mandir, Dr.Rangeya Raghava Marg, Agra-2

3) Bhattacharya, Srinibas. (2006): Sociological Foundation of Education. Atlantic Publishers

4) Singh, Y.K. (2007). Sociological Foundation of Education. APH Publishing

5) Aggarwal, J.C. (2002). The Philosophical and Sociological Perspectives on Education. Shipra Publication

6. Bhatia, Kamala. (1992). The Philosophical and Sociological Foundations of Education. Doaba House.

6.14 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q. No. 1 : According to Elliot and Merrill, Social Organization is a state or a condition in which various institutions of a society are functioning to recognize their purposes.

Ans to Q. No. 2 : The characteristics are- Unanimity among the members, definite purpose, desire to accept Status and Social control.

Ans to Q. No. 3 : According to **MacIver**, "The folkways then are recognized or accepted ways of behaving in society. They include conventions, forms of etiquette, and the myriad modes of behaviour men have evolved and continue to evolve with which to go about the business of social living."

In the words of **Gillin** and **Gillin**, "Mores are those customs and group routines which are thought by members of the society to be necessary for the group's continued existence."

The factors that influence social organization are—

1. Individual motives 2. Identifying oneself with an organization.

Ans to Q. No. 4 : Characteristics of Folkways are

1. They are Spontaneous
2. They are the basis of our recognised social behaviour

Characteristics of Mores are—

1. They arise out of folkways
2. Determine individual's behaviour

Ans to Q. No. 5: The three most important differences between folkways and mores are –

1. An individual may disobey the ordinary folkways without incurring any severe punish-ment. But violation of the mores brings him strong disapproval and severe punishment.

2. Mores are more compulsive, regulative and rigid than the folkways. Hence, mores are more effective and influential in moulding our character and restricting our tendencies.
3. As Sumner has suggested when the folkways take on a philosophy of right living and a life policy of welfare, folkways become mores. Hence, the mores always contain a welfare element in them.

Ans to Q. No. 6 : Folkways and mores have their own educational implications. Folkways and mores are the basis of culture which is an essential and potent force of educational society. They give us better understanding about a particular culture. They are regulative and exert pressure upon the individual and the group to conform to the norms. They are most powerful and control the behaviour of individuals in society even more than the state action.

Ans to Q. No. 7 : The concept of 'disorganization was developed by ***Thomas and Znaniecki*** in their famous book ***"The Polish Peasant in Europe and America".***

Ans to Q. No. 8 : Social disorganization indicates social abnormality or breakdown in the social customs, rules and laws and thereby losing equilibrium of the social forces. It does not mean absence of harmonized relationship in society, but indicates serious breakdown of such relationship. Thus, in brief we may say that social disorganization is a product or a result of the clash of interest among different groups in a society.

Ans to Q. No. 9: The different types of social disorganization are personal or individual disorganization, family disorganization, community disorganization and international disorganization.

Ans to Q. No. 10 : The various forms of Personal or individual disorganization are-delinquency, the Adult offenders or Criminals, Sex offenders, Child labour, Alcoholic and drug addicts etc.

Ans to Q. No. 11 : The factors which lead to social disorganization are Psychological factors, physical or geographical factors, biological

factors, ecological factors, degeneration of values etc. Besides these there are some other factors also which lead to social disorganization such as conflict of goals and means, decline of social control, extreme division of labour, and disruptive social changes.



6.15 MODEL QUESTIONS

A) Very Short Questions (Answer each question in about 50 words)

Q 1 : What is meant by social disorganization?

Q 2 : What are the different types of social disorganization?

Q 3 : What is cultural lag?

B) Short Questions (Answer each question in about 150 words)

Q 1 : What is meant by "Social Organization"? Give two definitions of social organization.

Q 2 : What are "Folkways" and "Mores.". Explain briefly.

Q 3 : Mention at least three characteristics of social organization.

Q 4 : What are the factors that influence social organization? Discuss briefly.

Q 5 : Discuss the nature of social disorganization?

Q 6 : Explain briefly the various forms of individual disorganization.

Q 7 : "Unemployment is an important factor of Community Disorganization"- Justify the statement.

C) Long Questions (Answer each question in about 300-500 words)

Q 1 : Discuss in detail the various types of social disorganization.

Q 2 : Discuss in detail the various factors which lead to social disorganization.

Q 3 : Explain the various ways of removing social disorganization.

Q 4 : "Education is a vital instrument for preventing and controlling social disorganization"- Discuss.

Q 5 : Discuss the characteristics of folkways and mores.

Q 6 : Write a detailed note on the differences between folkways and mores.

Q 7 : Write briefly about the educational implication of folkways and mores.

UNIT 7 : SOCIAL GROUP

UNIT STRUCTURE

7.1 Learning Objectives

7.2 Introduction

7.3 Meaning of Social Group

- 7.3.1 Definition of social group
- 7.3.2 Characteristics of social group
- 7.3.3 Classification of social group

7.4 Meaning of Social Interaction

- 7.4.1 Characteristics of social interaction
- 7.4.2 Factors of social interaction
- 7.4.3 Types of social interaction
- 7.4.4 Educational implications of social interaction

7.5 Concept and definition of Group Dynamics

7.6 Educational significance of Group Dynamics

7.7 Concept of Leadership

- 7.7.1 Meaning and definition of Leadership
- 7.7.2 Objectives of Leadership
- 7.7.3 Types of Leadership
- 7.7.4 Role of Education in Leadership training

7.8 Let us sum up

7.9 Further Reading

7.10 Answer to check your progress

7.11 Model Questions

7.1 LEARNING OBJECTIVES

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

- define the meaning and characteristics of social group
- explain the types of social group
- define the meaning, nature and factors of social interaction
- define the concept of group dynamics and leadership

- explain the role of education in leadership training
- identify the educational significance of group dynamics

7.2 INTRODUCTION

When a baby takes birth, he/she becomes the member of a family and takes identity from the family. But the baby is not confined to the family throughout its life. He/she goes out of the family and shares the experiences of the people in the world outside. Man is a social animal; he is not only a member of the family. The Greek philosopher Aristotle said that Man is a social animal. He who does not live in society is either a beast or an angel. Man live in the society by maintaining and following some social relationships. Society starts with and for the people. The members of the society interact and establish relationship with the other member of the society to keep the society alive. These relationships and interactions in the society between and among the members take place through some forms. These forms are named as social group.

Every individual belongs to one or the other group. His behaviour pattern is influenced by the functioning of the group to a great extent. The study of group has, hence, achieved great significance these days. Group Dynamics is considered as a field of inquiry dedicated to advancing knowledge about the nature of group, the laws of group development, and group interrelations with individuals, other groups and larger institutions.

As a field of study, group dynamics has roots in both psychology and sociology. Wihelm Wundt (founder of experimental psychology), Emile Durkheim (sociologist), McDougall (psychologist), and theorists like Gustave Le Bon have conducted studies on group behaviour. Ultimately, it was **social psychologist *Kurt Lewin*** (1890-1947) who coined the term **group dynamics** to describe the positive and negative forces within groups of people. In 1945, he established 'The Group Dynamics Research Centre' at the Massachusetts Institute of Technology, the first institute devoted explicitly to the study of group dynamics. He borrowed basic concepts from Physics and Geometry. Dynamics means changing. Group dynamics means the

change of behaviour through interaction in the group. It refers to the forces which operate in group situations.

This unit is a complete refection about groups. It will focus on the types of groups, group dynamics and about leadership.

