PGED S1-03 (DSC)

# TWO YEAR MASTER'S DEGREE COURSE

**(CBCS in Accordance with NEP 2020)**

**SEMESTER - I**

# SOCIOLOGICAL FOUNDATION OF EDUCATION

# EDUCATION

**Indira Miri School of Education**

**KRISHNA KANTA HANDIQUI STATE OPEN UNIVERSITY**

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# COURSE INTRODUCTION (COURSE 3)

## COURSE INTRODUCTION

This is the third course in Education for the First Semester of Two Years Master Degree level. This introductory course on Sociological Foundation of Education will provide a complete coverage of core concepts of Educational Sociology. Sociology is the study of human social life. It has many sub-sections of study, ranging from the analysis of conversations to the development of theories to understand how the entire world works. This section will introduce you to sociology and explain why it is important, how it can change your perspective of the world around you, and give a brief history of the discipline. Besides this course will also help you to understand about the relationships of various concepts of sociology with that of education. After going through this course, you will have a clear picture about the role of education towards development of society as a whole.

## BLOCK INTRODUCTION

It comprises of total fifteen units. In this block, the *First Unit* deals with the meaning and concept of educational sociology, which contains the definitions, history, its importance and its relation with other subjects. The *Second Unit* deals with the meaning and nature of Socialization, its agencies, different social process and about Social interaction. The *Third Unit* is a continuation of the second unit which incorporates in detail about the different agents of Socialization.The *Fourth Unit* deals with the concept of Social organization and disorganization, its nature and functions. Besides, this unit also reflects on meaning and types of disorganization, its causes and the remedial measures for Social disorganization. *Fifth Unit* explains the meaning of Social group, its classifications, group dynamics and its educational significance. The *Sixth Unit* basically deals with the meaning, categories and functions of Social stratification and its relationship with education. The *Seventh Unit* is a reflection on the concept of modernization and westernization and its impact in Indian scenario. The last unit of this block, i.e., the *Eighth Unit* explains the meaning, nature and types of Social mobility, its factors and the role of education towards Social Mobility.The *Ninth Unit* deals with the meaning, definition, nature and factors of Social Change. It also try to reflects on the role of education and teachers in bringing Social Change. The *Tenth Unit* explains the meaning, definition, need, types and agencies of Social Control. Besides, it also explains the role of education in Social Control. The *Eleventh Unit* tries to reflect on an important topic of culture, its meaning, nature and its different concepts like cultural lag, cultural diffusion, and relation of education with culture. The *Twelfth Unit* deals with democracy, its priciples and role of different agencies of education like formal, informal and non-formal in Democratic Education. The *Thirteenth Unit* explains on Equality of Educational Opportunity, its need and problem and constitutional provisions for Social Equity and Equality of Educational Opportunity. The *Fourteenth Unit* deals with the Concept of Education for Socially Disadvantaged Sections of Society, its programmes and policies, and the factors for Educational

Backwardness of Disadvantaged Children and its Suggestive Measures. The last unit of this block, i.e., the *Fifteenth Unit* deals with the Social Problems relating to Education in India.

While going through this block, you will come across some along-side boxes, which are put on the left side or right side of the text. These boxes will explain you meaning of some words and concepts within the text. Apart from this, there will be some broad and short questions which have been included under 'ACTIVITY' and 'CHECK YOUR PROGRESS' in every unit. Activities will increase your thinking capacity because qestions put in Activity are not directly derived from text. Hints on the answers to the short questions have been put under section 'ANSWERS TO CHECK YOUR PROGRESS'. Besides, a few text-related questions have been put in 'POSSIBLE QUESTIONS'. These questions will help to draw your attention on the probable topics for the examination so that you can prepare for the examination with confidence.

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# UNIT 1: INTRODUCTION TO EDUCATIONAL SOCIOLOGY

## UNIT STRUCTURE


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1.4 Meaning of Educational Sociology

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## 1.1 LEARNING OBJECTIVES

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

- define the concept of Sociology;
- describe the meaning, nature, scope of Educational Sociology;
- discuss the need and importance of Educational Sociological; and
- explain the relationship of Educational Sociology with other subjects.

## 1.2 INTRODUCTION

For man's survival, society is indispensable. His very identity depends on the society. His personality is developed by its influence. In the society

an individual interacts constantly with others and thereby establishing a web of relationships. All these relationships, social interactions and processes are studied in a subject called '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 term 'Sociology' was first coined by Auguste Comte, a French philosopher. The word has been derived from the Latin word 'socius' meaning friend, company or associate and the Greek word 'Logos' meaning 'science of' or 'study of'. Comte devoted his research into the nature of human society and the different laws, principles and knowledge contributing to its growth and development. Therefore he is regarded as the father of sociology. He introduced the word 'Sociology' in his famous book "Positive Philosophy" in 1839. According to Comte, Sociology is not only a 'pure' science but an 'applied science', also as it can help to analyse and solve different social problems. Herbert Spencer strongly supported Comte's views and emphasized upon the interdependence on the different parts of society– the family, school, community and all other organizations.

### 1.3.1 Definitions of Sociology

Following are some of the definitions of Sociology:

- Kingsley Davis, "Sociology is the general science of society."
- According to Max Weber, "Sociology is the science which attempts the interpretive understanding of social action."
- Auguste Comte defined sociology as the science of social phenomena "subject to natural and invariable laws, the discovery of which is the object of investigation."
- Kimball Young and Raymond W. Mack defined sociology as "the scientific study of the social aspects of human life."
- W. F. Ogburn defined, "Sociology is a body of learning about society. It is a description of how to make society better. It is

social ethics, a social philosophy. Generally, it is defined as a science of society."

- According to Ginsberg, "Sociology is the study of human interactions and inter-relations, their conditions and consequences."
- Henry Fairchild, "Sociology is the study of the relationships between man and his human environments.''
- Gillin and Gillin, "It is the study of interactions arising from the association of living beings.''
- According to MacIver, Page and Abel, "Sociology is the study of the nature of social relationships.''
- Harry M. Johnson opined that "Sociology is the science that deals with social groups, their internal forms or modes of organization, the processes that tend to maintain or change these forms of organization and relation between groups."

From all the above definitions of sociology it becomes very clear that–

- Sociology is the study of society.
- It is the study of social relationships.
- Sociology is the study of social life.
- It is the study of individual behaviour in groups.
- It is a comprehensive study of all kinds of social organizations, social processes and social systems.

### 1.3.2 History of Sociology

Sociology has the distinction of being considered as the youngest as well as one of the oldest of the social sciences. It is youngest as the scientific and systematic study of the subject has been done only since recent times and it has been established as a distinct branch of study. On the other hand, it is considered to be one of the oldest as since the early days of civilization, scholars have tried to study the different aspects of social life and human relationships.

The study of the different aspects of social life started right from the times of the ancient Greek, Roman and Indian philosophers. Plato's 'Republic' and Aristotle's 'Ethics' have made in-depth studies of community life– with the political and economic aspects. Such studies were also found in the works of ancient Indian scholars and in them we get a vivid description of the society. Manusmriti and Kautilya's 'Arthashastra' are examples of this.

In the Medieval times and during the early modern periods too, many scholars became more active in their quest for understanding the patterns and processes of human society. Machiavelli's "The Prince", Thomas More's "Utopia", Rousseau's "Social Contract", Adam Smith's "Wealth of Nations" are some of the famous literary works on different aspects of social life.

In the modern times sociology came to be established as an independent discipline that would study the totality of human life and activities. Scholars like Comte, Spencer, MacDougall, Hobhouse, Karl Marx, John Dewey and many others tried to interpret social evolution and made efforts to enquire the nature of human society and the different laws and norms underlying its development. Auguste Comte believed that sociology as a science helps to solve various problems of society, while Spencer emphasized on the sociological studies of associations, communities, division of labour, social differentiation and stratification etc.

Karl Marx, one of the most influential thinkers of the nineteenth century, believed that it is not only important to describe the different social phenomena but also the different causes of social change. He also believed that economic factors are the main determinants of social change. Emile Durkheim stated that the group is social reality over the individual. Group thinking, feeling and acting are in reality social facts though they come from individuals.

According to Durkheim, the three main divisions of Sociology are–

1) Social morphology which is mainly concerned with the territorial basis of people's lives and the various problems of population in relation to density, local distribution of people area wise etc.
2) Social physiology is considered with the social aspects of the economic, political, religious, moral, language etc and the different activities related to these.
3) General sociology which is considered with the general characteristics of the various social facts and laws.

Max Weber, another sociologist on the other hand stated that the 'individual' is the main unit of society and social laws are basically to understand the thoughts and activities of individuals. Sociology, according to him, must primarily focus on social acts and analysis of social relationships.

In India development of sociology as an academic discipline, occurred after the World War I. Many prominent sociologists like Humayun, Kabir, R. K. Mukherjee, D. N. Majumdar, S. C. Dube among others have researched a lot and contributed towards its development. India is a politically, economically and culturally diverse country and this diversity has provided great opportunities to study the different social processes and patterns of the different territories and regions. Sociology is now a popular discipline of study in the colleges and universities of India.

### 1.3.3 Importance of Sociology

Study of sociology is considered to be of great value for the students today. Below are given some indicators of the importance of the subject–

- **Sociology studies the society in a scientific manner:** The various aspects of the society have been studied from the ancient times but not in a scientific way as it is done today. As sociology helps to make a systematic approach towards the different social issues, it becomes easier to understand them.

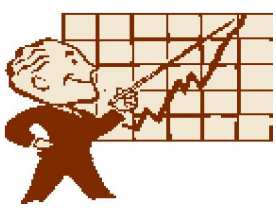
- **Sociology emphasizes the important role of each institution in the development of every individual:** Each institution whether it is the family or the school, the church or the state has a distinct role to play in the development of personality. The relation that an individual has with each of these institutions is highlighted through sociology. It also suggests suitable measures for strengthening them with the objective of serving the needs of the individual better.
- **Sociology is very helpful in solving social problems:** Since the dawn of civilization, society has progressed tremendously but with it the social problems have also increased manifold. Now that sociology has emerged as a scientific study of society in all its different aspects, it has become a lot easier to study the various problems as well. It studies the problems through scientific research and finds solutions for them. The different theories and principles help to make predictions of social life and improve the conditions.
- **Sociology helps to plan social life well:** Society is not simple. Human beings establish various types of relationships and the different social institutions play their respective roles in promoting these relationships. Just as experiments help in understanding the physical sciences so also researches in the social phenomena help in understanding the society well and this is effective in planning for the smooth functioning of the society. Every social phenomenon is related to others and proper analysis of one will lead to good planning of the others.
- **Sociology emphasizes on the dignity of every human being:** It is because of sociological researches that the world has seen great social changes since the last two centuries. Our attitude has changed towards each human being. For example, democracy has replaced the old authoritarian societies and the intrinsic worth and dignity of every human being is being realized today as never before. Blind beliefs, superstitions, social and

racial barriers between people are gradually being removed and the concepts of equality and freedom are more popular. The differences of caste, creed, race, colour are losing significance in the modern society and in its place the importance of one world and common brotherhood is being realized.

- **Sociology has changed the outlook related to problems of crime:** It is because of sociology that the outlook on crime has changed. Earlier severe punishments were given to criminals, those even who committed not to serious crimes. But now criminals are treated as human beings and the causes of their behaviour are studied carefully. The sciences of criminology, social work and therapy are given importance and efforts are often made to rehabilitate them. This way not only individual problems are solved but the society is also reformed.
- **Sociology has enriched human culture:** As the study of sociology has helped us to understand the different social phenomena better, it has removed our superstitions and blind beliefs to a great extent. Now we can make a scientific approach to solve the different social problems. It has helped to explain questions related to our self, our religion, customs, traditions, folkways, mores etc. Through it we can understand our culture better. Sociology has taught us to be more objective and rational and we can critically think about the role that each social institution plays on the development of our personality. It has brought down the barriers between individuals having prejudices and hatred towards each other. In short it helps a man to know both himself and others in a positive manner.
- **It is very helpful as a subject to be included in the curriculum:** Today sociology is considered as a very useful teaching subject to be included in the curriculum of schools and colleges. Right from the secondary level to higher education sociology has become very popular. It is also included in the curriculum of the Teacher Training Colleges and also for the

competitive examinations of UPSC and State Civil Service Commissions.

- **Sociology as a Profession:** For those who take up sociology as a major subject at undergraduate and post graduate levels easily secure jobs in the sectors mentioned below:
  - Job as social welfare or labour welfare officer, personal officer in factories and government offices.
  - In social welfare offices in the rural areas or in the offices related to the welfare of minority or disadvantaged groups.
  - In the areas of adult education.
  - In offices related to child and women welfare.
  - In offices and homes established for the old and disabled persons.
  - In reformatory schools of criminals and juvenile homes.
  - Other offices like employment exchange and those concerned with insurance schemes.



## CHECK YOUR PROGRESS

**Q.1:** What is Sociology?

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**Q.2**: Give two definitions of Sociology.

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**Q.3:** Who used the word Sociology for the first time and when?

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**Q.4:** State four points to highlight importance of Sociology.

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**ACTIVITY 1.1**

Find out from the students and teachers of different schools and colleges about the importance of sociology.

### 1.3.4 Relationship Between Education and Sociology

Sociology is very closely related to education. As has already been mentioned, they are inter-related disciplines and social patterns and processes are always involved in the education system. The interrelationship between sociology and education is explained in the following manner.

- **Sociological basis determines the meaning of education:** According to Brown, "Education is the consciously controlled process whereby changes in behaviour are produced in the person and through the person within the group. Educational Sociology focuses upon the social forces through which the individual is developed and the social relations by which the individual gains experience."
- **It determines the aim of education:** According to educational sociologists, the aim of education is always determined by educational sociology. Education aims to develop those social

attitudes and skills in an individual as to make him a responsible citizen of the country.

- **Sociological basis and functions of education:** The functions of education is very clearly analysed by educational sociology:
  - an important function is to provide useful knowledge to the child.
  - another is that education is used as an important means of social control.
  - a third function of education is preservation and transmission of cultural heritage from one generation to another.
  - another function of education is that it helps the process of social development
  - it also develops the creativity of an individual.
- **Sociological basis and curriculum:** According to scholars the primary functions of a well designed curriculum are that besides developing individuality it should also develop healthy social attitudes. The curriculum should always be related to reality. It should not be static but very flexible as to cater to the changing times. The curriculum must give importance to all worthwhile vocations and services in community life.
- **Method of teaching:** According to scholars such methods of teaching must be adopted which motivate the students to learn. Group discussions, assignment of projects, Dalton method etc will develop the creative thinking capabilities of young students and help them to solve problems and also develop democratic values in them.

  From the sociological point of view, school has important functions to perform, the most important being to bring various types of useful social activities and experiences that promote the development of social qualities in children.
- **Discipline:** Educational Sociology emphasizes that education must inculcate self discipline in children. This is possible through group activities as they help to develop “we feeling” and “team spirit” in them.

- **Role of teacher:** The teacher's role is most vital in any scheme of education. He must be knowledgeable, have democratic values and a firm believer in freedom and dignity of individual rights and duties. The teacher is mainly responsible to develop right social attitudes in the young children. This is how he can contribute towards social reform and reconstruction.
- **Importance of adult education:** Today it is significantly felt that no individual in the society should be left illiterate and uneducated. It is considered to be a basic right of every individual. Many efforts have been made in this direction and in our country also, there are different policies and schemes to make the illiterate adults educated. Evening classes are held on weekdays and daytime classes on Sundays to facilitate the working adults to receive education.
- **Sociological basis and the State:** It is increasingly felt that to promote education is a primary, responsibility of the state. Education enables an individual to earn his livelihood, develop his personality and become a worthy citizen. Educational opportunities must be provided to all without any discrimination at the primary, secondary, university and professional education levels. This is how a powerful nation can be built.