7.3 MEANING OF SOCIAL GROUP

Groups are the salient feature of the complex social set up. We know that society is composed of people. When the members of the society make "contact" and "communicate" directly or indirectly with the other members of the society, it takes the form of Social Group. These groups of the society are considered as the social group when the members stimulate and respond to one another in a meaningful way. Men everywhere live in group. The life of man is to an enormous extent a group life. Social groups are the essential part of our social arrangement. Social group is the collection of people who interact with one another directly or indirectly. We should remember that mere congregation of people in physical area does not form social group unless the member contact and communicate with others. Social relationship in the form of social contact and communication are the essential feature of social groups. Social groups are established to realize some common interest of the group. With the classification of social groups, we will be able to know the nature of such groups. This will be discussed in the following sections.

7.3.1 Definition of Social Group

To be clear about the concept of Social Group, we can go through the various definitions given by some eminent sociologists—

Ogburn and Nimkoff, "Whenever two or more individuals come together and influence one another, they may be said to constitute a social group."

Sheriff and sheriff, "A group is social unit which consists of number of individuals who stand in (more or less) definite status and role relationship to one another which possess a set of values or norms of its own regulating the behavior of individual members at least in matters of consequence to the group."

***Harry M Johnson*,** "A social group is a system of social interaction."

William: "A social group is a given aggregate of people playing inter-related roles and recognized by themselves or others as a unit of inter-action."

***R. M .MacIver and Page*,** "Social group is any collection of human beings who are brought into human relationships with one another."

***Fielder*,** "By group, we, generally mean a set of individuals who share a common fate that is who are interdependent in the sense that an event which affects one member is likely to affect all."

The above definitions help us to get a clear concept of social group.



LET US KNOW

Social group: Social groups are the essential parts of social arrangement. Social relationship in the form of social contact and communication are the condition of social groups. Social groups are established to realize some common interest of the groups.



CHECK YOUR PROGRESS

Q 1 : What is a social group?

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……

7.3.2 Characteristics of Social Group

The following features are reflected in the Social Groups. Without these, the groups lack the social significance.

- **Collection of individual:** Social groups are the collection of individuals; without individual, there can be no group. Thus, collection of people is the most significant feature of social group.
- **Inter-relation of members:** Without interaction and inter-relation, mere collection of members cannot be considered as social group. To be a social group, members must interact among themselves.
- **Feeling of unity:** Another essential characteristic of social group is the feeling of unity. This feeling develops a sense of sympathy and co-operation among the members.
- **Mutual awareness:** In social group, members are aware of the other members' interest, need and expectation.
- **Common purpose:** The most significant feature of social group is common purpose. Each social group is established with a common objective in view and the members work for its realization.
- **Common behaviour:** The members of the group behave in a more or less similar way. Collective behaviour is the feature of social group.
- **Organization:** A social group is always organized. It cannot remain unorganized.
- **Group norms/ standards:** As the social groups are organized groups, they are determined by some norms which the members have to observe.
- **Control over members:** The groups have control over the members so that the norms of the group are not unobserved and destroyed.
- **Size of the group:** Variation in size is another feature of social group. Every group involves an idea of size. A group may be

small, consisting of two people or large, consisting of lakhs of members.

- **Duration:** The stability or duration of the social groups varies from each other. Some groups are temporary /unstable but some groups are stable like family.
- **Changeability:** The social groups are dynamic in nature, adaptable to changes. Old members die, new members are born. They are subject to change.

7.3.3 Classification of Social Group

If we want to have a clearer concept of social groups, we must know its types, because all the groups are not same. They are diverse in nature. Classification of the social groups is not an easy process. Sociologists have classified the social groups on various factors like-racial feature, religious belief, territory, size, caste, blood relationship, nature of social interaction, interest etc. Therefore, we get variation in the classification of social groups according to various sociologists. The major types of social groups are-

- **Primary and secondary groups**: Such groups where the members interact with the members in face-to-face situations are called Primary Groups. In the primary group, the relationship and bonding among the members of the group is direct and very close. Family is the most common example of primary group. Sociologist C.H.Cooley introduced the term “primary Group”. Primary group is small in size.

  Secondary Group: Secondary groups are those groups where there is a lack of face-to-face interaction and relationship among the group members. The interaction in this group is indirect. The secondary groups are considered as “residual” category. In such groups, members cannot come into close contacts with each other.

- **Voluntary and Involuntary Groups :** Those social groups are called voluntary group where the members have the right and freedom to join or leave the membership of the group at their own discretion. Examples of voluntary groups- political party, trade union, religious association, cultural association etc.

- **Involuntary group :** Involuntary groups are those social groups where the members are bounded with some restriction in matter of joining and leaving the group. In such a group, there is no option for the member but to join a group. Family, city, the state, caste are some examples of involuntary groups.

- **Horizontal group and Vertical group :** It was sociologist P.A. Sorokin who introduced this classification of social group. The social groups which are large and inclusive in nature are termed as horizontal group. The number of members included in this group is very large which makes it large and inclusive. Examples of such groups are nation, state, community etc.
- **Vertical group :** The small division groups are called as vertical group. The economic class is an example of vertical group which give status in the society. The political party or organization is also an example of Vertical group.

- **In group and Out group:** This classification of group was identified by W. G. Sumner. The In-group is also known as *"We-group".* The groups where members assemble with a common object and interest. The members of this group indentify themselves with a particular group in a particular situation for a particular reason. Example of in-group – for the Hindus, the other Hindus constitute their "In-group".

  Out-group: Those groups where there exists no common

goal or interest among the members are called Out-group. These groups are also termed as "They-group". For the Muslims, the Hindus constitute the "out-group".

- **Genetic group and Congregate group :** The classification of group into- Genetic and Congregate group was identified by F.Q. Gidding. The genetic group is one in which a person is born and required to join. The genetic groups are involuntary in nature. Examples of genetic group are- family, race, ethnic group etc.

  Congregate group: The groups where the members can move voluntarily and join the group is called congregate group. These groups are voluntary in nature. Here the membership is not by birth. Examples of such group are- political party, trade union etc.

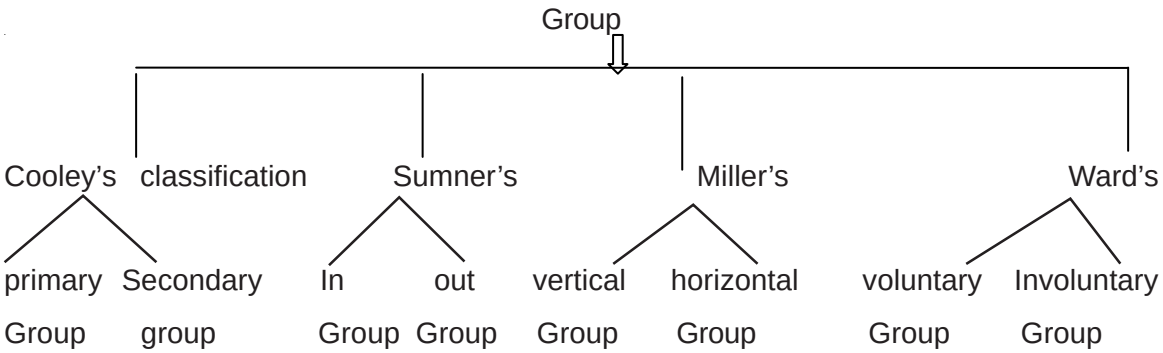
- **Social and anti-social group :** Another significant classification of social groups is social and anti-social group. The social groups are those which combine and mix with other groups and in social progress.

  Anti-social group: Anti-social groups are those which are against the social group norms. These groups act against the collective interest of society and try to slow down social progress.

- **Institutional and non-institutional group :** Those social groups which are mostly permanent in nature are known as institutional group. These groups have long stability. Examples of such group: state, school etc.

  Non-institutional group: The groups which have short-term stability are known as non-institutional group. These groups are temporary in nature. Examples of such group: crowd, mobs, public audience etc.

The different types of group are again represented in a tabulated form according to different sociologists—



Likewise, there as many types of group as the number of sociologists. Different sociologists put different views regarding the types of social groups as per their opinion. Some other classifications of social groups are-

a. Territorial and non-territorial group
b. Small group and large group
c. Open group and close group
d. Independent group and Dependent group
e. Formal group and informal group
f. Organized group and Unorganized group
g. Disjunctive group and Overlapping group, etc.

Among all these groups, the common, popular and most significant social groups are-Primary and Secondary group.

Primary group : The American social psychologist Charles Horton Cooley has introduced the term Primary group in his book *Social Organization*. The primary groups are characterized by dominance by primary relations. These groups are small groups in which a few members come into direct contact with each other. Their interaction is face-to-face. These are the nucleus of all social organization. Primary groups are very much essential for the process of socialization. These groups are not only for the individual but also for the society. Family is the most common example of primary group. After birth, the baby enters into the family environment. Each member of the family influences the behaviour, thoughts, and other habit formation of the child. These primary groups play a great role in formation of norms and culture in the minds of the children. Therefore, the role of primary group is most significant in the personality development of the child. The development of "SELF" is

essential for development of the personality. And this 'self' is moulded and developed by the primary group relations. It is the primary group where the members can judge between good and bad, just through the interaction among the members. This helps them to modify their behavior and thereby form a new society.

Definition

According to Cooley, "By primary groups, I mean those characterized by intimate face-to-face association and co-operation. They are primary in several senses, but chiefly in that they are fundamental in forming the social nature and ideas of the individual…"

Secondary group : According to Kingsley Davis, on the basis of the formation structure, the secondary groups are the opposite of the primary group. The social groups other than those of primary groups may be termed as "Secondary Group". These groups are also considered as "special interest group". These groups are not dominated by the face-to-face interaction; in fact, the interaction among the secondary group is indirect. The relationship is limited. The membership to this group depends on the ability or need of the members. The secondary groups lack stability. It should be noted that primary groups are the source of secondary group. The secondary groups are characterized by large size.

Definitions:

According to Ogburn and Nimkoff, "The groups which provide experience lacking in intimacy can be called secondary group".

In the words of MacIver and Page, "The secondary groups are great association."

Frank D. Watson, "The secondary group is larger and more formal, is specialized and direct in its contacts and relies more for unity and continuance upon the stability of its social organization than does the primary group."

Differences between the Primary and Secondary Group :

On the basis of the nature, structure and definitions put forward by different sociologists, we can find out so many points of differences between primary and secondary groups.

Primary Group	Secondary Group
1. The relationship among the members of the primary group is direct.	1. The relationship among the members of the secondary group is indirect.
2. The primary groups are small in size.	2. The secondary groups are large in size
3. The Primary groups are relation oriented	3. The secondary groups are goal oriented.
4. The control of primary group is rigid.	4. The control of this group is flexible.
5. The primary groups are base of society.	5. The primary groups are the source of the secondary group.
6. Physical proximity is essential in primary group	6. No physical proximity is essential.
7. Primary group does not involve other group.	7. To reach its goal, secondary group some -time involves other group.
8. Group interest is general, not specific.	8. Group interest is specific in nature.
9. Primary groups are relatively durable.	9. These groups are not durable.
10. The influence of primary group on the members is long-lasting.	10. The secondary groups have limited Influence on the members



LET US KNOW

Now, we know that there are different types of social groups like primary and secondary, In-group and Out-group, Voluntary and Non-voluntary groups etc. Among all these classifications, the most common classification of social group is Primary and secondary Groups. There exists significant differences between primary and secondary group in respect to its structure, durability etc.



CHECK YOUR PROGRESS

Q 2 : What is the classification of social group as advocated by Sumner?

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Q 3 : Mention two differences between primary and secondary group

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ACTIVITY 7.2

Observe one primary and one secondary group around you and list the differences between them.

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7.4 MEANING OF SOCIAL INTERACTION

In the earlier discussion, we have discussed in detail about the social group. Man is a social animal. Man cannot live in isolation. Being in the social group, the individual leads social life by following the society's norms and standards. But the question arises, how individuals form social group? And how do they live in the social group? To answer these questions, we must say that the process of forming social group and staying in the group is a social process. The only way to form a society, form social group and to make people united through some bindings is through social interaction. Every aspect of social life is expressed by the social interaction. Social interaction is the most elemental social phenomenon from which springs all other social phenomenon. Society is rooted in social interaction. It is the expressive way of the conditioned behavior of persons and groups. But what is social interaction?

In social group, people contact with each other directly or indirectly. The members of the group stimulate and respond to one another in some meaningful way. This mutual stimulation and responses of the people in group is termed as social interaction. For example; if we greet a person, we are greeted back. The result which comes out as the repetition of this action is social interaction. This social interaction is considered as the foundation of the society. Without social interaction, it is not possible to live in society, and there would be no group life or group activity. Social interaction is the most important aspect of social life. The action element and functional element of the society represent social interaction. It is the essence of life. Through social interaction, people interpenetrate the minds of each other. This social interaction modifies the human social behaviour. It has been said that social interaction is stimulation of social behaviour and conduct. In the social group, people are striving, competing, cooperating, appeasing, reconciling and then challenging again. This action element or functional element presents social interaction. It is the dynamic element or aspect of social life.

Different definitions have been put forward by different social scientists-

Gillin and Gillin, "By social interaction we refer to social relations. whether such relations exist between individual and individual, between group and group and group and individual as they came may be".

Green, "Social interaction is the influences that individual and group have on one another in their attempt to solve problems and in their striving towards the goal."

Dawson and Gettys, "Social interaction is the process whereby men interpenetrate the minds of each other."

Gish, "Social interaction is the reciprocal influence which human being exert on each other through inter-stimulation and response."

On the basis of the above definitions, it is very clear that social interaction is one kind of means of developing social relationship.

7.4.1 Characteristics of Social interaction

On the basis of the concept and definitions forwarded by different sociologists, the following nature of social interaction can be derived-

- Social interaction is the means of establishing meaningful contact between people and people.
- Social interaction and social relationship go hand in hand.
- Social interaction is characterized by its two conditions—social contact and communication.
- It is the means of expressing social behaviour of people.
- It is basic condition of social existence.
- Cooperation, conflict, competition, assimilation and accommodation are the primary types of social interaction between people and people and between group and group.
- Social interaction is the basic step of studying the society.
- Social interaction represents the social dynamics.
- It discloses the concrete results of striving behavior upon roles, statuses and moral norms.
- It is the base of all social phenomena in the society.



CHECK YOUR PROGRESS

Q 4 : What is meant by Social interaction?

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7.4.2 Factors of Social Interaction

We have discussed about social interaction as a basic social process. Without the social process, society cannot move or run. It is the essence of social life. But, there are some conditions /factors which affect this process or without which social process is not possible. The two essential factors (according to Park and Burgess) through which social interaction can be established are-

- Social Contacts.
- Communication.
- **Social contact**: This is the first stage or condition of Social interaction. It refers to the togetherness of independent social units. Social contacts denote such contacts which are socially established. Social contact involves a mutual response and inner adjustment of behavior. There are various ways of establishing social contacts-telephones, radio, etc. Physical contact may not be essential for social contact. Contacts may be positive or negative, temporary or permanent, primary or secondary.
- **Communication:** It is the second essential condition as well as medium of social interaction. Social contacts can also be established through communication i.e. radio, telephones, television, language, newspaper and even with the help of letter writing. In communication, one person infers from the behavior of another the idea or feeling of the other person. In general, communication takes place at three levels- a. through the senses (seeing, hearing, smelling and touching) b. through the emotion,(facial expression, blushing, laughing) c. through the sentiments and ideas(speech and language).