## 1.4 MEANING OF EDUCATIONAL SOCIOLOGY

We have already discussed the meaning of sociology as a study of the society. Human beings form the society through which they establish a web of relationships with one another and fulfill their various needs. For every individual the society is essential as it helps in the accumulation of knowledge. Knowledge is possible by two means:

a) by direct contact between individuals and
b) by indirect contact through books, traditions, customs, language and in the modern age the very important electronic media.

It has been emphasized by educationists and sociologists that the knowledge about the different social phenomena is very essential for every

individual. Every society with its changing socio-cultural needs will require an education system to meet such needs. The society determines the social changes. So the two are interdependent on each other. As a result, there emerged a very important branch of sociology called 'educational sociology'. It was Emile Durkheim who first pointed out the close relationship between sociology and education. It is concerned with the application of sociological principles to education with the main objective of improving the educational system. Educational Sociology as a subject has been developed by famous sociologists like George Payne, John Dewey, MacIver, Moore, Ginsberg and many others. Brookover and Gottlieb opined that "education is synonymous with socialization"

However, it was George Payne who emphasized on the interrelationship and mutual effect between education and social life, through his famous book, "the Principles of Educational Sociology". He was of the view that the influences of social forces and institutions are of the utmost importance in the development of personality. There is constant interaction between the individual and his social environment and this interaction lays the foundation of social progress. Therefore, he is regarded as the father of educational sociology.

John Dewey also considered the social forces important in education. Through his books, "School and Society" and "Democracy and Education" he emphasized his opinions regarding the significance of the social institutions and considered the school as a 'miniature society'. This points out that education is a social process and it is the school that reforms the society and makes it progressive.

### 1.4.1 Definitions of Educational Sociology

Following are some of the definitions of Educational Sociology:

- George Payne, "Educational Sociology is a science which describes and explains the institutions, social groups, and social processes or social concerns, that is, the social relationship in which or through which the individual gains and organizes his experiences.''

- Ottaway, "Educational Sociology is the scientific study of the relationship between education and society."
- According to Cook and Cook, "Educational Sociology is the study of human factors in the educative process, with the aim to improve teaching and learning in all types of educational systems."
- According to Brown, "Educational Sociology is the study of interaction of the individual and his cultural environment including other individuals, social groups and patterns of behaviour."
- R. Smith, "Educational sociology is the application of scientific methods and principles of sociology to the study of education."

Therefore, from the above definitions it is clear that educational sociology mainly studies the relationships between education and society.

### 1.4.2 Nature of Educational Sociology

From the definitions the nature of educational sociology can be easily understood as:

- It is a study of the interaction between individuals and the society.
- It studies the powerful influences of the different social institutions on the development of the individuals.
- It is the study of the close relationship between education and society.
- It stresses on the application of sociological principles in the field of education.

### 1.4.3 Need and importance of Educational Sociology

Educational sociology is important because:

- Education is a social process and the broader aims of sociology cannot be achieved without integrating the process of education into it.
- Educational Sociology makes objective study of the social problems related to education and helps to solve them.
- Education helps to foster good social attitudes amongst the people.

- Educational sociology also makes in-depth study of social processes and interactions.
- Educational sociology recognizes the intrinsic worth of every individual. It emphasizes on the importance of education for meeting one's needs, interests and abilities.
- It promotes the progress of culture which is of utmost necessity for the development of every society.
- Educational sociology encourages social changes in the education system for meeting the needs of the changing society.
- It provides opportunities in the society for sound educational researches which have great significance.
- Educational sociology studies the social forces that affect the educational environment of the school.

### 1.4.4 Objectives of Educational Sociology

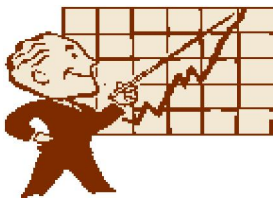
According to Prof. Harrington the objectives of educational sociology are:

- To be aware about the functions of the school and its responsibilities towards the society.
- To make the teacher aware of his duties towards the young students and the society.
- To acquire knowledge about the effects of social elements on the individual.
- To construct such a curriculum which satisfies the needs of the individuals as well as the society.
- To emphasize on the inculcation of democratic values in the students.
- To provide for the transmission of cultural heritage from one generation to another.
- To promote research for improving the teaching learning process in the school, adopting new methods and techniques in achieving the aims of educational sociology.
- To study the effects of the individual on social elements.

### 1.4.5 Scope of Educational Sociology

The scope of educational sociology is very wide and comprehensive. It studies the relationship between education and society and the influences of the different social institutions on the education of the individual. Below are given few points explaining the scope of educational sociology. They are:

- Mutual relationship between the teacher and the students and the impact of this relationship on the teaching-learning process.
- Significance of the teacher not only in the school but also in the society.
- The importance of the mutual relationship between the students in their education.
- The process of socialization of the child as a result of social interaction with the different members of the society.
- Educational Sociology also includes the process of transmission of culture of one generation to another.
- The importance of the different smaller social organizations for the individual and the broader society.
- The inculcation of democratic values through conducive social environment.
- Promotion of positive social feelings amongst the students.
- The vital significance of the printed and electronic media in education and social progress.
- The importance of equalization of educational opportunities to all.
- The need of reforms in the curriculum to bring about desirable changes in the education system.
- Importance of both individual and group teaching.
- It also includes the significance of national integration as well as inter-national understanding in the global context.
- The reciprocal relationship between education and social change.



**CHECK YOUR PROGRESS**

**Q.5:** What is Educational Sociology?

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**Q.6:** Give two definition of Educational Sociology.

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## 1.5 RELATIONSHIP BETWEEN EDUCATIONAL SOCIOLOGY AND OTHER SUBJECTS

Educational Sociology is closely related with other subjects also. Some of them are:

1) **History:** Educational sociology is very closely related to history. History stresses on the study of the social forces and institutions from the ancient to the modern times. At the same time study of history becomes meaningless if it is not studied from the social point of view. This is significant for solving the educational problems as it gives insight into the role of different social organizations, their nature, form and functions. Knowledge of society is vital for giving shape to a good education system. History studies events and institutions as they were and educational sociology studies the social relationship between human beings and these institutions from the educational viewpoint.

2) **Political Science:** Educational Sociology and political science are also closely related to each other. Political science like educational sociology is a branch of social science dealing with principles of the

organization and governance of human society. It deals with social groups organized in a state. Educational Sociology also deals with the educational problems of human beings in a state and therefore political science and educational sociology are interdependent on each other. The better the form of governance, the lesser the educational problems and a more congenial environment prevails both for the learners as well as the teachers. It is through a good understanding of both the subjects that an ideal social life and democratic feelings be inculcated.

3) **Anthropology:** Today, it has become clear that there is an intimate relationship between anthropology and educational sociology. Anthropology deals with the evolution and development of man and his culture and educational sociology also gives importance to the development of human beings, their education and the transmission of culture from one generation to another through education. Anthropology supplies the material on which educational sociology depends on. Today, in the world, a person of one country is being influenced by the culture of another. There is cultural diffusion; people are being brought in close contact by the modern way of living. Anthropology is also concerned with man's behaviour particularly in groups. And, education is a process which modifies human behaviour to understand the significance of living in groups and learn the true meaning of culture. Educational sociology emphasizes on the importance of the socialization process which depends largely on the influence of culture. Thus anthropology makes important contribution to a good education of an individual. Robbins, "Educational Sociology" refers to the writings of Benedict Read, Murdock and Linton for the concept of cultural anthropology. Today anthropology is considered to be of great help in organizing educational patterns in different societies and nations in relation to different socio-cultural needs.



## 1.6 LET US SUM UP

- The term Sociology was first coined by the French philosopher Auguste Comte. He is therefore regarded as the father of Sociology.
- The word Sociology is derived from the Latin word 'Societus' meaning society and the Greek word 'Logos' meaning 'science of' or 'study of'.
- Sociology is regarded as the youngest of modern subjects studied. It is so because a systematic and scientific attempt has been made to study the social phenomena only since recent times.
- Educational Sociology is the study of the inter-relationship between education and society. It is the study of human factors in the educative process.
- Educational Sociology as a subject has been developed by famous sociologists like George Payne, John Dewey, MacIver, Moore, Ginsberg and many others.
- George Payne is considered to be the father of educational sociology.
- One of the main objectives of educational sociology is to stress on the constructive functions of the school and its responsibilities towards the society.
- Sociology determines the meaning and aim of education.
- One of the primary functions of a well designed curriculum is to develop positive social attitudes in every individual.
- Educational Sociology emphasizes that education must inculcate self-discipline in children.
- The teacher's role is very vital in moulding the personality of young children so that they can become responsible citizens of the future.
- Educational Sociology is closely related with some other subjects also like history, psychology, anthropology and political science.
- Educational Sociology is very closely related to history. History stresses on the study of the social forces and institutions from the ancient to the modern times.
- Educational Sociology and political science are also closely related to each other. Political science like educational sociology is a branch

of social science dealing with principles of the organization and government of human society. It deals with social groups organized in a state.

- Both anthropology and educational sociology give importance to the development of man. Anthropology supplies the material on which educational sociology depends on.
- Educational Sociology emphasizes on the importance of the socialization process which depends largely on the influence of culture.



## 1.7 FURTHER READING

1) Hemlata, Talsera (2009). *Sociological Foundations of Education*. Ansari Road, Daryaganj, New Delhi: Kanishka Publishers, Distributors.
2) Mathur, Dr. S. S. (2008). *A Sociological Approach to Indian Education*. Dr. Rangeya Raghava Marg, Agra: Vinod Pustak Mandir.



## 1.8 ANSWERS TO CHECK YOUR PROGRESS

**Ans. to Q. No. 1:** The term Sociology was first coined by Auguste Comte, a French Philosopher. The word has been derived from the Latin word 'societus' meaning society and the Greek word 'Logos' meaning 'science of' or 'study of'. Therefore sociology means a study of society, a study of social relationships and social life.

**Ans. to Q. No. 2:** Two definitions of sociology are–

- According to Max Weber, "Sociology is the science which attempts the interpretive understanding of social action."
- Auguste Comte defined sociology as the science of social phenomena "subject to natural and invariable laws, the discovery of which is the object of investigation."

**Ans. to Q. No. 3:** The term Sociology was first coined by Auguste Comte, a French Philosopher. He introduced the word 'Sociology' in his famous book "Positive Philosophy" in 1839.

**Ans. to Q. No. 4:** Sociology is important because:

- It studies the society in a scientific manner.
- It emphasizes on the role of each social institution in the development of every individual.
- It is very useful in solving social problems.
- It is very useful as a subject of study in schools and colleges.

**Ans. to Q. No. 5:** Educational Sociology is an important branch of sociology. It is concerned with the application of sociological principles to education with the main objective of improving the educational system. It highlights the close relationship between education and sociology.

**Ans. to Q. No. 6:** The two definition of Educational Sociology are:

- According to Cook and Cook, "Educational Sociology is the study of human factors in the educative process, with the aim to improve teaching and learning in all types of educational systems."
- R. Smith, "Educational sociology is the application of scientific methods and principles of sociology to the study of education."



## 1.9 POSSIBLE QUESTIONS

**A) Short Questions** (Answer each question in about 100-150 words)

**Q.1:** Give a brief note on the history of sociology.

**Q.2:** Explain the relationship between Education and Sociology.

**Q.3:** Explain briefly objectives of educational sociology.

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

**Q.1:** Discuss in detail the importance of sociology as a subject of study

**Q.2:** Mention the objectives of Educational Sociology.

**Q.3:** Explain briefly the relation between educational sociology and political science and anthropology.

**Q.4:** Discuss the scope of educational sociology.

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# UNIT 2: SOCIALIZATION

## UNIT STRUCTURE


2.1 Learning Objectives

2.2 Introduction

2.3 Meaning of Socialization

- 2.3.1 Definitions of Socialization
- 2.3.2 Elements of Socialization
- 2.3.3 Types of Socialization
- 2.3.4 Stages of Socialization
- 2.3.5 Factors of Socialization
- 2.3.6 Importance of Socialization

2.4 Agencies of Socialization

2.5 Meaning of Social Process

- 2.5.1 Definition of Social Process
- 2.5.2 Elements of Social Process
- 2.5.3 Forms of Social Process

2.6 Meaning of Social Interaction

- 2.6.1 Definition of Social Interaction
- 2.6.2 Importance of Social Interaction

2.7 Let Us Sum Up

2.8 Further Reading

2.9 Answers to Check Your Progress

2.10 Possible Questions


## 2.1 LEARNING OBJECTIVES

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

- define the term socialization;
- identify the characteristics of socialization;
- explain the process of socialization; and
- discuss the importance of social interaction.

## 2.2 INTRODUCTION

Man is the only organism who is known as a social entity. Development of his personality is dependent on the influences of the various social organisations. An individual, right from his birth, is gradually moulded into a social being: he learns the norms, beliefs, values etc of the society that he lives in by means of a process called “Socialization”. Without this process no person can develop nor can the society continue. In this unit you are going to study about the socialization process in detail.

## 2.3 MEANING OF SOCIALIZATION

Socialization is a widely used term. Sociologists, social psychologists, political scientists, educationists and others refer to it as a life-long process of inheriting and conforming to the norms, customs, values, beliefs, ideologies etc. and developing the skills and habits necessary for participating in the different activities pertaining to the society itself. Socialization can thus be understood as “the means by which social and cultural continuity are attained.

Socialization is mainly influenced by culture. As every society has its own unique culture, the process of socialization differs from society to society. So individuals living in different societies behave differently as their personalities are shaped by the influences of their different cultures. Each individual, in the process of growing up, gains a variety of experiences and this makes him social.

### 2.3.1 Definitions of Socialization

Some of the great sociologists have defined socialization in the following manner:

- According to MacIver, “Socialization is the process by which social beings establish wider and profounder relationships with one another, in which they become more bound up with, and more perceptive of the personality of themselves and of others and build up the complex structure of nearer and wider association.

- According to Ogburn, "Socialization is the process by which the individual learns to conform to the norms of the group."
- Green defined Socialization as the process by which the child acquires a cultural content, along with selfhood and personality."
- According to Bogardus, "Socialisation is the process of working together, of developing group responsibility, or being guided by the welfare needs of others."
- Peter Worsley explains socialization as the process of transmission of culture, the process whereby men learn the rules and practices of social groups."
- Lundberg says that socialization consists of the "complex processes of interaction through which the individual learns the habits, beliefs, skills and standards of judgement that are necessary for his effective participation in social groups and communities.

From the above definitions it becomes clear that socialization is the process through which a new born child is gradually moulded into a social being. It is a process of social learning which continues throughout an individual's life. It helps him to learn new rules, new patterns of behaviour, gather new experiences, change old roles and acquire new ones.

Socialization helps an individual to realise his 'self'. Through this process, a distinct self emerges in everyone, and this makes him unique. As a child grows up, he develops the sense of right and wrong, good and bad, moral and immoral, desirable and undesirable and so on. This is due to socialization.

### 2.3.2 Elements of Socialization

There are three basic elements of socialization–

- **The physical and psychological traits of an individual:** A child is born with unique physical and psychological traits. If his traits are less than what is required, he will not be able to make the best use of his environment. An average child can use his

environment to learn new things in average manner; a gifted child will make the best use of his environment while a slow learner is not able to do so.

- **The surrounding environment:** The environment is a key element in the socialization of an individual. It influences the development of personality. The family, the school, other social organizations and the state determine the social behaviour of an individual. The culture of his society helps him to conform to the different beliefs, values, ideals, norms. It is through the interaction of the personal traits and the socio-cultural environment that socialization of a person occurs.
- **The experiences that he gains throughout his life:** The varied experiences also help a person to gain insight into new things. Pleasant experiences may make a man adhere to his values while unpleasant experiences make him lose his beliefs and values. A child, when forced to do something may associate that activity as a punishment and may exhibit undesirable behaviour. Sometimes again, sufferings may socialize in a positive manner.

It is therefore observed that a person becomes social through the interaction of these three elements.