7.4.3 Types of Social Interaction

There exists variation regarding the types of social interaction among the sociologists. According to some sociologists, there are two types of social interaction, for some it has four forms, some other argued about eight types of social interaction. The primary types of social interaction are-

- **Cooperation**: When two or more people work closely and together for achieving a particular end, it is termed as cooperation. It is the very basis of social existence. Cooperation requires sympathy and identification. It is the essence of social progress.
- **Conflict**: It is another type of social interaction which denotes the struggle between individuals or groups. Conflict is usually

anti-thesis of cooperation and sometimes cooperation and conflict cannot go hand in hand. “Conflict is the social process in which individual or group seek their ends by directly challenging the antagonist by violence or threat of violence” **Gillin and Gillin.**

- **Competition**: It is also a form of social interaction. Competition is a less violent form of opposition in which two or more persons or groups struggle for some ends. It is a natural result of the universal struggle for existence. This form of interaction takes place wherever there is an insufficient supply of things as per the desire of people towards that thing. It makes individual move towards progress.

- **Accommodation:** It is that form of social interaction through which social order arises. It is a means of inventing social arrangements which help people to work together whether they like it or not. It is a process of developing temporary working agreement between conflicting individuals or group.

- **Assimilation**: Another type of social interaction is assimilation. It is the outcome of coming into contact with other outsider cultures. It is a form of social adjustment. It is concerned with the absorption and incorporation of culture by another.



CHECK YOUR PROGRESS

Q 5 : What are the different types of social interaction?

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7.4.4 Educational implications of social interaction

Social interaction, which is the basic condition of social existence, has many educational implications.

- It is a context in which the personality of the individual grows. The teachers can create many platforms of social interaction so that the aim of education to develop the personality of the children can be fulfilled.
- Social interaction in the educational situation helps a lot in modifying the behaviour of the students.
- Social interaction like cooperation, accommodation, assimilations are helpful in inculcating social values in the children.
- For leading a perfect life, an individual must have personal as well as social adjustment. Social interaction is basis of developing social relationship, which enhance their social adjustment not only in home, but also in school and other situations.
- Any educational activity inside the school or any educational institutional premises can be discharged properly through the interaction established among the students.
- School is a miniature society; social interactions held among the school members maintain this society.
- Teaching – Learning process, which is the basic element of education, is possible only through communication, which is again another condition of social interaction.

7.5 MEANING AND DEFINITION OF GROUP DYNAMICS

Etymologically, 'dynamics' is derived from the ***Greek*** word '***Dynamis'*** which means '**Force**'**.** In Physics, dynamics is the study of bodies in motion and changes in that motion and that idea can be applied to other areas as well. Hence, 'group dynamics' stands for the forces operating in a group. Group Dynamics is a system of behaviours and

psychological processes occurring within a social group (intra-group dynamics) or between social groups (intergroup dynamics). The study of group dynamics can be useful in understanding decision-making behaviour, tracking the spread of diseases in society, creating effective therapy techniques, and following the emergence and popularity of new ideas and technologies. Group dynamics are at the core of understanding racism, sexism and other forms of social prejudice and discrimination.

Various attempts have been made to define the term "Group Dynamics". The attempt made by Cartwright and Zander seems to be more appealing. In their words, "Group dynamics should be defined as a field of inquiry dedicated to advancing knowledge about the nature of groups, the laws of their development, and their inter relations with individuals, other groups and larger institutions." From Cartwright and Zander's definition the following characteristics can be stated:-

a. An emphasis on theoretically empirical research;
b. An interest in dynamics and interdependence among phenomena;
c. A broad relevance to all the social sciences, and
d. The potential applicability of its findings in efforts to improve the functioning of groups and their consequences on individuals and society.

According to **Kretch and Crutchfield, "**Group dynamics implies changes that take place within groups."

Otto Klineberg opines about Group Dynamics, "It is not easy to define or delimit the important area of group dynamics. From one point of view it represents a field of inquiry, a series of interrelated problems; from another it includes a set of techniques; from a third, a theory of the nature of groups and of interaction within groups."

According to **Good's dictionary, "**Group dynamics implies an interactive psychological relationship in which members of a group develop a common perception based on feeling and emotions. This inter stimulative relationship may be described by the term group dynamics."

In education psychology, ***group dynamics*** is the study of the forces exerted by the individual on the group or by the group on the individual. The

aspirations, attitudes, beliefs, character, emotions, personality and values of an individual are influenced by the group and vice versa.

The group helps a person to satisfy his fundamental needs and achieves the sense of accomplishment. It helps to transform the original nature of person to human nature. Expression of instincts and emotions, formulation of ambitions, attitudes, character, habits and sentiments, values and the development of personality of the individual is influenced by the interactions of an individual group.



CHECK YOUR PROGRESS

Q 6 : Give the etymological meaning of the word 'Dynamics'.

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Q 7 : Why is group dynamics useful?

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7.6 EDUCATIONAL SIGNIFICANCE OF GROUP DYNAMICS

The knowledge of group dynamics has acquired tremendous importance in recent years in developing countries. The family is not able to provide sense of security, cooperation and affection in the present era of breakdown of the joint family system. Adolescent boys and girls seek shelter, love, recreation and motivation from their group. The teacher must know how adolescents form groups and what the structure of groups is in general and other mechanisms operating in group situation.

In school, a class is a collection of pupils coming from different socio-economic backgrounds. The teacher must have the knowledge of the process of interaction among the students. If the teacher is well-equipped with the basic knowledge of group dynamics, he can provide better guidance for adjustment. He would be able to improve the emotional and social climate of the class.

According to **A.I. Gates**, group dynamics offers the best means available for the development of social skills essential for democratic living, better social understanding, and preparing the individual members of the group for democratic citizenship.

In the words of **D. Segel**, the process by which one must consider other individuals in a group, and a problem at the same time, not only tends to increase the understanding to the problem, but also creates a solution which the individual has practiced in bringing about emotional balance.

The techniques used in group dynamics are such in which there is little mutual conflict. Conflict hinders in the proper working of group because it does not allow defining and having independent thinking for solving the problems.

When the members of a group develop familiarity and come closer, the feeling of enmity decreases and may even come to an end. Not only this, their place is taken up by new feeling of respect for each other. In this way group dynamics teaches one to solve the problems the group may encounter with the help of one another. More work is accomplished in a group than is done individually. This is the aim of group dynamics.

The study of group dynamics by the teachers and the counsellors can make proper advantage of specific abilities of the students. In school, most learning takes place in social situation. Mental health of the group is an important factor in the learning process. If there are conflicts, rivalry, fear or anxiety in the group, learning will be disturbed. The teacher with the knowledge of group dynamics can improve the social and emotional climate of the group. He/she can find out the causes and can use remedial measures to maintain conducive environment in the class. The teacher can improve intra-group relations to maintain the mental health of the individual members.

7.7 CONCEPT OF LEADERSHIP

Leadership has played an important role in the human history since earliest times. The historians have glorified heroes in battle and valued the importance of their deeds for the future generations. The role of politicians, statesmen and emperors in the development of empires, territories and

nations has received considerable attention in the imperial history. In the modern society too, there is a great emphasis on leadership. Every group whether formal or informal, spontaneous or organised, has a leader. He is the person who manages the group activities and is responsible for intensifying feeling of belongingness and interdependence among the members of the group. The family, the class, playing group, hobby club and many other such groups can progress or fail in their objectives as a result of the leadership they avail. Therefore, it is essential to know more about leadership and the characteristics of a good leader so that we can train children for effective leadership.