### 2.3.3 Types of Socialization

The different types of socialization are given below–

- **Primary Socialization:** This is the basis of all other types of socialization. A child is born into a family and he gradually learns the attitude, values, beliefs etc which are appropriate to make him a responsible member of the society that he lives in.
- **Secondary Socialization:** It occurs outside home through the influences of the different social organizations like school, club, religious institutions etc. Modification of behaviour results from learning new things to adjust with the broader society. It is the result of the influences of the different smaller groups within the larger society.

- **Anticipatory Socialization:** This refers to a kind of anticipation for any future positions, occupations or relationships that an individual may occupy in future. Often it is observed that parents and teachers are the main sources of anticipatory socialization in regard to jobs and careers of children.
- **Organizational Socialization:** It is the process whereby individual gains knowledge and develops skills necessary to adjust in an organisation, be it a school, a club, an office and so on. He learns to participate in the different activities of the organisation; in short, he learns to conform to the organisational values and practices.
- **Gender Socialization:** This refers to specifically defined roles. Boys learn those activities specific to boys and girls learn those specific to them. The family plays a big role in reinforcing gender ideals and expectations.
- **Positive Socialization:** It is based on all pleasurable and satisfying experiences. It is natural that people always tend to interact with those who share positive relations with them. This can be a source of motivation, love, care and rewarding incidents.
- **Negative Socialization:** This is just the opposite of positive socialization. It is underlined with punishments, rivalry, jealousy, anger etc. Higher negative interaction between people results in making them unhappy, melancholic, depressed or even pessimistic about life.
- **Re-socialization:** This refers to the process of modifying old patterns of behaviour and accepting new ones. It involves adjustment with a totally new environment from the previous one. It occurs when the social role of an individual is radically changed. For example, a person leaving home and joining the army will get an absolute new environment. He gains new experiences, modifies his old behaviour patterns and imbibes new ones to adjust in a positive manner.

Socialization can be differentiated from sociality and socialism. Sociality is quality; it is the capacity of a person to interact freely with others. Socialization is a process moulding a man into a social being and socialism is a theory which determines the structure of a society.

### 2.3.4 Stages of Socialization

Socialization does not happen suddenly. It is a gradual process. It consists of four main stages–

- **Oral Stage:** This stage starts at the birth of a child and continues up to one year approximately. The child is dependent on the mother for its physical and emotional needs and before language development takes place, starts interacting with her through different bodily gestures. As time passes, the child responds to the father and other family members when they provide proper care. According to Sigmund Freud, this stage has been called 'primary identification'.
- **Anal Stage:** The anal stage starts after one year of age and continues for two years. From this stage the child learns to be a little independent by doing few simple tasks like keeping his clothes clean and eating. Toilet training is quite important at this stage. Socialization helps the child to be more conscious and participative in the social environment right from this stage. He receives love and in return, learns to love his parents and other members of the family. The ability to distinguish between certain 'right' actions and certain 'wrong' actions gradually begins from this stage. The mother is mainly the socializing agent, sometimes satisfying the child's demands and at other times, resisting other tendencies.
- **Oedipal Stage:** This stage starts from the fourth year and continues up to the pre adolescence period. According to Freud, the boy at this stage becomes more attached to the mother (Oedipus complex) and a girl more attached to the father (Electra

complex). This theory, however, has not been accepted by many social psychologists.

At this stage the individual is under considerable social pressure to identify with his sex. Boys are expected to be 'boys' and are appreciated for doing so and girls are appreciated for behaving like 'girls'.

- **Stage of Adolescence:** The fourth stage starts at adolescence. Now the influence of friends and peer group is very strong and adolescents try to get independent from parental control. The parents continue to monitor their adolescent children's activities and this often leads to conflict between them. Today the children want more freedom to express their opinions, views on different subjects like their education, occupation or marriage. They like to play new roles and internalize new behaviour patterns. This is how they get socialised.
- **Adult Socialization:** Socialization is a life- long process. A person continues to learn and gain different experiences up to the time of death. An adult learns to take responsibilities in different activities of the society– be it the family or the other social organizations. Socialization at adulthood is somewhat easier than during childhood as an adult develops the ability of reasoning and critical thinking. He can be better motivated to learn new things for improving his own skills to overcome the challenges of life.

### 2.3.5 Factors of Socialization

Socialization, as has been mentioned above, is a process of learning group norms, ideals, habits, values, beliefs etc to enable a man to live in a society. This process is the result of four factors. They are–

- **Imitation:** Simply put, imitation is copying the actions of an individual by another. This process can be conscious or unconscious, spontaneous or deliberate. Through imitation, the performance of an action by an individual is exactly the same as

of another. Socialization, particularly during infancy and early childhood occurs mainly through imitation. However, the tendency to imitate gradually decreases with maturity.

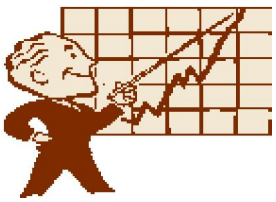
- **Suggestion:** This means to accept another person's views, opinions with conviction in order to solve one's own problems. Suggestion not only influences one's social behaviour but also his individual behaviour. Suggestion may be through language, pictures or any other such medium. Like imitation, suggestibility of a child is greater than that of an adult as the latter becomes mature. While accepting suggestions the social status of the advisor is often considered.
- **Identification:** Identification means differentiating one thing from another. An infant cannot distinguish between himself and other things of the environment. Therefore most of his actions are not fixed. But as he grows up, he learns about the nature of different things particularly those of which satisfy his needs. It is interesting to note that with age, the tendency to imitate decreases but the ability to identify things increases. Through identification a person becomes more social.
- **Language:** Language is one of the best medium of socialization. Cultural transmission mostly occurs through language. When a child is very small he utters few random syllables which are meaningless and as he gradually grows, he learns his mother tongue. All communication mainly results from language. The child first learns to conform to the traditions, norms, values of his society through interaction with the members of other social organizations mainly through language.

### 2.3.6 Importance of Socialization

Socialization is social learning. It moulds the personality of an individual in becoming a responsible member of the society. It is through socialization that he learns the basic cultural patterns of the

society that he lives in. Thus the importance of socialization can hardly be exaggerated. The following points emphasise it–

- **Socialization transforms man into social being:** Man is born a biological being like any other animal. But it is through the process of socialization that he becomes social. This is unique only in case of man. Constant social training helps him to conform to the norms and values of his society.
- **Develops personality:** Socialization helps to develop personality. Without a social structure no man can mould his personality. Socialization prepares him to constantly adjust to the social environment and live in such a way as approved by the society.
- **Helps to play different roles:** An individual has to play multiple roles in his life-in his family, school, office or other social organizations. Socialization helps the individual to develop proper attitudes and learn the norms associated with the different roles.
- **Helps to maintain discipline:** When an individual gets proper social training, he automatically lives a disciplined life. He becomes very clear about the objectives of his life and lives according to the social expectations.
- **Develops life skills:** Proper life skills develop adaptive and positive behaviour to deal effectively with the demands and challenges of everyday life. Socialization facilitates an individual's positive attitudes and behaviour vital for mental and social well-being.
- **Makes the society stable:** It is through socialization that an individual is trained to adapt to the social order. Each new generation carries forward the social structure set up by the preceding one with modifications and changes. This is how the stability of the social order is maintained.
- **Helps in the transmission of culture:** Culture is always transmitted from one generation to another through socialization. A child learns about his own culture from his parents, school and other social organisations. Therefore there is continuity of the human society.



**CHECK YOUR PROGRESS**

**Q.1:** Define Socialization. Mention its types.

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**Q.2:** List the different stages of socialization.

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## 2.4 AGENCIES OF SOCIALIZATION

We can discuss the agencies of socialization as follows:

- **Family:** The family is the foremost agency of socialization. A child is born into a family. He is not only physically near to his parents and siblings but is emotionally attached to them. It is from them that he learns to speak and starts imbibing social values. Through the family he not only learns about different social norms, traditions, beliefs etc but also gets the first lessons of love, affection, tolerance, cooperation and sacrifice. The influence of the family in the child's personality development is greater than all other social organizations. In a good family, a child learns good habits while in a broken family he cultivates bad habits. Juvenile delinquency happens mainly because of undesirable family environment. The parents must always take care of their children but at the same time must see that they follow the family rules and regulations and also abide by the social values. Sometimes coercion is also used on the children when they violate certain family norms. Unlike other social organizations like school, club, office etc the family's influence lasts

throughout life. The family's role in socializing a child is of utmost importance.

- **School:** In the modern times the school's influence in socializing a child is next to the family. According to John Dewey, the school is a miniature society as students; teachers and administrators interact with each other and exchange their ideas, thoughts and opinions. The school fulfils the diverse needs of the individuals and the society. Here the students learn to inculcate the ideals of equality, liberty and justice and other democratic values. The teacher also plays a very important role in socializing the young students and helping to develop in them the qualities of leadership, patriotism and sacrifice. In addition, they also learn about their own cultural heritage and to show respect towards other cultures in the school. The spirit of international understanding is realised by the students through school education. Therefore, it may be said that in the modern times the school plays a bigger role than the family in socialization of individuals.
- **Playmates and Friends:** Playmates' and friends' influence on an individual's personality is very important. The relationship of friendship is based on trust, cooperation and feeling of equality. Friendships are usually built amongst persons of similar age and certain fads and crazes also develop due to friends' influences particularly at the adolescence stage. Intimate discussions on various matters including sexual relations are discussed among friends and participation in social activities also happen because of friends' influence. Things about which one refrains from saying to parents are easily discussed among them. So friends play a vital role in the socialization of a person.
- **Religious Organizations:**Even today, religion is very important in life. All of us live in society and no one is in isolation, and in a society religion is a factor of promoting unity, it develops a better sense of judgement. Though in the modern society the importance of religion has somewhat reduced, yet we cannot ignore its importance in moulding our beliefs and values. Different religious practices and

rituals have a great influence on the growth of personality of individuals.

- **State:** The state is the only agency to have an authoritarian control over all its citizens. It makes laws for the welfare of the common people and anyone who violates any of them may be punished. It is the only agency that can pass death penalty on a person. This helps to shape the behaviour of individuals.
- **Mass Media:** As you have seen, media-both mass and social-plays a great role in our day-to-day life. So, it plays a significant role in shaping the personality of the individuals. It has become an important agent of socialisation. TV, Radio, Newspaper, YouTube, Facebook etc have affected the socialisation process of the people.
- **Workplace:** Occupational behaviour is a part of socialisation. The workplace provides the people opportunities to observe roles and their interactions. Thus workplace is another important agent of socialization.

## 2.5 MEANING OF SOCIAL PROCESSES

Society is formed as a result of human relationships. It is natural and necessary for the development of personality and for the satisfaction of our various needs. An aggregate of people with common needs and interests becomes a society. Each individual's behaviour influences many others and they in turn also influence him. This is the basis of social interaction and social processes. Social processes are the basic or fundamental ways in which human beings interact and establish relationships.

### 2.5.1 Definitions of Social Processes

Following are some definitions of social processes:

- MacIver, "Social process is the manner in which the relations of the members of a group, once brought together, acquire a distinctive character."
- Horton and Hunt, "The term social processes refer to the repetitive forms of behaviour which are commonly found in social life."

- Gillin and Gillin, “By social processes we mean those ways of interacting which we can observe when individuals and groups meet and establish system of relationships of what happens when changes disturb already existing modes of life”.
- A. W. Green, “Social processes are merely the characteristic ways in which interaction occurs.”

### 2.5.2 Elements of Social Process

Social Process has five important elements:

- **Sequence of events:** It means the order in which events occur.
- **Repetition of events:**If events occur more often then it becomes easier to be connected to them.
- **Relationship between events:** When there is a positive relationship between different events, it can be more satisfying while a negative relationship will bring about dissatisfaction and unhappiness.
- **Continuity of events:** When events are continued over a longer period of time, one can easily remain connected.
- **Special result.**

### 2.5.3 Forms of Social Processes

Different sociologists have classified social processes into different forms. However, the fundamental forms are as follows:

- **Cooperation:** It is one of the basic forms of social processes. The word ‘Cooperation’ has been derived from two Latin words, “Co” meaning together, and “Operari” meaning “to work”. Therefore it means working together in pursuit of some common interests.

  Some of the definitions of Co-operation are:

  - Merrill and Eldredge, “Cooperation is a form of social interaction wherein two or more persons work together to gain a common end.”

- A. W. Green, “Cooperation is the continuous and common endeavour of two or more persons to perform a task or to reach a goal that is commonly cherished.”
- According to Fairchild, “Cooperation is the process by which the individuals or groups combine their effort, in a more or less organised way for the attainment of common objective.”

Cooperation occurs because of certain factors–

- working for individual benefits
- desire to give
- common interests
- circumstantial necessity
- maintained to achieve goals.

Cooperation is possible when there is similarity of thoughts, mutual understanding and interests and a feeling of help and goodwill.

There are different types of cooperation. They are:

- ***Direct Cooperation:*** This occurs when different individuals perform the same task together with the same objective. For example, if a car falls into a ditch, a group of people perform the same task of pulling out the car. This is direct cooperation. The face to face situation provides a kind of satisfaction to the members of the group.
- ***Indirect Cooperation:*** This refers to the different tasks performed by the members of a group with the same objective. For example, when a house is being built, different people do different tasks like that of an architect, masons, carpenters, plumbers, electricians etc. There the principle of division of labour is applied. In today’s age of technological advancement, indirect cooperation is more commonly found.
- ***Primary Cooperation:*** This is found in primary groups like the family. Relations between members are very strong and intense and achievement of common interests leads to individual interests.

- ***Secondary Cooperation:*** This type of cooperation is found in secondary groups like the school, trade unions, clubs etc. The members work and cooperate with the aim of achieving specific objectives.
- ***Tertiary Cooperation:*** This refers to the cooperation between different types of groups both big and small just to achieve a very specific purpose. For example, two or more political parties may unite in order to defeat another party in elections or sometimes more than one country may join hands to defeat another nation or group of nations as it was found during the Great Wars. As soon as the objective is achieved, however, the cooperation between the groups disintegrates.
- ***Importance of Cooperation:*** Cooperation is universal. For human society to survive, cooperation is of utmost importance. It is also found in some lower organisms like ants and bees and also some other animals but in case of man it is unique as it caters to both psychological and social necessities. Even for the basic needs, one has to cooperate with others; he is family members, friends, teachers or others. In fact, civilization has been possible mainly because of cooperation. All forms of human discoveries and inventions are the result of this cooperation. It is also helpful to maintain peace and order in the world as it helps to solve many problems and disputes. It is through cooperation that a society advances and its absence brings about its downfall.

- **Competition:** To survive in this world, we all have to struggle for our needs. It is true that in struggle the supply of things is not sufficient. It is also for those aims and objectives which are not achieved easily. This struggle is called 'competition'. Therefore wherever and whenever something material or non-material is not easily available and people strive hard to get it, there arises competition.

Some of the important definitions of competition are as follows:

- Park and Burgess, "Competition is an interaction without social contact."
- According to Anderson and Parker, "Competition is that form of social action in which we strive against each other for the possession or use of so limited material or non-material good."
- Horton and Hunt, "Competition is the struggle for possession of rewards which are limited in supply, goods, status, power, love- anything.

Thus from the above definitions it is clear that competition has the following characteristics:

- *A universal phenomenon:* Every person on this earth struggles for attaining higher levels of achievement. It happens in all kinds of societies be it the most progressive or the most backward, for power, status, goods, education etc. There is no competition for things which are abundant in supply like sunshine or air but for those things that are not easily available and many want them, there is competition.
- *A continuous process:* Competition, like cooperation, is a continuous process. Every individual in this world compete for wealth, social status, prestige, fame, power through different means.
- *Impersonal:* It is an impersonal struggle. It is not directed towards any individual or group but to achieve a goal.
- *Unconscious activity:* Competition is an unconscious activity. A person while trying to achieve his goal is neither conscious of any competition nor about other competitors.
- *A cause of social change:* Competition leads to better performance and makes a man adopt new patterns of behaviour. It makes way to new discoveries and inventions which results in social change. Competition can be considered as both the cause and effect of social change.

- *It may be both constructive and destructive:* Competition can be constructive when there is no rivalry between individuals or groups. But it can also be destructive if the competitors act only for their selfish ends without any consideration for others.

Competition, according to May and Doof, occurs when individuals–

i) strive to achieve what is scarce
ii) try to perform better and
iii) when there is hardly any contact between the competitors.

We can discuss the main functions of Competition as follows:

- *Assigns status to individuals:* Social status and competition are closely related. It determines who is to perform what function. People always try to enhance their social status by performing better and achieve greater heights.
- *Source of motivation:* Competition is a source of motivation for individuals as well as for groups. It stimulates better performances and desire for greater heights of achievements. Individuals because of competition express higher levels of aspiration, and so work harder. This leads to increased production.
- *Provide new experiences:* According to Ogburn and Nimkoff, competition provides individuals better opportunities for exploring new situations and gain varied experiences. It develops self-confidence, desire to enhance one's socio-economic status, spirit of adventure and a readiness to struggle and attain goals.
- *Suitable for progress:* Competition leads to social progress. When individuals achieve higher goals, the society that they live in automatically progresses. Competition is usually directed to promote the general welfare of the people of a society as a whole.

However, extreme competition may have some negative functions. They are:

- Sometimes it may cause frustration in people who do not achieve what they aspire to;
- Secondly, it may lead to monopoly and
- It also may lead to conflicts.

But in spite of these negative functions, competition is indispensable in life. To struggle and survive is the natural law of life and out of this emerges the urge to compete. In fact, sometimes competition becomes more important than cooperation as it brings out the best in each individual. However, its intensity is determined mainly by the social structures and social values. No society can allow unrestricted competition or else it will definitely disintegrate.

- **Conflict:** Like cooperation and competition conflict is also a universal process. It is a deliberate and conscious process to oppose or resist. It is a personal activity of rivalry between individuals or groups. Conflict is however not a continuous but an intermittent process. It is a process which has occurred at all times and is mainly caused by the struggle for existence and the principle of survival of the fittest. It has been defined as:
  - According to 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."
  - A. W. Green defined conflict "as the deliberate attempt to oppose, resist or coerce the will of another or others".
  - According to Mazumdar, "Conflict is opposition or struggle involving– (a) an emotional altitude of hostility as well as (b) violent interference with one's autonomous choice."

    The main causes of conflict are:
  - *Individual difference:* Differences between individuals regarding nature, habits, ideals, interests and attitudes lead to conflict between them.
  - *Cultural difference:* Every society has its own unique culture. The differences between culture of different groups and societies are often the cause of tension and conflict. In a

diverse country like India, racial and religious differences often lead to serious conflicts between different groups.

- *Differences of opinions and interests:* Every individual or group has different interests which often clash with those of others. Employees may clash with employers, students may sometimes clash with school authorities, political parties clash with one another resulting in conflict among them.
- *Social change:* Social change is an important cause of conflict. Differences of opinions, ideals result in conflict between the old and new generations. Acceptance of new ideals, mores and innovations by the young generation and rejection of the same by the old people lead to serious conflict in the society.

➢ **Types of Conflict:** Following are the different types of conflict:

- *Personal and Corporate Conflict:* Personal Conflict is between individuals within a group. It can be due to rivalry, jealousy, envy, disinterest among members of a group and can be more harmful than corporate conflict. Corporate conflict on the other hand, is conflict between different groups in a society or between two or more societies. Racial riots, religious differences, labour mismanagement, youth unrest are examples of corporate conflict.
- *Overt and Latent Conflict:* All conflicts first start in latent form. It exists in underlying social tension and dissatisfaction among people and then become overt when action takes place. It occurs when one group or individual express strong feelings regarding the situation.
- *Class Conflict:* When different classes of people show hostility towards one another, it results in class conflict. For example, the Russian Revolution was between the rich and poor classes.
- *Racial Conflict:* This occurs mainly due differences in racial traits. For example, the serious conflicts between the white skinned people and the Negroes in the West.

- *Caste Conflict:* The Indian society is still so divided along the lines of caste that conflicts between them are quite common even today. The 'higher castes' feel superior and they dominate upon the inferior 'lower castes' leading to severe violent conflicts particularly in the rural areas.
- *International Conflict:* This means conflict (war) between two or more nations. This can be caused for many reasons like political, economic, ideological or even religious differences.

From the above discussion it can be said that as long as human society exists, conflict will also exist and continue to disrupt social life. It causes tensions, chaos and disorder and destroys social unity. It has terrible psychological impact as it creates fear and spoils mental peace of people.

Sociologists point out that conflict has some positive effects too. Sometimes internal conflict between members within a group may bring about stability among the members as each becomes aware of the harmful effects of long-term conflicts. Again, external conflict between different societies or nations often brings all the people of a nation to set aside their differences and join hands to fight against the common enemy. Like cooperation and competition, conflict is also a basic human trait. However there may be many different ways to avoid it as society can persist without it.

- **Accommodation:** Since conflict cannot continue indefinitely, compromises and adjustments must be made to stop further destruction. Human beings can adopt new patterns of behaviour in order to overcome the disastrous effects of conflict. Such conditions of compromises and adjustments and new patterns of behaviour is termed 'accommodation'. Famous psychologist J. M. Baldwin was the first to use the concept of accommodation. Following are some definitions of accommodation:
  - MacIver, "The term accommodation refers particularly to the process in which man attains a sense of harmony with his environment".

- J. M. Baldwin defined, “accommodation denotes acquired changes in the behaviour of individuals which enable them to adjust to their environment.”
- Ogburn and Nimkoff, “Accommodation is a term used by the sociologists to describe the adjustment of hostile individuals or groups.”
- Sutherland and others, “Accommodation is the process by which those once in conflict can work together in common enterprises”.

Following are the characteristics of accommodation:

- *Natural result of conflict:* Accommodation always occurs after conflict. In fact, it is the natural result of conflict. Since conflicts are not continuous, adjustments are made and this is accommodation.
- *Accommodation is universal:* It is universal. As conflicts happen in all types of societies, so accommodation occurs everywhere. As no society can survive in continuous conflict state of accommodation becomes very necessary.
- *Accommodation may be conscious or unconscious:* This process becomes conscious activity when the opposing parties make a deliberate effort to stop the conflict and have a peaceful solution, by making adjustments and compromises.

However, accommodation is mainly an unconscious process. Right from birth, an individual conforms to the social norms, values, customs, morals, traditions etc. and develops the sense of social responsibility. In other words, he accommodates with the order of the different social organizations like family, community, school, play-group, church, workplace– that is, the total environment. He is not conscious of all this activities but carries on with them mostly unconsciously.

- *A conscious process:* Accommodation is continuous throughout life. It is not confined to any particular situation. Life is full of complicated challenges to which an individual continuously adjusts and this is accommodation.

- *The effects of accommodation differ with different circumstances:* The effects of accommodation are not the same in all circumstances. Sometimes it may help a stronger individual or group to impose power on a weaker one or it may facilitate cooperation between different opposing individuals or groups. It may also help to avoid or postpone direct conflict for a specified period.

- **Forms or Methods of Accommodation:** According to Gillin and Gillin there are seven forms or methods of accommodation. As conflicts cannot continue indefinitely compromises and adjustments must be made to bring about peace and order in the society. Following are the different forms of accommodation:

  1) ***Admission of defeat:*** Sometimes use of force by a stronger party over a weaker one results in admission of defeat by the latter. When an individual or group achieves an outright victory over another, the loser admits defeat and yields to the impositions of the victor.

  2) ***Compromise:*** When opposing parties are of equal strength, they stop the conflict by making compromises or concessions. Each party gives up some demands and makes agreements for the sake of peace and order. The compromises made by different political parties in order to resolve disputes in Parliament can be an example of this.

  3) a) ***Mediation:*** This happens when a neutral party tries and bring about a peaceful settlement. However, the decisions of the mediator may not be accepted by the conflicting parties. The decisions are more advisory in nature.

     b) ***Arbitration:*** It is like the above condition, only that the conflict is resolved by the decision of the third or mediating party. The third party is usually chosen by the conflicting parties. Labour management conflicts, political parties' conflicts are often resolved through arbitration.

*c)* ***Conciliation:*** It is an attempt to persuade the disputants to develop friendship and to come to an agreement. It implies a milder response to an opponent than coercion.

***4) Toleration:*** Toleration helps in accommodation in a great way. Instead of using force, conflicts can be resolved effectively by tolerating the differences of others. It believes in the live and let-live policy. It may be without any formal agreement but conflicting groups may finally avoid disputes by deciding to coexist together. For example, different religious or ideological groups coexist in the society by tolerating each other's differences.

***5) Conversion:*** This involves rejection or discarding one's own beliefs and adopting those of others. The term 'conversion' which is usually referred to in religious context is now used in economic, ideological, literary and many other fields.

***6) Sublimation:*** This involves substituting aggressive attitudes with non-aggressive behaviour. Sublimation may take place both at the individual and group level. Many social reformers and religious saints and prophets have used this method to stop conflicts. For example, the teachings of Swami Vivekananda, Gandhiji, Jesus Christ and others have suggested the path of non-violence, love and compassion in place of violence and hatred.

***7) Subordination and Superordination:*** Society is made of human relationships and most relationships are based in terms of subordination and super ordination. In a family relationship between parents and children, in a school between teachers and students and in larger groups relationship between different classes and castes are based on these. An individual or group always accepts a subordinate position while the other enjoys a superior position. It is quite commonly seen that accommodation results in friendship and peace in place of violence and conflict.

- **Importance of Accommodation:** Accommodation naturally results after conflict as the latter disturbs the social order it cannot continue forever. Accommodation develops friendship among people and helps individuals and groups to maintain cooperation. In fact society can hardly survive without accommodation and through it people learn to adjust in changing conditions.
- **Assimilation:** The concept of assimilation is very broad. It is a process through which persons and groups acquire the culture and habits and attitudes of other groups. Traits of one society or group are incorporated into another. It helps to maintain peace and harmony in the society.

  Assimilation has been defined in the following ways:

  - According to Young and Mack, "Assimilation is the fusion or blending of two previously distinct groups into one".
  - Bogardus defined assimilation as "social process whereby attitudes of many persons are united, and thus develop into a united group".
  - According to Ogburn and Nimkoff, "Assimilation is the process whereby individuals or groups once dissimilar become similar and identified in their interest and outlook".
  - Biesanz, "Assimilation is the social process whereby individuals or groups come to share the same sentiments and goals".
  - According to Horton and Hunt, "The process of mutual cultural diffusion through which persons and groups come to share a common culture is called assimilation".
- **Characteristics of Assimilation:** Following are the characteristics of assimilation:
  - *Not limited to single field:* Assimilation is not limited to one field only. It can occur in diverse fields; for example, children gradually get assimilated into adult society as they grow up and adopt new patterns of behaviour or members of a religious group may follow the norms and beliefs of another

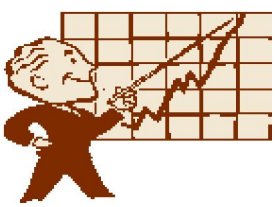
by being converted. Even husbands and wives with very dissimilar background develop similar interests, values and purposes. Assimilation helps to encompass life in general.

- *Slow and gradual process:* Assimilation is not an overnight process. Acceptance of other groups', social norms, beliefs or in other words, fusion of groups takes a lot of time. Intensity of contacts between people determines assimilation. When one cultural group borrows some cultural elements from another and incorporates into their own it happens over a period of time. The Indian people gradually have assimilated many of Western Cultural traits over centuries of British rule.
- *Unconscious process:* Assimilation is an unconscious process. The borrowing and exchange of culture between groups occurs so gradually that they are not conscious of what is happening. With time the original cultural traits are discarded and adoption of new ones takes place.
- *Reciprocal process:* Assimilation is always a two-way process. When two groups are in contact with one another the cultural traits of one are adopted by the other. This is 'acculturation'. Usually, a culturally 'weaker' group adopts more from the culturally 'stronger' group and sometimes the weaker group totally merges with the stronger one.

➢ **Factors Determining Assimilation:** There are some factors of assimilation. They are:

- *Toleration:* When individuals or groups tolerate the cultural differences between them, assimilation becomes easy. Tolerance towards one another help to unite and promote welfare of community life.
- *Strong social relationships:* When social relationships are very strong, assimilation happens easily and fast. When friendships are intimate there is more understanding between people. Assimilation naturally occurs but indirect, impersonal relationships hinder it.

- *Marriage:* Inter-caste, inter community marriage help to establish strong bonding between people and the result is assimilation.
- *Education:* Education is one of the major instruments in bringing people together and helping to provide cultural contact. This facilitates assimilation.
- *Similarity of culture:* There is natural assimilation between culturally similar groups with some similar customs and traditions and assimilation between them is easier and faster.
- *Equal economic and social opportunities:* Deprivation of equal opportunities between people hampers assimilation but when there is a fair, equal and just opportunity between different sections of people, there develops good will and mutual trust, and then assimilation is possible.



**CHECK YOUR PROGRESS**

**Q.3:** List out the various factors of socialization.

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**Q.4:** Mention the different agencies of Socialisation.

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**Q.5:** What are social processes?

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**Q.6:** List the different forms of social processes.

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## 2.6 MEANING OF SOCIAL INTERACTION

Primarily to satisfy their diverse needs men always live in various groups and associations. As members of these groups they behave in certain

ways which help to build relationships between them. Each individual is influenced by others behaviour. This is social 'interaction'. It refers to the entire range of social relationships. This is the foundation on which human society survives. Therefore 'social interaction' is the basic social process, the broadest term for describing dynamic social relationships. It is through social interaction that definite and direct reciprocal influence between individual results.

Two essential conditions of social interaction are: a) social contact, b) communication. Social contact can be established through face to face interaction or through the media like phone, radio, internet and other means of communication between people who are distant from each other. According to Gillin and Gillin, "Social Contact is the first phase of interaction".

Social contact may be either positive or negative. It is positive when there is cooperation, mutual understanding assimilation between people or it may be negative when there is jealousy, hatred, violence, conflict between them.

Communication is the medium of interaction. It is through communication that the influence of people's behaviour on an individual occurs. It can happen through our senses, emotions, sentiments and ideas. Communication through the sense organs occurs not only between human beings but also between other animals. On the emotional level, facial expressions, gestures, laughing, crying arouse responses between individuals. Ideas of one individual can be exchanged between individuals depending on intellect. Language is the chief medium in transmitting ideas between human beings.

### 2.6.1 Definitions of Social Interaction

Following are some of the definitions of social interaction:

- Eldredge and Merrill, "Social interaction is the general process whereby two or more persons are in meaningful contact as result of which their behaviour is modified however slightly."
- Drawson and Gettys, "Social interaction is a process whereby men interpenetrate the minds of each other".

- According to Gish N. P., "Social interaction is the reciprocal influence human beings exert on each other through inter-stimulation and response".
- Park and Burgess, "Social interaction is of a dual nature, of persons with persons and of groups with groups".
- Green defined social interaction as, "the mutual influences that individuals and groups have on one another in their attempts to solve problems and in their striving towards goals".

Social interaction may be either direct or symbolic. Direct interaction is when two or more persons are in some kind of bodily contact like embracing, pushing, fighting etc. On the other hand symbolic interaction consists of bodily gestures and language either written or spoken. Language is the main medium of expressing symbols.

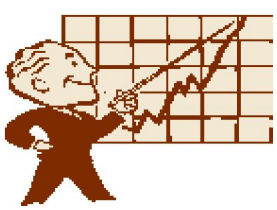
The very basis of social interaction is inter-stimulation and response. Other people's actions, thoughts or emotions stimulates responses in an individual, helps comparisons of ideas and thoughts and speeds up the different capabilities in him.