7.7.1 Meaning and Definition of Leadership

In any type of herd or social grouping of men or animals, there is always an individual, who is outstanding, who possesses exceptional physique, beauty and leads the herd. The leaders of the groups among human beings are usually the socially better adjusted individuals. They are those individuals who know how to get along with their fellows.

Bernard has rightly put it, “Indeed, I have never observed any leader who was able to state adequately or intelligently why he was able to be a leader, nor any statement of followers that acceptably expressed why they followed.” Leadership is often regarded as the important modifier of organisational behaviour. It is regarded as primarily personal in character as being founded upon individual’s pre-eminence or accomplishment in a particular field of behaviour. Thus, superior strength, superior tact, superior intelligence, superior knowledge and superior will-power, any or all of these, may be the means to attainment of leadership. The **dictionary** meaning of the verb ‘to lead’ shows that the term is used in two different senses: a) “to excel, to be in advance, to be prominent,” and b) “to guide others, to be head of an organisation, to hold command.”

La Pierre and Farnsworth mentions that "leadership is a behaviour that affects the behaviour of other people more than their behaviour affects that of the leader." This definition clearly points out that the leader is one who leads the behaviour of the other individuals. The others follow him and whatever he does affects others. He is affected a lesser degree by others' behaviour.

Pigor says, "Leadership is a concept applied to the personality environment relation to describe the situation when a personality is so placed in the environment that it directs the feeling and insight and controls others in pursuit of common cause."

According to **H.T. Mazumdar**, "The leader is one who has power and authority."

According to **Allen, "**Leadership is the activity of persuading people to co-operate in the achievement of a common objective."

In the words of **Seckler-Hudson**, "Leadership in large organisations may be defined as influencing and energizing of people to work together in a common effort to achieve the purposes of the enterprise." According to him, leadership depends on three things: (i) the individual, (ii) the followers and (iii) the conditions.

The leadership is such an affair in which two parties are involved. One is that which leads, make such suggestions which are acceptable to others, acts as a model and gives command etc., and the other is that which is led, accepts suggestions of the first party, and follows the commands. The co-operation of these two parities is essential for the proper functioning of leadership. It is therefore, necessary that the leader should always be prepared to adjust to the wishes and desires of the followers.

7.7.2 Objectives of Leadership

Hilda Taba has discussed the problem of leadership from the point of view of intergroup education. It has been pointed out by her that in training leaders the following objectives should be kept in view:

- Mastering fundamental concepts that would serve as a framework for understanding and interpreting group behaviour, social learning and cultural differences.
- Method of identifying and analysing problems and the ability to see problems in perspective.
- Acquire technical skills necessary to carry out a job. These skills include diagnosing situations, learning how to approach problems, planning appropriate educational procedures, learning skills in handling appropriate diagnostic techniques, conducting open discussions, learning team work with other leaders, etc.



CHECK YOUR PROGRESS

Q 8 : Why is leadership important?

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Q 9 : What are the three things on which leadership depends?

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7.7.3 Types of Leadership

Many investigators in the field of sociology and psychology have made attempts to classify the leaders on one basis or another. We are describing here a very popular classification of leadership. Writers like **Prem Pasricha and Kuppuswamy** assert to classify them into the following four different types:-

- **Institutional leaders:** Institutional leaders like head of the school, district collector, president of the country, manager of a factory etc. Their orders are obeyed through the hierarchies of ranks and the decisions are based on the established precedents.
- **Dominant Leaders:** Dominant leaders like Napoleon, Stalin, Nasser etc. They lead the group due to an urge to dominate. They are autocrats and dictators.

- **Persuasive Leaders:** Persuasive leaders like Gandhi, Lincoln, Nehru etc. They do not aim to dominate and dictate the group but to persuade the members to help them and follow them.
- **Experts:** They lead the group on account of their acquired proficiency and skill in science, art or any other sphere. They are recognised as the authorities in their respective fields and have a line of followers among the people who are interested in that type of work.

The categories mentioned above are not commonly limited and **Kuppuswamy** admits that, "such a classification cannot be said to be a sound classification." Therefore, a more appropriate ground is needed to classify the leaders. In the opinion of Kuppuswamy, the opinion and the personality characteristics of the leaders or the way how they lead their groups should be made a criterion of classifying the leaders. **Kretch and Crutchfield** in their text "Theory and problems of Social Psychology" has classified leaders as **(a)** Authoritarian Leadership and **(b)** Democratic Leadership

(a) Authoritarian leadership : Authoritarian leadership is such a leadership where the dominance is at its maximum. An authoritarian leader is extrovert, aggressive and dominant. The followers obey him. They are just like servants to him. The autocratic leader demonstrates his power and on the basis of his dominant attitude keeps his leadership.

In such a type of leadership, every follower has direct relation with the leader. The followers do not have any direct contact among themselves. Whatever social intercourse takes place, only takes place through the medium of the leader. The whole of the group remains dependent upon him. The authoritarian leader uses the group for his selfish ends.

(b) Democratic Leadership: In democratic leadership, the method of work of the leader is different from that which is followed in an authoritarian type of leadership. The democratic leader creates amiability among the various members of the group. He reduces

tensions and conflicts among them. In this way, the members in a democratic society have direct relationship among themselves and also with the leader.

Kretch and Crutchfield have distinguished between the authoritarian leadership and democratic leadership in the following ways:

Authoritarian leadership	**Democratic Leadership**
1. All the policies are determined by the leader.	1. All the policies are determined by the group.
2. The leader usually dictates the particular work-task and work companions of each member.	2. The members are free to work with whomsoever they like. Their task is determined by the group.
3. The leader on the basis of his own opinion evaluates the work of his followers. He praises or criticizes the work of each member without making an objective analysis. He does not participate in group activities.	3. The leader is usually active and fact-minded. He praises or criticises the group members on the basis of his objective analysis.

7.7.4 Role of Education in Leadership Training

Both heredity and environment coupled with adequate training or education is essential for helping children to become successful leaders. In this way, the initial step, in any programme of imparting training for leadership to children, consists in the location of the would-be-leaders. Children, who exhibit the basic traits of leadership in the class-room as well as in other extra-curricular group situations, should be well attended by the teachers and school authorities. The following few suggestions may work well in helping these potential leaders:

- These children should be given opportunities for playing the role of leaders in curricular or extra-curricular group situation. They can be made monitor of the class or assigned leadership role in the hobbies groups, games or other extra-curricular group situations.
- The biographies and autobiographies of national heroes, political, social and religious leaders and other great men educate and inspire the youngsters. Thus, they should be encouraged and provided opportunities of reading stimulating and inspiring literature.
- Example is better than precept. Therefore, the teachers and headmaster should produce a living example of successful leadership.
- Religious and moral education and the organisation of social services may also help in the cultivation of proper social and moral traits as well as group tendencies among these children.
- Cooperation of the parents and other social agencies should also be secured in the proper cultivation of desirable leadership traits among these children.

In this way school can play a big role in training the potential leaders by formal as well as informal techniques. In an advanced training programme, the potential leaders may be given an adequate knowledge of group psychology and the vicarious experiences for role playing can also be arranged. Teacher as well as other responsible elders can take a lead by putting self-examples and regulating the behaviour of these trainees for acquiring the necessary skill, knowledge and other personality traits.



CHECK YOUR PROGRESS

Q 10 : Mention the types of leaders as classified by Kretch and Crutchfield.