### 2.6.2 Importance of Social Interaction

Social interaction is the foundation of all social relationships. This is how social growth occurs and personality develops. Social interaction is therefore very important. Its importance is emphasised by:

- *It provides identity to the individual:* Social interaction is the basis of all relationships and it is through these that the individual is identified in the society. His very existence depends on the way he interacts with others.
- *Fulfils various needs:* An individual has diverse needs-physical, emotional and social. These needs are satisfied by different types of interactions whether in the family, school, church, workplace with friends or the state.

- *Helps to form groups:* Social interaction helps to form groups when a large number of people interact, exchange their thoughts and ideas with each other, their personality are influenced, groups are formed.
- *Social interaction helps to conform to the social rules and norms:* In order to survive, every society has certain rules and norms. This maintains the social order. Social interaction makes people aware of the importance of abiding by the social norms and maintain the social order.
- *Helps to transmit culture:* Social interaction helps to transmit culture from one generation to another and even from one society to another. The new generation learns about the cultural heritage mainly from the older generation, and in the modern age of technological inventions and discoveries, cultural diffusion takes place between societies at a much wider level.
- *Brings about social change:* Interaction between people helps to bring about social change Exchange of ideas, adoption of new beliefs, values and thoughts broaden the outlook of individuals and this results in changes in the social structure.



## CHECK YOUR PROGRESS

**Q.7:** Define Social Interaction.

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**Q.8:** What are the two main conditions of social interaction?

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## 2.7 LET US SUM UP

- Socialization is a process by which human beings establish wider relationships with one another. It is a life-long process of inheriting and conforming to the norms, customs, values, beliefs, ideologies etc. and developing the skills and habits necessary for participating in the different social activities.
- Socialization can be primary, secondary, anticipatory, gender, organisational, positive, negative and re-socialisation.
- The different stages of socialization are the a) oral stage, b) anal stage, c) Oedipal Stage, d) Stage of adolescence and e) adult socialization.
- The factors of socialization are imitation, suggestion, identification and language.
- Family is the foremost agent of socialization. The training for social life first starts in the family. Here the child gets the first lessons of love and affection, tolerance, cooperation and sacrifice.
- The school is next to the family in moulding an individual's personality. It fulfils the diverse needs of the individuals and the society. The young students learn about their cultural heritage and develop the qualities of leadership, patriotism and sacrifice through school education.
- Playmates' and friends' influence on the development of an individual's personality is very important. Friendships are usually built amongst peers and certain fads and crazes also develop due to friends' influences particularly at the adolescence stage.
- Church or religious organizations determine people's behaviour. It develops a better sense of judgement. In modern times the influence of religion has somewhat diminished, yet we cannot deny its importance in shaping our beliefs and values.
- State is the only agent to have an authoritarian control over all its citizens. It makes laws for the welfare of the common people and penalise any person who violates them.

- Social processes are those ways of interaction through which relations of the members of the society acquire a distinctive character.
- The important elements of social processes are– a) sequence of events, b) repetition of events, c) relationship between events, d) Continuity of events and e) special result.
- Cooperation is continuous whereby two or more individuals work together in the pursuit of some common interests.
- Competition is that unconscious, impersonal struggle to achieve material or non-material goods the supply of which is very limited in relation to the demand. It may be for goods, status, power, love-anything.
- Conflict is a deliberate and conscious process to oppose or resist showing hostility and violence. It follows the principle of survival of the fittest.
- Accommodation is an unconscious process by which people in conflict can work together with the objective of maintaining peace and harmony.
- Assimilation is a process through which persons acquire the culture and habits and attitudes of other groups. It helps to establish a strong bonding between people.
- Social interaction is the basic social process, the broadest term for describing dynamic social relationships.
- The two essential conditions of social interaction are social contact and communication.
- Social contact may either be positive or negative.'
- Social interaction is important because it provides identity to an individual fulfils various needs and helps him to conform to the social rules and norms. Social interaction helps to transmit culture from one generation to another and brings about changes in society.



## 2.8 FURTHER READING

1) Kuppu Swamy, B. *An Introduction to Social Psychology*; Asia Publishing House.

2) Rao, C. N. Shankar (2015). *Sociology: Principles of Sociology With an Introduction to Social Thought*. Ram Nagar, New Delhi: S. Chand & Company Ltd.

3) Ravi, S. Samuel (2011). A Comprehensive Study of Education. PHI Learning Pvt. Ltd.



## 2.9 ANSWERS TO CHECK YOUR PROGRESS

**Ans. to Q. No. 1:** Socialization is a life-long process of inheriting and conforming to the norms, customs, values, beliefs, ideologies etc. and developing the skills and habits necessary for participating in the different activities pertaining to the society itself. It is a process by which social relationships are established. Through socialization people work together and learn the rules and practices of social groups. The different types of socialization are: primary, secondary, anticipatory, organizational, gender, positive and re-socialization.

**Ans. to Q. No. 2:** The different stages of socialization are– oral stage, anal stage, oedipal stage, stage of adolescence and adult socialization.

**Ans. to Q. No. 3:** The different factors of socialization are- imitation, suggestion, identification and language.

**Ans. to Q. No. 4:** The different agencies of socialization are- family, school, playmates and friends, church, state.

**Ans. to Q. No. 5:** Social processes are the basic ways in which human beings interact and establish relationships.

**Ans. to Q. No. 6:** The different forms of social processes are: cooperation, competition, conflict, accommodation, assimilation.

**Ans. to Q. No. 7:** Social interaction is the basic social process, the broadest term for describing social relationships. According to Park and

Burges, “Social interaction is of dual nature of persons with persons and of groups with groups”.

**Ans. to Q. No. 8:** The two essential conditions of social interaction are a) social contact and b) communication.



## 2.10 POSSIBLE QUESTIONS

**A) Short Questions** (Answer each question in about 100-150 words)

**Q.1:** What is meant by socialization? What are its basic elements?

**Q.2:** Define ‘social process’. What are its elements?

**Q.3:** Briefly explain the different stages of socialization

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

**Q.1:** Discuss in detail the types of socialization.

**Q.2:** Explain the factors of socialization.

**Q.3:** Discuss in detail the different agencies of socialization.

**Q.4:** Discuss in detail the different forms of ‘social process’.

**Q.5:** Define social interaction. Discuss the importance of social interaction.

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# UNIT 3: AGENTS OF SOCIALIZATION

## UNIT STRUCTURE


3.1 Learning Objectives

3.2 Introduction

3.3 Concept of Socialization

- 3.3.1 Definitions of Socialization
- 3.3.2 Characteristics of Socialization

3.4 Types of Socialization

3.5 Factors of Socialization

3.6 Processes of Socialization

3.7 Education and Socialization Process

3.8 Agents of Socialization

3.9 Let Us Sum Up

3.10 Further Reading

3.11 Answers to Check Your Progress

3.12 Possible Questions


## 3.1 LEARNING OBJECTIVES

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

- describe the concept and definitions of socialization;
- explain the features, types, factors and processes of socialization;
- discuss the relationship between education and socialization process; and
- identify the agents of socialization.

## 3.2 INTRODUCTION

This unit introduces you to know the concept, definitions and features of socialization. Socialization is a process by which culture is transmitted to the younger generation and men learn the rules and practices of social groups to which they belong. Socialization not only helps in the maintenance and preservation of social values and norms but it is the process through which values and norms are transmitted from one generation to another generation. Socialization is a life-long process.

Education is a process of directed learning– a process which aims not merely at imparting skills and knowledge but also at the development of personality. It not only conserves what is good in a certain society but also transmits cultural values and social heritage from one generation to the other. It plays the important function of socializing the child. It has to modify human behaviour for adequate social adjustments.

Socialization occurs throughout our life, but some of the most important socialization occurs in childhood. The most influential agents of socialization during that phase of our lives are the family, school, friends, religion, state, political parties and mass media.

## 3.3 CONCEPT OF SOCIALISATION

At birth, the human child possesses the potentialities of becoming human. The child becomes a man or person through a variety of experiences. He becomes what sociologists refer to as 'socialized'. Socialization means the process whereby an individual becomes a functioning member of the society. It is the process through which the individual learns to behave in accordance with social traditions and mores. Socialization refers to the process of interaction among members of the society through which the young learn the values of the society and also its ways of doing and thinking are considered to be right and proper.

The human infant comes into the world as a biological organism with animal needs. He is gradually moulded into a social being and he learns social ways of acting and feeling. Without this process of moulding, the society could not continue itself, nor could culture exist, nor could the individual become a person. This process of moulding is called 'Socialization'.

Socialization stands for the development of the human brain, body, attitude, behaviour and so forth. Socialization is known as the process of inducting the individual into the social world. The term socialization refers to the process of interaction through which the growing individual learns the habits, attitudes, values and beliefs of the social group into which he has been born.

From the point of view of society, socialization is the way through which society transmits its culture from generation to generation and maintains itself. From the point of view of the individual, socialization is the process by which the individual learns social behaviour, develops his 'self'.

Every man 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 defiant and is brought back into line by the efforts of the group of which he is a member. This process of adjustment may be termed socialization.

Socialization is a process by which culture is transmitted to the younger generation and men learn the rules and practices of social groups to which they belong. Through it a society maintains its social system. Personalities do not come ready-made. The process that transforms a child into a reasonably respectable human being is a long process.

Socialization takes place at different stages such as primary, secondary and adult. The primary stage involves the socialization of the young child in the family. The secondary stage involves the school and the third stage is adult socialization.

Human infants are born without any culture. They must be transformed by their parents, teachers, and others into cultural and socially adept animals. The general process of acquiring culture is referred to as socialization. During socialization, we learn the language of the culture we are born into as well as the roles we are to play in life. For instance, girls learn how to be daughters, sisters, friends, wives, and mothers. In addition, they learn about the occupational roles that their society has in store for them. We also learn and usually adopt our culture's norms through the socialization process. Norms are the conceptions of appropriate and expected behaviour that are held by most members of the society.

Socialization is important in the process of personality formation. While much of human personality is the result of our genes, the socialization process can mould it in particular directions by encouraging specific beliefs and attitudes as well as selectively providing experiences. This very likely account for much of the difference between the common personality types in one society in comparison to another.

Socialization is a learning process that begins shortly after birth. Early childhood is the period of the most intense and the most crucial socialization. It is then that we acquire language and learn the fundamentals of our culture. It is also when much of our personality takes shape. However, we continue to be socialized throughout our lives. As we age, we enter new statuses and need to learn the appropriate roles for them. We also have experiences that teach us lessons and potentially lead us to alter our expectations, beliefs, and personality. For instance, the experience of being raped is likely to cause a woman to be distrustful of others.

Socialization is a processes with the help of which a living organism is changed into a social being. It is a process through which the younger generation learns the adult role which it has to play subsequently. It is a continuous process in the life of an individual and it continues from generation to generation.

Thus, socialization is a process in which human being strikes deeper root in society to which he belongs. It is a process in which he finds the fulfillment of life in and through the development of his relations with his fellows. It consists of his all-round participation in the thinking, the feeling and the activities of the group. It means learning the complex set of inter-related patterns of conduct and thought–common ways of speech, recreation of choosing, of making a living, common patterns of belief about man, the world and society, common ideals, hopes and aspirations, standards of beauties, truth and others. Not only does the individual get assimilated into the group by conforming to the group standards, he develops and attains a personality. He acquires drives and motives which are socially sanctioned; his biogenic drives are directed in socially desirable channels; he learns social attitudes, habits, skills and knowledge which lead to social adjustment and social maturity.

### 3.3.1 Definitions of Socialization

Different sociologists have defined socialization in different ways.

- According to E. S. Bogardus, “Socialization is the process of working together, of developing group responsibility or being guided by the welfare needs of others.”

- W. F. Ogburn defines "Socialization is the process by which the individual learns to conform to the norms of the group."
- Lundberg says that "Socialization consists of the complex processes of interaction through which the individual learns the habits, beliefs, skills and standards of judgment that are necessary for his effective participation in social groups and communities."
- According to H. T. Majumdar "Socialization as the process whereby original nature is transformed into human nature and the individual into person."
- A. W. Green opines, "Socialization is the process by which the child acquires a cultural content, along with selfhood and personality."
- According to Horton and Hunt "Socialization is the process by which one internalizes the norms of his groups, so that a distinct "self" emerges, unique to this individual."
- Peter Worsley explains "Socialization as the process of transmission of culture, the process whereby men learn the rules and practices of social groups."
- Harry M. Johnson understands socialization as "learning that enables the learner to perform social roles". He further says that it is a "process by which individuals acquire the already existing culture of groups they come into."

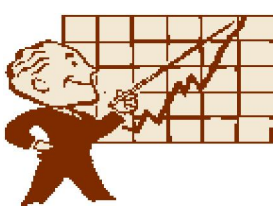
### 3.3.2 Characteristics of Socialization

Socialization not only helps in the maintenance and preservation of social values and norms but it is the process through which values and norms are transmitted from one generation to another generation.

**Characteristics of socialization may be discussed as under:**

- **Inculcates basic discipline:** Socialization inculcates basic discipline. A person learns to control his impulses. He may show a disciplined behaviour to gain social approval.

- **Helps to control human behaviour:** It helps to control human behaviour. An individual from birth to death undergoes training and his behaviour is controlled by numerous ways.
- **Socialization is rapid if there is more humanity among the agencies of socialization:** Socialization takes place rapidly if the agencies of socialization are more unanimous in their ideas and skills. When there is conflict between the ideas, examples and skills transmitted in home and those transmitted by school or peer, socialization of the individual tends to be slower and ineffective.
- **Socialization takes place formally and informally:** Formal socialization takes through direct instruction and education in schools and colleges. Family is, however, the primary and the most influential source of education. Children learn their language, customs, norms and values in the family.
- **Socialization is continuous process:** Socialization is a life-long process. It does not cease when a child becomes an adult. As socialization does not cease when a child becomes an adult, internalization of culture continues from generation to generation. Its members transmit culture to the next generation and society continues to exist.



**LET US KNOW**

- Socialization is a process by which culture is transmitted to the younger generation and men learn the rules and practices of social groups to which they belong.
- Features of socialization may be discussed as under–
  - Socialization inculcates basic discipline.
  - It helps to control human behaviour.
  - Socialization is rapid if there is more humanity among the agencies of socialization.
  - It takes place formally and informally.
  - Socialization is a continuous process.

## 3.4 TYPES OF SOCIALISATION

Although socialization occurs during childhood and adolescence, it also continues in middle and adult age. Socialization is a life-long process. Socialization of adults differs from childhood socialization. There are various types of socialization–

- **Primary Socialization:** This is the most essential and basic type of socialization, that takes place in the early years of life of the newborn individual. Primary socialization refers to socialization of the infant in the primary or earliest years of his life. It is a process by which the infant learns language and cognitive skills, internalizes norms and values. The infant learns the ways of a given grouping and is moulded into an effective social participant of that group. The primary socialization takes place in the family.
- **Secondary Socialization:** The process can be seen at work outside the immediate family, in the 'peer group'. The growing child learns very important lessons in social conduct from his peers. He also learns lessons in the school. Hence, socialization continues beyond and outside the family environment. Secondary socialization generally refers to the social training received by the child in institutional or formal settings and continues throughout the rest of his life.
- **Adult Socialization:** In the adult socialization, actors enter roles (for example, becoming an employee, a husband or wife) for which primary and secondary socialization may not have prepared them fully. Adult socialization teaches people to take on new duties. The aim of adult socialization is to bring change in the views of the individual. Adult socialization is more likely to change overt behaviour, whereas child socialization moulds basic values.
- **Anticipatory Socialization:** Men not only learn the culture of the group of which they are immediate members. They may also learn the culture of groups to which they do not belong. Such a process whereby men socialize themselves into the culture of a group with the anticipation of joining that group is known as anticipatory socialization.

- **Developmental Socialization:** This kind of learning is based on the achievements of primary socialization. It builds on already acquired skills and knowledge as the adult progresses through new situations such as marriage or new jobs.
- **Re-socialization:** Not only individuals change role with groups, but they also change membership groups. In such cases stripping away of learned patterns and substitution of new ones for them occur. This is termed as re-socialization.

## 3.5 FACTORS OF SOCIALIZATION

Socialization is the process of learning group norms, habits and ideals. There are four factors of this process of learning. These are imitation, suggestion, identification and language. A brief description of these four factors is as follows–

- **Imitation:** Imitation is the main factor in the process of socialization of the child. Through it he learns many social behaviour patterns. The child is compared to adult possesses the greatest capacity for imitation. Language and pronunciation are acquired by the child only through imitation. It is because of the tendency to imitate that children are so susceptible to the influence of their parents and friends whose behaviour they imitate indiscriminately.
- **Suggestion:** According to Mc. Dougall, suggestion is the process of communication resulting in the acceptance with connections of the communicated proposition in the absence of logically adequate grounds for its acceptance. Suggestion is the process of communicating information, which has no logical or self-evident basis. It is devoid of rational persuasion. It may be converged through language, pictures or some similar medium. Suggestion influences not only behaviour with others but also one's own private and individual behaviour.
- **Identification:** In his early age, the child cannot make distinction between his organism and environment. Most of his actions are random. They are natural reaction of which he is not conscious. As

he grows in age, he comes to know of the nature of things, which satisfy his needs. Such things become the object of his identification. Thus, the toy with which he plays, the picture book, which he enjoys or looking and the mother who feeds him become the object of his identification. The speed and area of identification increases with the growth in age. Through identification he becomes sociable.

- **Language:** Language is the medium of social intercourse. It is the means of cultural transmission. At first the child utters some random syllables which have no meaning, but gradually he comes to learn his mother-tongue.

## 3.6 PROCESSES OF SOCIALISATION

The processes of socialization are described below–

- **Co-operation:** Co-operation is a form of social interaction where two or more persons work together to gain common aim. This process strengthens group mind and group life of life.
- **Competition:** Competition is a contest to obtain something between two or more individuals in a socially acceptable way. Healthy competition develops personality of the people.
- **Conflict:** Conflict is the deliberate attempt to oppose or resist the will of another. It is universal.
- **Accommodation:** Accommodation is a process to describe the adjustment to hostile individuals or groups. It is developed from conflict.
- **Assimilation:** Assimilation is the process of mutual diffusion through which persons and groups come to share a common culture. It is a long term process of social interaction.

## 3.7 EDUCATION AND SOCIALISATION PROCESS

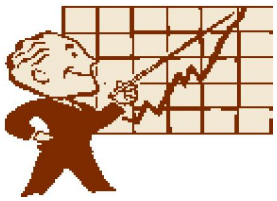
Education is a process of directed learning- a process which aims not merely at imparting skills and knowledge but also at the development of personality. It not only conserves what is good in a certain society, it is to transmit cultural values and social heritage from one generation to the other. It plays the important function of socializing the child. It has to modify human

behaviour for adequate social adjustments. In the school, a specialized formal agency of education, the child is socialized to the point of communicating with others, of playing co-operatively, of showing sympathy and beginning to recognize, the rights of others and of learning some control over infantile emotional outbursts.

Education plays a very important role in the process of Socialization in the following ways–

- By imparting socially desirable knowledge and skills and providing socially desirable experiences.
- By providing opportunities for social learning, group learning, group work, games and other social activities like dramatics, projects, debates, discussions, etc.
- By providing social interaction in various situations, like students vs. students of different ages, students vs. staff, school vs. community outside, etc.
- By providing social control through a body of rules, regulations, moral and social value; through social studies and moral studies and day-to-day situations which provide chance for practicing those social and moral values through social discipline.
- By preparing students for different roles, by developing them into good citizens, increasing their social competitiveness, increasing their initiative and independence that is ability to cope with problems independently.
- Through rewards and punishment and teachers' behaviour and reactions to students.

Looking around the world, we see that different cultures use different techniques to socialize their children. There are two broad types of teaching methods– formal and informal. Formal education is what primarily happens in a classroom. It usually is structured, controlled, and directed primarily by adult teachers who are professional "knowers''. In contrast, informal education can occur anywhere. It involves imitation of what others do and say as well as experimentation and repetitive practice of basic skills. This is what happens when children role-play adult interactions in their games.



## CHECK YOUR PROGRESS

**Q.1:** What is socialization?

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**Q.2:** Write one definition of socialization.

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**Q.3:** Write one characteristic of socialization.

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**Q.4:** What is primary socialization?

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**Q.5:** Mention two factors of socialization?

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**Q.6:** Mention two processes of socialization?

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**Q.7:** What is the relationship between education and socialization process?

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## 3.8 AGENTS OF SOCIALIZATION

The process of socialization is operative not only in childhood but throughout life. It is a process, which begins at birth and continues unceasingly until the death of the individual. It is an incessant process. Formerly, the term socialization had not been applied to adult learning experiences but had been restricted to children. More recently, however, the concept of socialization has been broadened to include aspects of adult behavior as well. It is now thought of "as an interaction process whereby a person's behavior is modified to confirm with expectations held by members of the groups to which he belongs".

There are two sources of child's socialization. The first includes those who have authority over him; the second are those who are equal in authority to him. The first category may include parents, teachers, and elderly persons. The second one includes the playmates, the friends and the fellows in the club. His training varies in content and significance accordingly as acquired from one or the other source. In one category is the relationship of constraint, in the other it is that of co-operation.

The parents therefore are the first persons who socialize the child. They are not only closely related, to him in the family system but physically also they are more near to the child than others. The mother is the first of the parents who brings the process of socialization. It is from her that the earliest social stimuli to which a child is subjected, come. He responds to those stimuli by imitating them. With a wide age and experience gap separating the child from his parents, he cannot understand fully the logic and nature of all that they transmit to him.

The child acquires something from his equals, which he cannot acquire from persons in authority. From them he acquires the co-operative morality and some of the informal aspects of culture like small folkways, fads and crazes, secret modes of gratification and forbidden knowledge. The knowledge of such things is necessary from the social point of view.

Briefly mentioned are the chief agencies of socialization–

1) **The Family:** The parents or families are the first to socialize the child. They are not only closely related to the child but physically also,

they are nearer to him than others. The family gets the baby first. Hence the process of socialization begins in the family. A child is born with some basic abilities that are genetically transmitted. These abilities and capacities are shaped in ways determined by culture. The family plays an outstanding role in the socialization process.

The role that family plays in the process of socialization may be summarized below–

- In the family, from the parents he learns his speech and language.
- He is taught social morality.
- He learns respect for persons in authority.
- In the family, he learns a number of civic virtues.
- The mother with whom the relation of the child is the most intimate plays a significant role in the process of moulding the child in the initial stages.
- Of the parents, it is the mother who first begins the process of socialization.
- Father and older siblings transmit to the child many other values, knowledge and skill that children are expected to acquire in that particular society.
- Family plays the most important role in the formation of personality.
- The parents use both reward and punishment to imbibe what is socially required from a child.
- The family is rightly called the cradle of social virtues. The child gets his first lessons in co-operation, tolerance, self, sacrifice, love and affection in the family.
- The environment of a family influences the growth of a child. The psychologists have shown that a person is what he becomes in family.
- The family has informal control over its members. Family being a mini society acts as a transmission belt between the individual and society.
- It trains the younger generation in such a way that it can take the adult roles in proper manner.

- The parents or families are the first to socialize the child. They are not only closely related to the child but physically also, they are nearer to him than others are.
- In a bad family, the child learns bad habits whereas in a good family he acquires good habits.
- An important cause of juvenile delinquency is bad family environment.
- The family continues to exercise its influence throughout life. There is a vast literature on family to describe its role in society.

2) **School:** Parents are not the only agencies of the socialization in modern societies. Every civilized society therefore has developed a set of formalized agencies of education (schools, colleges and universities) which have a great bearing on the socialization process. It is in the school that the culture is formally transmitted and acquired in which the science and the art of one generation is passed on to the next.

The schools not only help the growing child in learning language and other subjects but also instill the concept of time, discipline, team work, cooperation and competition. Through the means of reward and punishment the desired behaviour pattern is reinforced whereas undesirable behaviour pattern meets with disapproval, ridicule and punishment.

The school is the second agency of socialization. In the school, the child gets his education, which moulds his ideas and attitudes. A good education can make, the child a good citizen, while a bad education can turn him into a criminal. Education is of great importance in socialization. A well-planned education can produce socialized persons.

The school is said to be next to the family in terms of importance as far as socialization is concerned. The school combines the formal (e.g. classroom teaching, fines caning, suspension expulsions official mention, prices) and informal (e.g. peer group influences/ pressure) approaches in its socializing function.

The school performs the functions in the process of socialization–

- An ideal environment of freedom and democracy should be created in school.
- Through the curriculum, the school in a formal way provides the child with:
  - Knowledge of basic intellectual skills such as reading, writing, verbal expression, quantitative and other cognitive abilities, Education teaches languages and allows people communicate with each other according to positions in society.
  - Cultural achievements of one's society.
  - Opportunities to acquire social and vocational abilities which are necessary in order to make one a social, useful and economically productive member of the society.
  - Gender roles as perceived as suitable roles by the society.
- Co-curricular activities should be more emphasized in school with a view to socialization of the senses of children.
- Educational systems socialize students to become members of society, to play meaningful roles in the complex network of independent positions.
- Education helps in shaping values and attitudes to the needs of the contemporary society.
- Education widens the mental horizons of pupils and teaches them new ways of looking at themselves and their society.
- Education offers young people opportunities for intellectual, emotional and social growth. Thus education can be influential in promoting new values and stimulating adaptation of changing conditions.
- Informally and especially through social clubs, the school enables the child to learn a number of other social roles and skills which are also important for his/her overall development as a member of society. For example.
  - Education teaches the laws, traditions and norms of the community, the rights that individuals will enjoy and the responsibilities that they will undertake.

- Education teaches how one is to behave toward his/ her playmates and adults.
- Education teaches how to share things and ideas.
- Education teaches how to compete responsibly.
- Schooling teaches how to cooperate.
- Schooling instills the community's pattern of respect; thus how to relate to others well and obey rules.
- Schooling enables one to respect the culture of one's society.
- Education leads toward tolerant and humanitarian attitudes. For example, college graduates are expected to be more tolerant than (high school graduates in their attitudes toward ethnic and social groups.

3) **The Playmates or Friends or Peer Group:** The playmates and friends are also an important agency of socialization. The relation between the child and his playmates is one of equality. It is based on co-operation and mutual understanding. They are mostly of similar age. The child acquires something from his friends and playmates, which he cannot acquire from parents. From them he acquires co-operative morality and some of the informal aspects of culture like fashions, fads, crazes, modes of gratification and forbidden knowledge. The knowledge of such things is necessary from the social point of view. To take an example, the knowledge of sex relations is considered in our society something undesirable for a youth till he gets married. If such knowledge is banned strictly until marriage, the performance of numerous functions of sex life may be difficult later in marriage. This knowledge the child acquires from his friends and playmates. The growing child learns some very important lessons from his peer group. Since members of the peer group are at the same stage of socialization, they freely and spontaneously interact with each other.

4) **Religion:** Religion plays a very important role in socialization. Religion instills the fear of hell in the individual so that he should refrain from bad and undesirable activities. Religion not only makes people religious but socializes them into the secular order.

Religion has been an important factor in society. In the early society religion provided a bond of unity. Though in modern society the importance of religion has diminished yet it continues to mould our beliefs and ways of life. In every family some or the other religious practices are observed in one or the other occasion. The child sees his parents going to the temple and performing religious ceremonies. He listens to religious sermons, which may determine his course of life and shape his ideas.

Religion influences morality becoming a key component in people's ideas of right and wrong. The influences of religion extend too many areas of our lives. For example participation in religious ceremonies not only teaches us beliefs about dress, manners and so on.

Religion teaches us right and wrong like Buddhism teaches us not to kill animals as animals are also like us, they have a soul. So, religion is an influencing factor in shaping our behaviour.

5) **The State:** The state is an authoritarian agency. It makes laws for the people and lays down the modes of conduct expected of them. The people have compulsorily to obey these laws. If they fail to adjust their behaviour in accordance with laws of the state they may be punished for such failure. Thus, the state also moulds our behaviour.

Social scientists have increasingly recognized the importance of the state as an agent of socialization because of its growing impact on the life cycle. The protective functions, which were previously performed by family members, have steadily been taken over by outside agencies such as hospitals, health clinics and insurance companies. Thus, the state has become a provider of child care, which gives it a new and direct role in the socialisation of infants and young children.

Not only is this, as a citizen, the life of a person greatly influenced by national interests. For example, labour unions and political parties serve as intermediaries between the individual and the state. By regulating the life cycle to some degree, the state shapes the socialization process by influencing our views of appropriate behaviour at particular ages.

The state is an authoritarian agency. It makes laws for the people and lays down the modes of conduct expected of them. The people have compulsorily to obey these laws. If they fail to adjust their behaviour in accordance with the laws of the state, they may be punished for such failure

To conclude, environmental stimuli often determine the growth of human personality. A proper environment may greatly determine whether the social or the self-centered forces will become supreme. Individual's social environment facilitates socialization. If his mental and physical capacities are not good, he may not be able to make proper use of environment. However, the family plays perhaps the important part in the process of socialization.

The child learns much from the family. After family his playmates and school wield influence on his socialization. After his education is over, he enters into a profession. Marriage initiates a person into social responsibility, which is one of aims of socialization. In short socialization is a process which begins at birth and continues unceasingly until the death of the individual.



## 3.9 LET US SUM UP

- Socialization is known as the process of inducting the individual into the social world. The term socialization refers to the process of interaction through which the growing individual learns the habits, attitudes, values and beliefs of the social group into which he has been born.
- Characteristics of socialization are– Socialization inculcates basic discipline, it helps to control human behaviour, socialization is rapid if there is more humanity among the agencies of socialization, it takes place formally and informally, socialization is a continuous process.
- There are various types of socialization– Primary Socialization, Secondary Socialization, Adult Socialization, Anticipatory Socialization, Developmental Socialization, Re-socialization.

- The factors of socialization are– imitation, suggestion, identification and language.
- The processes of socialization are– Co-operation, Competition, Conflict, Accommodation, and Assimilation.
- Education is a process of directed learning– a process which aims not merely at imparting skills and knowledge but also at the development of personality. It not only conserves what is good in a certain society, it is to transmit cultural values and social heritage from one generation to the other. It plays the important function of socializing the child. It has to modify human behaviour for adequate social adjustments.
- There are different agents of socialization– The Family, Educational Institutions, The Playmates or Friends or Peer Group, Religion, The State, Occupation, Political Parities and Mass Media.



## 3.10 FURTHER READING


1) Bhatia, K. K. (2013). *Sociological Foundations of Education*. New Delhi: Kalyani Publishers.
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## 3.11 ANSWERS TO CHECK YOUR PROGRESS

**Ans. to Q. No. 1:** Socialization is a process by which culture is transmitted to the younger generation and men learn the rules and practices of social groups to which they belong. Socialization refers to the process of interaction through which the growing individual learns the habits, attitudes, values and beliefs of the social group into which he has been born.

**Ans. to Q. No. 2:** W. F. Ogburn defines, "Socialization is the process by which the individual learns to conform to the norms of the group."

**Ans. to Q. No. 3:** Socialization is a continuous process.

**Ans. to Q. No. 4:** Primary socialization refers to socialization of the infant in the primary or earliest years of his life. It is a process by which the infant learns language and cognitive skills, internalizes norms and values. The infant learns the ways of a given grouping and is moulded into an effective social participant of that group.

**Ans. to Q. No. 5:** Imitation and identification.

**Ans. to Q. No. 6:** Co-operation and competition.

**Ans. to Q. No. 7:** Education plays a very important role in the process of Socialization. Education is a process of directed learning- a process which aims not merely at imparting skills and knowledge but also at the development of personality. It not only conserves what is good in a certain society, it is to transmit cultural values and social heritage from one generation to the other. It plays the important function of socializing the child. It has to modify human behaviour for adequate social adjustments.