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7.8 LET US SUM UP

- We have understood the meaning and nature of social group.
- We are able to identify the different social groups.
- Moreover, we are able to distinguish between primary and secondary group.
- We are also acquainted with the meaning and characteristics of social interaction.
- We have learned that social contact and communication are the factors of social interaction.
- Besides, we are able to know the educational implications of social interaction.
- Group Dynamics is considered as a field of inquiry dedicated to advancing knowledge about the nature of group, the laws of group development, and group interrelations with individuals, other groups and larger institutions.
- It was **social psychologist *Kurt Lewin*** (1890-1947) who coined the term **group dynamics** to describe the positive and negative forces within groups of people.
- In 1945, he established 'The Group Dynamics Research Centre' at the Massachusetts Institute of Technology, the first institute devoted explicitly to the study of group dynamics.
- **Etymologically** 'Dynamics' is derived from the ***Greek*** word '***Dynamis'*** which means "**force power".**
- Group Dynamics is a system of behaviours and psychological processes occurring within a social group (intragroup dynamics) or between social groups (intergroup dynamics).
- The study of group dynamics by the teachers and the counsellors can make proper advantage of specific abilities of the students.
- Leadership is often regarded as the important modifier of organisational behaviour. It is regarded as primarily personal in character as being founded upon individual pre-eminence or

accomplishment in a particular field of behaviour. Thus, superior strength, superior tact, superior intelligence, superior knowledge and superior will-power, any or all of these, may be the means to attainment of leadership.

- **Kretch and Crutchfield** in their text "Theory and problems of Social Psychology" has classified leaders as **(a)** Authoritarian Leadership and **(b)** Democratic Leadership



7.9 FURTHER READING

1) H. R. Mukhi (1991) *: A Simple book of sociology*

2) C.N. Shankar Rao (2008) *: Sociology-Principles of sociology with an introduction to social thought*

3) Kuppu Swamy.B (2006) *: Social change in India.*



7.10 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q. No. 1 : A social group is a social unit which constitute numbers of individual to realize a common goal.

Ans to Q No. 2 : According to Sumner the classification of social group is- In-group and Out- group.

Ans to Q. No.3 : The two differences between primary and secondary group are-

- Primary groups are small in size but; secondary groups are large in size.
- Primary groups are relatively durable whereas, secondary groups are not durable.

Ans to Q. No. 4 : Social interaction is a process whereby the individuals interpenetrate the mind of each other. It is a process of modifying human social behaviour.

Ans To Q. No. 5 : The different types of social interactions are- Cooperation, conflict, competition, assimilation and accommodation.

Ans to Q. No. 6 : Etymologically 'Dynamics' is derived from the ***Greek*** word '***Dynamis'*** which means "**force power".**

Ans to Q. No. 7 : The study of group dynamics can be useful in understanding decision-making behaviour, tracking the spread of diseases in society, creating effective therapy techniques, and following the emergence and popularity of new ideas and technologies.

Ans to Q. No. 8 : Leadership is often regarded important as it is the modifier of organisational behaviour. It is regarded as primarily personal in character as being founded upon individual pre-eminence or accomplishment in a particular field of behaviour.

Ans to Q. No. 9 : Leadership depends on three things: (i) the individual, (ii) the followers and (iii) the conditions.

Ans to Q. No. 10 : Kretch and Crutchfield in their text "Theory and problems of Social Psychology" has classified leaders as **(a)** Authoritarian Leadership and **(b)** Democratic Leadership.



7.11 MODEL QUESTIONS

A) Very Short Questions (Answer each question in about 50 words)

Q 1 : Who first coined the term Group Dynamics?

Q 2 : What is group dynamics?

Q 3 : List out the characteristics of Group Dynamics.

Q 4 : Define Leadership.

B) Short Questions (Answer each question in about 150 words)

Q 1 : What do you mean by Social group?

Q 2 : Discuss the various characteristics of social group.

Q 3 : What are the different types of social groups?

Q 4 : Differentiate between primary and secondary group.

Q 5 : Elaborate the factors of social interaction.

Q 6 : What are the educational implications of social interaction?

B) Long Questions: (Answer each questions in about 300-500words)

Q 1 : What are the different types of social interaction?

Q2 : Discuss the need of social interaction for society's existence.

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UNIT 8 : SOCIAL STRATIFICATION

UNIT STRUCTURE

8.1 Learning Objectives

8.2 Introduction

8.3 Meaning of Social Stratification

- 8.3.1 Definitions of Social Stratification
- 8.3.2 Nature of Social Stratification
- 8.3.3 Functions of Social Stratification

8.4 Origin of Stratification

8.5 Theories of Social Stratification

8.6 Types or Forms of Social Stratification

8.7 Education and Social Stratification

8.8 Let Us Sum Up

8.9 Further Reading

8.10 Answers to Check Your Progress

8.11 Model Questions

8.1 LEARNING OBJECTIVES

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

- identify the meaning, nature and function of social stratification
- describe the origin of social stratification
- discuss the theories of social stratification
- classify the forms of social stratification
- explain the relation of education with social stratification

8.2 INTRODUCTION

The society around us is heterogeneous in nature. In this society there are mixed people like rich people, poor people, industrialists, peasantry, rulers, sweepers, etc. Everywhere society is divided into various classes: economic, social, political and religious. All societies exhibit some system of hierarchy whereby its members are placed in positions that are higher or

lower, superior or inferior, in relation to each other. The concept of 'social stratification' is made use of to refer to such classification or gradation and placement of people in society. Through this process of stratification people are fixed in the social structure of the society. Stratification assumes three main forms: caste, estates and class. In this unit, you will get a reflection of the different strata of people existing in the society.

8.3 MEANING OF SOCIAL STRATIFICATION

The process by which individuals and groups are ranked in a more or less enduring hierarchy of status is known as stratification. In the words of Young and Mack, "In most societies people classify one another into categories, and rank these categories from the higher to lower. The process of defining such categories is called social stratification, and the resulting set of ranked categories is called the stratification structure."The categories themselves are called strata, popularly they are known as classes.

All societies arrange their members in terms of superior and inferior Status and power. The vertical scale of evaluation or the placing of people in strata, or layers is called stratification. Those in top stratums have more power, privilege and prestige than those below.

All societies differentiate members in terms of roles and all societies evaluate roles differently. Some roles are regarded as more important or socially more valuable than others. The persons who perform the more highly esteemed roles are rewarded more highly. Thus stratification is simply a process of interaction of differentiation whereby some people come to rank higher than others.

In modern Indian Society, there are mainly three main classes: upper, middle and lower. The upper class includes very rich businessmen, industrialists, politicians and very highly placed professionals and bureaucrats. They enjoy not only very high economic status but also high social status and political influence. The upper middle class people are usually managers, lawyers, doctors, engineers, etc. They have lesser socio-economic status than the upper class people, but their style of living approximates to that of the latter.

The middle class people are workers who have limited resources but high aspirations to live luxuriously and comfortably. The lower middle class people are teachers, technicians, clerks and a number of other wage earners who have very tight financial condition but they strive to live, eat, dress and behave like the middle class people.

The lower class people constitute mainly of agricultural and industrial labourers, low paid employees and daily wage earners etc. There has been an emergence of the new rich upper middle class recently which includes farmers owing large plots of land and small scale industrialists and traders, and that of the new working class, which is generally middle class in industrial and urban areas.

We can also say in simple terms that social stratification is a particular form of social inequality. Modern stratification fundamentally differs from stratification of primitive societies. Social stratification involves two phenomena- (i) differentiation of individuals or groups on the basis of possession of certain characteristics whereby some individuals or groups come to rank higher than others; and (ii) the ranking of individuals according to some basis of evaluation.