## 3.12 POSSIBLE QUESTIONS

**A) Short Questions** (Answer each question in about 100-150 words)

**Q.1:** What are the characteristics of socialization?

**Q.2:** Name the various types of socialization.

**Q.3:** What are the processes of socialization?

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

**Q.1:** Discuss education and socialization process.

**Q.2:** Discuss different agents of socialization.

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# UNIT 4: SOCIAL ORGANIZATION AND DISORGANIZATION

## UNIT STRUCTURE


4.1 Learning Objectives

4.2 Introduction

4.3 Meaning of Social Organization

- 4.3.1 Definition of Social Organization
- 4.3.2 Nature of Social Organization
- 4.3.3 Characteristics of Social Organization
- 4.3.4 Role of Individual in Social Organization

4.4 Classification of Social Organization

- 4.4.1 Characteristics of Formal Organization
- 4.4.2 Characteristics of Informal Organization
- 4.4.3 Functions of Informal Organization

4.5 Meaning of Social Disorganization

- 4.5.1 Definition of Social Disorganizations
- 4.5.2 Characteristics of Social Disorganization

4.6 Types of Social Disorganization

4.7 Causes of Social Disorganization

4.8 Remedial Measures for Social Disorganization

4.9 Let Us Sum Up

4.10 Further Reading

4.11 Answers to Check Your Progress

4.12 Possible Questions


## 4.1 LEARNING OBJECTIVES

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

- define about the concept of social organization;
- identify the characteristics of social organization;
- explain the nature of social organization;
- define the concept of social disorganization;

- identify the characteristics of social disorganization; and
- discuss about the causes of social disorganization.

## 4.2 INTRODUCTION

Man is social being, it is his nature to live in the society. Due to this nature, he establishes different types of relations with other people in his free time. These relations are of different types. These relations regulate human activities in different ways which creates a definite system. The system of relations among individuals is called society. Our modern society is composed of a large number of organizations. Our society is organized society. We not only live in, belong to and work through organizations but satisfy most of our desires and fulfill our aspirations through organization. A social unit of people that is structured and managed to meet a need or to pursue collective goals called organization. The term 'Organization' generally used to mean an 'association' or 'associational group'.

Social disorganization is the process opposed to social organization. Social disorganization refers to serious mal-adjustments in society so that they fail to satisfy the needs of the individuals satisfactorily. Comparing social disorganization with social organization, Queen and Harper write "If social organization means the development of relationship which persons and groups find mutually satisfactory, then disorganization means their replacement by relationships which brings disappointment, thwarted wishes, irritation and unhappiness".

The terms 'social organization' and 'disorganization' are relative. They represent two aspects of the whole functioning of the social system. As there may be various degrees of social disorganization, so is the case with social disorganization. No society can be in a state of either perfect organization or disorganization.

## 4.3 MEANING OF SOCIAL ORGANIZATION

The society is in the form of an organization. An organization explains those relations which exist among the members of a group, but these relations should be systematic. We cannot call the people standing together

on a railway platform or near an accident site as organized, because there is no organization among them. It is necessary for an organization to have system. The mutual relations among individuals of the organization should be definite and systematic. The family, village, state, All Indian National Congress, Vishva Hindu Parishad etc. are organizations because the people in them have definite relations; there exists a system according to which all its members live and work. The form of organization can be small or large. The family is a small organization while state is a large organization.

Social organization in sociology is the creation of stable structure of relations within a group, which provides a foundation for order and guides, relationships for few members. These organizations stress the significance of arrangement of parts in society and how these different parts affect the whole society. Early sociologists used the term 'social organization' in a broad sense to refer to the interdependence of parts in groups. These groups may vary in size and nature from small cliques of workers, to hospitals and factories. The term is used in sociological studies and researches today to stress the importance of arrangement of parts of society are related to each other and how each is related to the whole society. It is now widely accepted that social organization is required for the survival and the effective functioning of groups and societies. Today very rarely sociologists use the term 'social organization' in a comprehensive way. Many sociologists prefer to use the term 'social system' to refer to the society as such rather than 'social organization'. Parsons, G. C. Homans and others use the term 'social system' in place of social organization to refer to society.

### 4.3.1 Definition of Social Organization

- Elliot and Merrill have said, "Social 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 Duncan Mitchell, "Social organization means the interdependence of parts, which is an essential characteristic of all enduring collective entities: groups, communities and societies."

- According to Cooley, "Social Organization is the result of the shared activities and understanding of the people.''
- Louise Weston and others have said that "social organization can be thought of as the pattern and processes of relations among individuals and among groups."

### 4.3.2 Nature of Social Organization

- **A Definite Purpose:** Social organization has its own definite purpose or purposes. Without any purpose or goal individuals rarely come together and establishment among themselves a definite pattern or system of interaction.
- **Unanimity or Consensus among the Members:** Mutual understanding, cooperation and consensus among the members are the basic features of an organization.
- **Harmony between Status and Role:** In any organization there is clear defined job and proper position of the human resource to conduct the function. Right man in right place is the characteristics of the organization.
- **Control of the Organization on the behaviour of the Individuals:** Organization controls individual through different rules and regulations. Organization moves through law rather than individual interest.

### 4.3.3 Characteristics of Social Organization

The chief characteristics of social organization are as follows:

- There are many communities and institutions in the society which are constructed with certain goals in view, that is, there is some aim of every community of institution, whether it is approved or understood. When communities and institutions work towards their goals at some place, a situation of social organization is reached.
- Only different institutions and their interrelationships are not accepted under the society by social organization, rather such activities of individuals are also included in it which is not

organized in the organizations; for example the people of a village get ready to extinguish a fire. Though the people have no organization for the purpose of extinguishing fires, yet the people come together for the sake of sociality, humanity or morality.

- When different organizations of the society are mutually related, they are related to the whole society too. These relations should be so constituted that they are meaningful with certain aims.
- Different organizations within the society are broken away or ended. One type of organizations is replaced by another type, but the social order continues. It does not depend for its existence on the organizations within it.
- Social organization is permanent and dynamic. All living beings have sociality. Society exists where life exists. The society is never destroyed.
- Due to mobility of the society, there occur interactions among individuals and communities, due to which the social organization too changes continuously.
- Some thinkers have mentioned social organization as a series of balance. The mutual relations among individuals are balanced in a particular way at a particular time, but these balances keep forming. Social organization can also be laid down as a series of balances.

### 4.3.4 Role of the Individual in Social Organization

We are living in a world of social organizations. Modern civilization depends largely on organization as the most rational and efficient form of social grouping. The organization creates a powerful social instrument by coordinating a large number of human actions. It combines its personnel with its resources, weaving together leaders, experts, workers, machines and raw materials. At the same time, it evaluates its performance and orients its efforts to achieve its goals. Social organization serves needs of the society and its citizens more efficiently than smaller and more natural human groupings, such as

families, friendship groups and communities. Modern society has more social organizations and these fulfill a great variety of societal and personal needs. These social organizations involve a great proportion of citizens, and affect a large segment of their lives.

## 4.4 CLASSIFICATION OF SOCIAL ORGANIZATION

Several scholars have attempted to classify social organization. **Sumner** has divided social organization in two chief classes:

1) Enacted organization, and
2) Crescive or evolved organization

**1) Enacted organization:** These organizations are called enacted organizations because they created by individuals. These organizations are formed by individuals knowingly, willingly, rationally and consciously. These organizations have definite aims and rules, according to which each member has to act. The worker unions, social organizations etc. can be placed under this class. In the present age, not only the number of enacted organizations is going up, rather their importance and influences is also increasing.

**2) Crescive or evolved organization**: The organizations are called evolved organizations as they are not created by individuals, they develop themselves. The family can be considered to be matriarchal or patriarchal, but it has evolved by itself. In the same manner, lineage, tribe, caste too have evolved themselves, they have not been created by man.

**Reuter** and **Hart** too have classified social organization into two classes:

1) Communal organization
2) Social organization.

### 4.4.1 Characteristics of Formal Organization

A formal organization has the following characteristics:

- **Well defined rules and regulation:** The first and foremost characteristic of a formal organization is a well-defined set of

rules and regulations. These will be strictly followed to carry out the activities of the company to achieve goals.

- **Arbitrary structure:** A formal organization always contains an arbitrary structure that allows all the departments of the organization work in a coordinated way to achieve the target.
- **Determined objectives and policies:** A formal organization consists of specific objectives and policies. All the activities in the company follow around these policies and to achieve the objectives.
- **Limitation on the activities of the individual:** Every individual in a formal organization is assigned with specific duties and responsibilities.
- **Strict observance of the principle of co-ordination:** The co-ordination between different departments in an organization is strictly maintained to achieve the most efficient result.
- **Messages are communicated through vertical chain:** Normally in a formal organization the vertical communication chain is followed so that the chain of command and its unity is maintained.
- **Status symbol:** A formal organization is a separate social entity. The activities have a separate entity than the individuals performing those activities.

### 4.4.2 Characteristics of Informal Organization

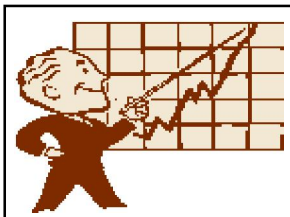
The informal organization consists of role rather than statuses. The relationship between the members is more personal relationship than the status relationship. Interaction and communication in informal organizations are direct, face to face and intimate. It is more flexible than formal organization.

- Evolving constantly
- Grass root
- Dynamic and responsive
- Excellent at motivation

- Treats people as individuals
- Trust and reciprocity
- Difficult to pin down
- Essential for situation that change quickly or are not yet fully understood.

### 4.4.3 Functions of Informal Organizations

- **Perpetuate the cultural and social values:** They perpetuate the cultural and social values that the group holds dear. Certain values are usually already held in common among informal group members. Day-to-day interaction reinforces these values that perpetuate a particular lifestyle and preserve group unity and integrity.
- **Provide social status and satisfaction:** They provide social status and satisfaction that may not be obtained from the formal organization. In a large organization, a worker may feel like an anonymous number rather than a unique individual.
- **Promote communication among members:** The informal group develops a communication channel or system to keep its members informed about what management actions will affect them in various ways.
- **Provide social control:** They provide social control by influencing and regulating behaviour inside and outside the group. Internal control persuades members of the group to conform to its lifestyles'.



**CHECK YOUR PROGRESS**

**Q.1:** Define social organization.

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**Q.2:** Write two characteristics of social organization.

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## 4.5 MEANING OF SOCIAL DISORGANIZATION

Life is a process of continuous adjustment and readjustment. Social organism is always undergoing a change necessitating adjustment of its different parts. When the various parts of society are properly adjusted, we have social order and a well-organized society, but when they fail to adjust themselves to the changing conditions, the result is social disequilibrium or disorganization leading to social problems. Social disorganization means breaking or dismantling or dispersing of the social system, social institutions and social relationships.It increases when there is no general agreement and individuals define the important interests of the society in purely individualistic terms.

The concept 'disorganization' was developed by Thomas and Znaniecki in their famous book "The Polish Peasant in Europe and America". According to them 'social disorganization' refers to the decrease in the influence of the existing social rules of behaviour upon individual members. As a result there exist social problems. Social disorganization often brings personal disorganization since a person is a social creation and his 'self' a social product. It may be however, noted that no objective criteria for measuring the degree of disorganization are available whether a situation represents organization or disorganization is largely a matter of subjective judgment. For example, divorce may be thought of as signifying family disorganization.

### 4.5.1 Definition of Social Disorganization

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

- Ogburn and Nimkoff have said that 'when the harmonious relationship between the various parts of culture is disturbed, social disorganization ensures'.
- According to Mowever, social disorganization is 'the process by which the relationships between members of a group are shaken'.
- Robert Eolofairs states that 'social disorganization is a disturbance in the pattern and mechanism of human relations.'
- According to Elliot and Merrill, "Social disorganization represents a breakdown in the equilibrium of forces, decay in the social structure, so that old habits and forms of social control no longer function effectively."

Thus, on the basis of above definitions we can say that social disorganization refers to serious mal-adjustments in society so that they fail to satisfy the needs of the individuals satisfactorily. Society, as we know, is the web of social relationships. In an organized society, social relations have some patterns and mechanisms. When the relations become disordered or disintegrated there is social disorganization. Social disorganization implies a breakdown in the bonds of relationship, coordination, teamwork and morale among groups of interrelated persons so as to impair the functions of the society or smaller social organization.

### 4.5.2 Characteristics of Social Disorganization

Nature of social disorganization can be understood by means of its characteristics.

- **Conflict of mores and of institutions:** Every society has its own mores and institutions which regulate the social life of its members. Due to change of time these mores and institutions may become absolute. New ideas and new institutions may arise to fulfill the new demands. The existing mores and institutions instead of giving place for the new ones may come in conflict with them. This conflict between old and new may give rise social disorganization.

- **Transfer of function from one group to another:** In our society the functions of different groups are well defined. Due to the dynamic nature of society some of these functions undergo radical change to other group or agencies. As a result social disorganization may set up.
- **Individuation:** The present age places a high premium on individualistic tendencies. Now everyone think about himself/ herself and in terms of own pleasures and expectation. Important issues such as education, occupation, marriage, creation etc. have almost become matters of individual decisions. We do not think about the group or organization of which we are a part. It is due to the changing of social values. But it may shatter the social organization and may drive it towards a state of disorganization.
- **Inconsistency between expectation and achievements:** In a disorganized society considerable inconsistency is visible between the expectation embodied in a social rule and the extent to which these expectations can be realized by most persons. When a large number of people in the society try to achieve goals in an anti-social manner there is a clear indication of the society being a state of social disorganization.
- **Change in the role and status of the individuals:** In our organized society, the roles and status of people are defined and fixed. Their functions are well defined and they perform the tasks allotted to them. A primitive society suffers less from disorganization because it is stable. But with the passage of time our norms change which also brings a change in the roles and statuses of the people. Faris writes, "Social disorganization is the disruption of the natural relation of persons to a degree that interferes with the performance of the accepted tasks of the group."

  From the above discussion we can say that in any instance of social disorganization the following conditions may be present.

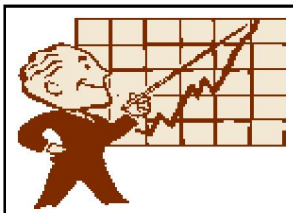
  - Diversity options
  - Heterogeneity of population

- Mutual distrust
- Uncertainty and insecurity
- Individuality and variety in interest and attitudes
- Lack of clarity in status and roles
- Emphasis on rights rather than on duties
- Contradiction between status and function
- Conflict of mores and conflict between institutions
- Decreased social control
- Conflict between society and individual and
- Disregard of values, norms and laws.

## 4.6 TYPES OF SOCIAL DISORGANIZATION

According to Elliot and Merrill, there are three types of social disorganization–

- Personal or individual disorganization which includes crime, insanity, or mental derangement, prostitution, juvenile delinquency, drug addiction, gambling and suicide.
- Family disorganization includes any type of non-harmonious functioning within the family. It comprises not only the tensions between husband and wife but also between the siblings and parents and children.
- Community disorganization which comprises of poverty, beggary, unemployment, over population, political corruption, crime and so on.



**CHECK YOU PROGRESS**

**Q.3:** What is social disorganization?

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**Q.4:** Write few characteristics of social disorganization.

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## 4.7 CAUSES OF SOCIAL DISORGANIZATION

Social disorganization is always present in every society. Since the dawn of the civilization man has been confronted with social problems of diverse nature. Here, we mentioned few factors that invite the problem of social disorganization.