Social stratification is based on four basic principles; they are –

(1) Social stratification is a trait of society, not simply a reflection of individual differences;

(2) Social stratification carries over from generation to generation;

(3) Social stratification is universal but variable;

(4) Social stratification involves not just inequality but beliefs as well.

8.3.1 Definitions of Social Stratification

Different sociologists and educationists have defined social stratification differently. Some of the definitions are as follows:

According to ***Ogburn and Nimkoff*** defined social stratification as, "the process by which individuals and groups are ranked in a more or less enduring hierarchy of status is known as stratification."

According to ***Gisbert***, "Social stratification is the division of society into permanent groups of categories linked with each other by the relationship of superiority and sub-ordination."

Raymond. W.Murray opined that, "Social stratification is a horizontal division of society into 'higher' and 'lower' social units."

According to ***Melvin.M.Tumin*** social stratification refers to**,** "arrangement of any social group or society into a hierarchy of positions that are unequal with regards to power, property, social evaluation, and/or psychic gratification."

H.P.Fairchild defined social stratification as, "the arrangement of societal elements into groups on different horizontal levels- (and) the establishment of status on terms of varying superiority and inferiority."

Lundberg defined social stratification as, "A stratified society is one marked by inequality, by differences among people that are evaluated by them as 'lower' and 'higher'".

Sorokin pointed out that, "Unstratified society with real equality of its members, is a myth which has never been realised in the history of mankind".

According to ***John F. Cuber and William F. Kenkel,*** social stratification is "a pattern of superimposed status of a person or a group of persons in society with the result that there comes to exist people, high or low, superior or inferior".

According to ***Kurt B. Mayer,*** social stratification is "a system of differentiation which includes a hierarchy of social positions whose occupants are treated as superior, equal, or inferior relative to one another in socially important respects".



CHECK YOUR PROGRESS

Q 1 : What is stratification?

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8.3.2 Nature of Social Stratification

According to ***M.M.Tumin***, the main characteristics of stratification are as follows:

- **It is social:** Stratification is social in the sense that it does not represent biologically caused inequalities. Factors like strength, intelligence, age and sex often contribute as the basis on which statuses are distinguished. But one's education, property, power, experience, character, personality, etc are found to be more important than biological qualities. Hence, stratification is social by nature.
- **Social stratification is universal:** There is no society in this world which is free from stratification. Modern stratification differs from stratification of primitive societies. It is a worldwide phenomenon. According to Sorokin, "all permanently organised groups are stratified."
- **It is ancient:** Stratification system is very old. It was present even in the small wandering bands. In almost all the ancient civilisations, the differences between the rich and poor, humble and powerful existed. Even during the period of Plato and Kautilya, emphasis was given to political, social and economic inequalities.
- **It is in diverse forms:** The form of stratification is not uniform in all the societies. In the modern world, class, caste and estate are the general forms of stratification. In India a special type of stratification in the form of caste is found. The ancient Aryans were divided into four varnas: the Brahmins, Kshatriyas, Vaishyas and Sudras. The ancient Greeks were divided into freemen and slaves, and the ancient Romans were divided into the patricians and plebeians. So every society, past or present, big or small, is characterised by diverse forms of social stratification.
- **Social stratification is consequential:** Social stratification has two important consequences; one is "life chances" and the other one is "lifestyle". A class system not only affects the "life chances" of the individuals but also their "life style".

The members of a class have similar social chances but the social chances vary in every society. It includes chances of survival and of good physical and mental health, opportunities for education, chances of obtaining justice, martial conflict, separation and divorce etc.

Lifestyle denotes a style of life which is distinctive of a particular social status. Lifestyles include such matters like the residential areas in every community which have gradations of prestige-ranking, mode of housing, means of recreation, the kinds of dress, the kinds of books; TV shows to which one is exposed and so on. Lifestyle may be viewed as a sub-culture in which one stratum differs from another within the frame work of a commonly shared overall culture.



CHECK YOUR PROGRESS

Q 2 : Mention one specific characteristic of social stratification.

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8.3.3 Functions of Social Stratification

A glimpse of the cultures of the world reveals that no society is 'classless', that is, unstratified. All known established societies of the world are stratified in one way or the other. According to Wilbert Moore and Kingsley Davis, stratification system came to be evolved in all the societies due to the functional necessity. The following are the important functions of social stratification:

- **Encourages hard work:** One of the main functions of the class stratification is to induce people to work hard to live up to values. Those who best fulfil the values of a particular society are normally rewarded with greater prestige and social acceptance by others. It is known that occupations are ranked high if their

functions are highly important and the required personnel are very scarce. Hard work, prolonged training and heavy burden of responsibility are associated with such occupational positions.

- **Ensure circulation of elites:** To some extent class stratification helps to ensure what is often called "the circulation of the elites". When a high degree of prestige, comfort and other rewards are offered for certain positions, there will be some competition for them. This process of competition helps to ensure that the more efficient people are able to rise to the top, where their ability can best be used.
- **Serves an economic function:** The competitive aspect has a kind of economic function in that it helps to ensure the rational use of available talent. It is also functionally necessary to offer differential reward if the positions at the top are largely ascribed as it is in the case of caste system. Even in caste system the people at the top can lose their prestige if they fail to maintain certain standards.
- **Prevent waste of resources:** The stratification system prevents the waste of scarce resources. The men in the elite class actually possess scarce and socially valued abilities and qualities, whether these are inherited or acquired. Because of their possession of these qualities their enjoyment of some privileges such as extra comfort and immunity from doing menual work, are functionally justified. It becomes functionally beneficial for the society to make use of their talents without being wasted.
- **Stabilises and reinforces the attitudes and skills:** Members of a class normally try to limit their relations to their own class. More intimate relationships are mostly found between fellow class-members. Even this tendency has its own function. It tends to stabilise and reinforce the attitudes and skills that may be the basis of upper-class position. Those who have similar values and interests tend to associate comfortably with one another.

Their frequent association itself confirms their common values and interests.

- **Helps to pursue different professions or jobs:** The values, attitudes and qualities of different classes do differ. This difference is also functional for society to some extent. Because society needs manual as well as non-manual workers, many jobs are not attractive to highly trained or 'refined' people for they are socialised to aspire for certain other jobs. Because of the early influence of the family and socialisation, the individuals imbibe in them certain values, attitudes and qualities relevant to the social class to which they belong.
- **Social Control:** Further, to the extent that 'lower class' cultural characteristics are essential to society, the classes are, of course, functional. In fact, a certain amount of mutual antagonism between social classes is also functional. To some extent, upper-class and lower-class groups can act as negative reference groups for each other. Thus they act as a means of social control also.

8.4 ORIGIN OF STRATIFICATION

Regarding the origin of stratification many views have been given:

- According to **Davis**, social stratification has come into being due to the functional necessity of the social system.
- Professor **Sorokin**, attributed social stratification mainly to inherited differencess in environmental conditions.
- According to **Karl Marx**, social factors are responsible for the emergence of different social strata, i.e. social stratification.
- **Gumplowioz** and other contended that the origin of social stratification is to be found in the conquest of one group by another.
- According to **Spengler**, social stratification is founded upon scarcity which is created whenever society differentiates positive in terms of functions and powers.
- Racial differences accompanied by dissimilarity also lead to stratification.

8.5 THEORIES OF SOCIAL STARTIFICATION

There are two theories of social stratification; They are as below :

- ***Marxist Theory:*** In Marx's view, social stratification is created by people's differing relationship to the means of production: either they own productive property or they labour for others. According to this theory, social classes are defined by their relation to the means of production. These classes depend upon the mode of production. Marx divides the society into two classes, namely, proletariat and bourgeoisie. The proletariat class represents labourers or common peoples, the bourgeoisie represents the capitalists. According to this theory, the relation of individual to the means of production is a crucial determinant of class affiliation. For Marx, social stratification comes down to the basic concept of economics. Marx believes that stratification in capitalist society is predicated upon the idea of those who have wealth controlling or subjugating those who lack it. Marx's conception of dialectical materialism suggests that historical development has passed through the same fundamental idea where those in the position of social, economic, and political power, and those who control the means of production, possess overall control. These individuals create a stratification system where they remain in power and all others seek to emulate their own patterns of power recognition. Marx believes that this will change under a socialist system, where the means of production will be owned in a public setting and not a privatized one.
- ***Functionalist theory:*** This theory is based on the general concept of functionalism. There is no society which is not stratified. Different persons in society are entrusted with functions of different types. This results in class divisions and social stratification. Stratification arises basically out of the needs of societies not out of the needs or desires of individuals. The systems of stratification arise in response to two specific needs common to every human society. First there is the need to instil in the abler members the motivation to occupy important and difficult positions which require greater than average ability. Second

society must motivate such men once they are in these positions to perform the duties attached to them. Hence it must provide them with greater rewards. The two factors which are major determinants of the magnitude of the rewards attached to positions are their functional importance for the society and the relative scarcity of qualified personnel. The system of stratification in any society is essentially an expression of the value system of that society.



CHECK YOUR PROGRESS

Q 3 : Mention the two classes of society divided by Marx.

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8.6 TYPES OR FORMS OF SOCIAL STRATIFICATION

Sociologists have suggested the following forms of social stratification:

- **Slavery:** The term slave is used to denote "a man whom law and custom regard as the property of another. In extreme case he is wholly or without rights. In other cases he may be protected in certain respects." This is the observation of Hobhouse. Many sociologists prefer to treat slavery as an industrial system rather than a system of social stratification. But this view is not entirely convincing. It may be argued that in feudal society, there is a fundamental distinction between serfs and the free people together with a system of ranks. Hence if we examine social stratification in terms of social inequalities we can legitimately regard slavery as a system of stratification.
- **Estate:** The feudal estates of medieval period have also been the basis of social stratification. The feudal estates were legally defined. They represented a broad division of labour having definite functions to perform.

- **Caste:** The Indian caste system is also a unique system of social stratification. In the first place, caste is connected with economic differentiation. It is more apparent when we consider the four traditional *varnas* where there is clear specification of occupation. In the traditional village economy, caste is an occupational group.
- **Social Class and status:** A social class system is based on economic consideration. The industrial society is divided into various classes such as upper class, middle class and lower class. The organisation of these classes is hierarchical. Status is given according to social class.



CHECK YOUR PROGRESS

Q 4 : List out the different forms of social stratification.

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8.7 EDUCATION AND SOCIAL STRATIFICATION

In Indian society, stratification may be mentioned along three lines:

a) Stratification on caste basis,

b) Stratification on religion basis,

c) Stratification on economic basis.

All the three aspects of stratification are more or less due to ascribed social positions. The religion and caste stratification is purely due to a person being born in a particular religious or caste group. The economic class distinctions are also based on positions at birth: however, changes are rapidly taking place in these types of ascribed positions. In Indian society the occupations were distributed on caste basis. Even now the scheduled castes by and large take up the same occupations as their forefathers. The *Vaishya* take up business and commerce and the *Brahmins* the learned professions. Since Independence an inter-caste mobility is visible. With government incentives, the members of the lower castes are taking up the

vocations of the higher castes. But total impact of such movement is not very high and the society's occupations are still very much caste-ridden. The lower castes are economically backward and fall in lower class category. Among the occupations of *Kshatriya, Vaishya and Brahmins,* there is now more inter-group mobility. These three castes are undertaking various professions and competing with one another in changing their social positions. Thus, an elite class is being created with the sprinkling of members of all these three '*Varna*' groups. The economic class is thus cutting across the barriers of caste. However, this cutting to a large extent is confined to only three upper castes inspite of all the incentives being given to the lower castes.

Education enters into the picture as stratification in this country as it is acting more as a divisive force than the cohesive one. In the beginning of the set-up of Hindu social structure the stratification might have acted as cohesive force but now such stratification is leading to various ills in the social order. It is through education that the problem of stratification is now being sought to be solved.

At present Indian society presents a model of closed system in which the range of possible positions available to an individual are fixed by a set of status transmission and marriage rules. In such a system the individual's position is determined by the position of his family. Individual himself has only limited opportunity to either rise or fall in the hierarchy. This model has to be changed through education into a model of the 'open system' in which the only restrictions upon movement in and out of positions are determined by the abilities of the individual himself. But for achieving this model, equality in educational opportunities must be provided.

The restrictions upon the open model are those which limit the operation of equality of opportunity. These restrictions are due to the tendency of those persons who after gaining the most highly rewarded positions attempt to maintain them in future also and wish to transmit them to their offspring. Positions which the talented might have received as highest rewards through an open competition are attempted by these very people to be maintained by them and their offspring. This can only be done only at

the expense of equality of opportunity. In the Indian situation this is happening in the form of public-schools. An intellectual elite which has gained higher positions during the British regimes wishes to transfer their statuses and positions to their children by providing them education in public schools where predominantly an education on English pattern through English medium is given. Ordinary citizens fail to send their children to these schools which are very expensive and thus are deprived of quality education through English medium. Still, the official language of the land is English and it is also the language of big business. Thus a typical situation exists in the Indian society. On the one hand, efforts are being made to cut barriers of stratification along the caste lines. On the other, more stratification on class lines is being inculcated through a class conscious educational system.



8.8 LET US SUM UP

- The concept of 'social stratification' is made use of to refer to the classification or gradation and placement of people in society. Through this process of stratification people are fixed in the social structure of the society.
- The process by which individuals and groups are ranked in a more or less enduring hierarchy of status is known as stratification.
- Some of the functions of social stratification are- it encourages hard work, ensure circulation of elites, serves an economic function, prevent waste of resources, stabilizes and reinforces the attitudes and skills, helps to pursue different professions or jobs and social control.
- The two theories of social stratification are Marxist Theory and Functionalist Theory.
- The various forms of social stratification are- slavery, estate, caste, social class and social status.

- In Indian society, stratification may be mentioned along three lines: stratification on caste basis, stratification on religion basis and stratification on economic basis.



8.9 FURTHER READING

1) Chaube & Chaube (2003) : Philosophical and sociological foundations of education.

2) F. J. Brown (2008) : Educational Sociology

3) Chanda and Sharma (2002) : Sociology of Education

4) C. N. Shankar Rao (2008) : Principles of Sociology



8.10 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q. No. 1 : The process by which individuals and groups are ranked in a more or less enduring hierarchy of status is known as stratification.

Ans to Q. No. 2 : One specific characteristic of Social stratification is that it is universal. There is no society in this world which is free from stratification. Modern stratification differs from stratification of primitive societies. It is a worldwide phenomenon.

Ans to Q. No. 3 : Marx divides the society into two classes, namely, proletariat and bourgeoisie. The proletariat class represents cookers, the bourgeoisie represents the capitalists.

Ans to Q. No. 4 : The various forms of Social Stratification are- slavery, estate, caste, social class and social status.



8.11 MODEL QUESTIONS

A) Short Questions (Answer each question in about 150 words)

Q 1 : Define Social Stratification? List its basic principles.

Q 2 : State the origin of Stratification.

Q 3 : State the two theories of Social Stratification.

B) Long Questions (Answer each question in about 300-500 words)

Q 1 : Discuss the nature and functions of Social Stratification.

Q 2 : Discuss the different forms of Social Stratification.

Q 3 : Discuss the role of Education in Social Stratification.

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