1) **Psychological Factors:** Psychological factors contribute to disorganization in two ways– i) failure to maintain proper communication among fellow beings, and ii) failure to modify or change one's attitudes in tune with the demands of time.
2) **Cultural Lag:** 'Cultural lag', the concept used by Ogburn, refers to the imbalance in the rate and speed of change between the material cultural and non-material culture. Objects of material culture such as mode of housing, means of transport and communication, types of dresses, patterns of ornaments, technical and mechanical devices, instruments, etc. change very quickly. But ideas, beliefs, attitudes, tastes, philosophies, habits, ideologies, institutional structures and such other aspects of non-material culture change very slowly and gradually. Hence a *'gap'* or a *'lag'* arises between the material and non-material culture. This lag is often referred to as *'cultural lag'* invites the process of disorganization to set in.
3) **Physical or Geographic Factors:** The maladjustment of man and his culture to certain extra-ordinary physical of geographic conditions of situations may cause disorganization in society. This is especially true in the case of natural calamities such as storms, cyclones, hurricanes, famines, floods, earthquakes, volcanoes, epidemics, etc, which upset the social balance and bring in social disorganization.
4) **Biological Factor:** Population explosion or extreme scarcity of population, the instances of racial intermixture, defective hereditary traits such other biological factors may also cause disorganizing effects upon the society.
5) **Ecological Factors:** Social disorganization is related to environment in terms of regions and neighborhoods. Some findings have revealed

that per capita crime rate is relatively higher in larger cities than in smaller ones.

6) **Social Problems Leading to Social Disorganization:** Social problems and forces such as– a revolution, a social upheaval, a class struggle, a financial or economic crisis, a war between nations, mental illness, political corruption and crime etc. threaten the smooth working of society. The social problems are the diseases of the society. They may bring in disorganization.

7) **Degeneration of Values:** Social values are often regarded as the sustaining forces of the society. But due to rapid social change new values come up and some of the old values decline. At the same time, people are not in a position to reject the old completely and accept the new altogether. So, this conflict leads to social disorganization.

8) **Disintegration and Confusion of Roles:** Members of the society are expected to perform certain definite roles in accordance with their placements in society. With the change of time these expectation also undergo a change. So, people are confused with regard to their new roles. Prof. Faris considers this as the most important cause of social disorganization.

9) **War:** War is the result of social disorganization. War disturbs the economy of a country and introduces confusion and disorder in society. There is economic crisis during the war period. Social values are also injured.

10) **Division of Labour:** According to Emile Durkheim, extreme division of labour is the cause of social disorganization. Division of labour is generally productive of social solidarity, but when it becomes excessive and complex then solidarity diminishes and social equilibrium is disturbed.

11) **Violation of Social Rules:** According to Thomas and Znaniecki, when the rules and regulations of society fail to keep individuals under control, social disorganization sets in. In society, there are always individuals who violate social rules. This has a disorganizing effect

upon social institutions and unless the violations are checked, they may eventually lead to the death of institutions.

12) **Political Subordination:** Political subordination of one country to another leads to social disorganization in the former. The dominant country may not even care for the basic needs such as- food, clothing, shelter, and basic education etc. of the people of the slave country.

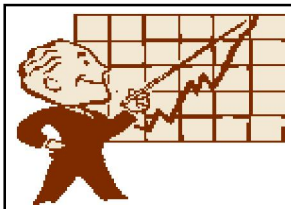
At last, we can say that social disorganization is a process prevailing all over the world. Actually, no society is completely organized. Some elements or the other of disorganization are to be found in every society.

## 4.8 REMEDIAL MEASURES FOR SOCIAL DISORGANIZATION

To remove social disorganization from the society we may suggest the following measures.

- Able and efficient administration to fight against the disruptive forces.
- Proper and comprehensive social and economic planning and policies.
- Proper implementation of the plans and policies.
- Organized social work and social welfare activities and social security measures.
- Making effective and attractive family planning and welfare programmes.
- Providing ample educational and employment opportunities especially for the spread of diseases.
- To create a psychological atmosphere of security and confidence, justice and liberty etc.
- Taking steps to mobilize public opinion against the evil practices of corruption, communalism, racism, exploitation etc.
- Appropriate steps to rehabilitate and reform the criminals, juvenile delinquency, prostitutes, mentally and physically handicapped, and the diseased persons.
- Instilling in the minds of people sentiments of unity, solidarity, patriotism etc. by making use of mass media of communication in the best possible manner.

In conclusion, we can say that some sociologists regard social disorganization as a natural process. Mal-adjustment or non-adjustment of different parts of social structure may prepare a way for a new social structure to emerge. Social disorganization may thus prove beneficial to erase the old edifice and construct a new one. Social disorganization is a disease of society which must be treated rapidly and effectively before it becomes chronic and destroys the social organism.



**CHECK YOUR PROGRESS**

**Q.5:** Mention the types of social disorganization.

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**Q.6:** Mention any two remedial measures for social disorganization.

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## 4.9 LET US SUM UP

- Social organization is the creation of stable structure of relations within a group, which provides a foundation for order and guide, relationships for few members. It is now widely accepted that social organization is required for the survival and the effective functioning of groups and societies.
- There are two types of social organization-formal social organization and informal social organization.
- Social disorganization implies a breakdown in the bonds of relationships, coordination, teamwork and morale among groups of interrelated persons so as to impair the function of the society or small social organization.

- There are three types of the social disorganization. They are– personal, family and community.
- The main factors related with social disorganization are– psychological factor, cultural lag, physical factor, biological factor, ecological factor, political subordination, violation of social rules, social problems etc.



## 4.10 FURTHER READING

1) Hemlata, Talsera (2009). *Sociological Foundations of Education*. Ansari Road, Daryaganj, New Delhi: Kanishka Publishers, Distributors.
2) Mathur, Dr. S. S. (2008). *A Sociological Approach to Indian Education*. Dr. Rangeya Raghava Marg, Agra: Vinod Pustak Mandir.



## 4.11 ANSWERS TO CHECK YOUR PROGRESS

**Ans. to Q. No. 1:** Social organization in sociology is the creation of a stable structure of relations within a group, which provides a foundation for order and guides relationships for new members.

**Ans. to Q. No. 2:** Two characteristics of social organization are as follows:

i) Social organizations are not functioning in the same way in all societies.
ii) Social organizations are not found in equal number everywhere.

**Ans. to Q. No. 3:** Social disorganization refers to serious mal-adjustments rather than unadjustments in society so that they fail to satisfy the needs of the individuals satisfactorily.

**Ans. to Q. No. 4:** Few characteristics of Social Disorganization are as follows:

- Conflict of Mores and of institutions
- Transfer of function from one group to another
- Inconsistency between expectation and achievements.

**Ans. to Q. No. 5:** Elliot and Merrill have said about three types of social disorganization, they are– i) Personal or Individual disorganization, ii) Family disorganization and iii) Community disorganization.

**Ans. to Q. No. 6:** Two remedial measures for social disorganization are as follows:

i) Able and efficient administration to fight against the disruptive forces.

ii) Proper and comprehensive social and economic planning and policies.



## 4.12 POSSIBLE QUESTIONS

**A) Short Questions** (Answer each question in about 100-150 words)

**Q.1:** How many types of social organization are there? Write the feature of each type.

**Q.2:** Highlight the nature of Social Organization.

**Q.3:** Write a short note on role of individual in social organizations.

**Q.4:** Discuss the characteristics of formal organizations.

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

**Q.1:** What is social disorganization? Discuss the various causes of social disorganization.

**Q.2:** Discuss the characteristics of social organization.

**Q.3:** Explain the remedial measures of social disorganization.

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# UNIT 5: SOCIAL GROUP

## UNIT STRUCTURE


5.1 Learning Objectives

5.2 Introduction

5.3 Meaning of Social Group

- 5.3.1 Definitions of Social Group
- 5.3.2 Characteristics of Social Group
- 5.3.3 Classifications of Social Group

5.4 Meaning of Group Dynamics

- 5.4.1 Characteristics of Group Dynamics
- 5.4.2 Types of Group Dynamics

5.5 Educational Significance of Group Dynamics

5.6 Inter-Group Relationship and Group Dynamics

5.7 Let Us Sum Up

5.8 Further Reading

5.9 Answers to Check Your Progress

5.10 Possible Questions


## 5.1 LEARNING OBJECTIVES

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

- state the meaning and definitions of social group;
- identify the characteristics and classifications of social group;
- explain the meaning, characteristics and types of group dynamics;
- explain the educational significance of group dynamics; and
- discuss the inter-group relationship and group dynamics.

## 5.2 INTRODUCTION

This unit introduces you to the meaning, definitions, characteristics and classifications of social group. Humans are highly social animals. Normally we live in group all of our lives. It is extremely unusual for us to be in total isolation from other people for long. We live, work, worship and die in

groups. Man's daily life is made up largely of participating in groups. Not only our life becomes boring and unbearable without fellow human beings but also our very survival becomes problematic. Man's life is to an enormous extent a group life.

The term intergroup relations refer to both individual interactions involving members from different groups and the collective behaviour of groups in interaction with other groups. Intergroup relations mean relationships between different groups of people. On the other hand, group dynamics is the forces within the group to bring change in behaviour of the members.

## 5.3 MEANING OF SOCIAL GROUP

A group is a collection of individuals who have regular contact and frequent interaction, mutual influence, common feelings and work together to achieve a set of goals.

A social group has been defined as two or more people who interact with one another, share similar characteristics and collectively have a sense of unity. Members of a social group maintain common interests and observed the rules and regulations governing behavior within the group. A college class, a family, a football team, a work group, a society etc. are social groups.

A social group consists of two or more people who interact with one another and who recognize themselves as a distinct social unit.

### 5.3.1 Definitions of Social Group

- According to MacIver and Page, "Social group is any collection of human beings who are brought into human relationships with one another."
- In the words of Ogburn and Nimkoff, "Whenever two or more individuals come together and influence one another, they may be said to constitute a social group".
- According to Harry M. Johnson, "A social group is a system of social interaction".

- Turner and Killian defined, "A group always consists of people who are in interaction and whose interaction is affected by the sense that they constitute a unit".

### 5.3.2 Characteristics of Social Group

The characteristics of a social group have been identified as follows–

- **Reciprocal Relations:** The members of a group are inter-related to each other. Simply, a gathering of persons cannot form a group. Mutual relations are considered essential for the formation of a social group.
- **Sense of Unity:** A sense of unity is essential for every group. Group members are tied by a sense of unity. By virtue of such a sense, members of a group develop loyalty or a feeling of sympathy among themselves.
- **We-feeling:** The members of a social group develop a sense of "we-feeling" among them. It represents group unity. "We-feeling" fosters co-operation among members and helps to defend their interests collectively. They treat others as outsides and try to make their group prosperous and self- sufficient.
- **Group Norms:** Every group has its own rules and norms which the members are supposed to follow. The group exercises control over its members through the norms. These norms may be in the form of customs, folkways, mores, traditions, conventions, laws etc. They may be written or unwritten norms or standards.
- **Similarity of Behaviour:** As the interests, ideals and values of the persons of a group are common. They behave in more or less similar way for the achievement of common interests. Social groups represent collective behaviour.
- **Stability:** Groups are permanent or temporary in nature, some groups like the crowd, mob etc. are temporary and unstable. But group like family is relatively permanent and stable in nature.

- **Groups are Dynamic:** Social groups are not static. They are dynamic. The rate of change may be slow or rapid. Due to internal or external pressures, groups undergo changes.
- **Collection of Individuals:** Social group consists of people. Without individuals there can be no group. Just as we cannot have a college or a university without students and teachers we cannot have a group in the absence of people.
- **Interaction among Members:** Social interaction is the very basis of group life. Hence, mere collection of individuals does not make a group. The members must have interaction. A social group is, in fact, a system of social interaction. The limits of social groups are marked by the limits of social interaction.
- **Mutual Awareness:** Group life involves mutual awareness. Group members are aware of one another and their behaviour is determined by this mutual recognition. This may be due to what Giddings calls, "Consciousness of kind".
- **Size of the Group:** Every group involves an idea of size. A group may be as small as that of 'two-members group e.g. husband and wife or as big as that of a political party having lakhs of members. Size will have its own impact on the character of the group.



**LET US KNOW**

- A group is a collection of individuals who have regular contact and frequent interaction, mutual influence, common feelings and work together to achieve a set of goals.
- A social group has been defined as two or more people who interact with one another, share similar characteristics and collectively have a sense of unity.
- Characteristics of social group are– **reciprocal relations, sense of unity, we-feeling, common interests, group norms, similarity of behaviour, stability, groups are dynamic,** collection of individuals, interaction among members, mutual awareness and size of the group.

### 5.3.3 Classifications of Social Groups

Different sociologists have classified social groups in different ways. The chief base of these classifications is functions, scope and stability. Following are the important classifications of social groups–

- **Dwight Sanderson's classification:** Dwight Sanderson has classified social group into three types, namely– (i) Involuntary group, (ii) Voluntary group and (iii) Delegate group.
  i) Involuntary groups– Involuntary groups are those, which are based on blood relationship or kinship. Family is an involuntary group.
  ii) Voluntary groups– Voluntary groups are those groups the membership of which depends upon the sweet will of the individuals. Their membership is not compulsory rather voluntary. Cricket Association is an example of voluntary group.
  iii) Delegate groups– Delegated groups are those in which a man joins as a representative or a number of people elected rather by them or nominated by some authority. The Indian Parliament and the State Legislative Assembly are the bright examples of delegate groups.
- **Ferdinand Tonnies' classification:** According to Ferdinand Tonnies, social groups are of two types such as– (i) Gemeinschaft or community and (ii) Gesellschaft or society.
  i) Gemeinschaft or community– Gemeinschaft is that type of group whose relationship is characterised by close, intimate and personalities, mutual trust and co-operation. Family is an example of Gemeinschaft.
  ii) Gesellschaft or society– Geselleschaft is that group which is characterized by competition, self-interest, efficiency, progress and specialization of relationship. The bureaucratic corporation is the ideal example of Gesellschaft.
- **F. H. Gidding's classification:** F. H. Giddings classifies social groups into four types, namely– (i) Genetic group, (ii) Congregate group, (iii) Disjunctive group and (iv) Overlapping group.

i) Genetic group– Genetic group is the family in which a man is born involuntarily.

ii) Congregate group– Congregate group is the voluntary group into which an individual moves or in which he joins voluntarily.

iii) Disjunctive group– A disjunctive group is one, which does not allow a person to be a member of other groups at the same time. A college or a nation is the bright example of disjunctive group.

iv) Overlapping group– An overlapping group is one whose members may belong to other groups at the same time, The Indian Sociological Association or All Orissa Sociological Association is an example of overlapping.

- **George Hassen's classification:** According George Hassen, social groups are classified into four types such as– (i) On-social group, (ii) Pseudo-social group, (iii) Anti-social group and (iv) Pro-social group.

  i) Un-social group– Un-social group is one, which does not mix up with other groups and remains aloof from them.

  ii) Pseudo-social group– A pseudo-social group is that group, which participates, in the larger social life mainly for its own gain not for the gain of society.

  iii) Anti-social group– An anti-social group which acts against the interest of society. A group, of vagabonds that destroy public properly is an example of anti-social group. Similarly, a political party that plan to overthrow a popular government is an anti-social group.

  iv) Pro-social group– A pro-social group is the opposite of anti-social group. It works for the larger interests of society. It does all the constructive works for the welfare of society.

- **D. Miller's classification:** D. Miller has classified social groups into two type's namely– (i) Horizontal group and (ii) Vertical group.

  i) Horizontal group– A horizontal group consists mainly of all members from one social class. A group of doctors, engineers,

teachers, electricians, etc. is some of the examples of horizontal group.

ii) Vertical group– A vertical group is a larger group consisting of large number of people such as nation, religious organizations, caste groups, political parties and so on.

- **Charles A. Ellwood's classification:** Social groups have been classified by Charles A. Elwood into four types such as– (i) Voluntary group, (ii) In-voluntary group, (iii) Permanent group and (iv) Temporary group.

  i) Voluntary group– A voluntary group is one in which a person joins according to his own wish. The membership of this group is not compulsory rather voluntary and one can withdraw one's memberships at any time without any reason. The recreational club is an example of voluntary group.

  ii) Involuntary group– An involuntary group is one, which is based on blood relationship such as, family, kinship, tribe, clan etc. The membership of this group is compulsory because man is born in it and also dies in it.

  iii) Permanent group– Permanent group is that type of group in which the relationship among the members continues for a longer period. The family is a permanent group. This group is more stable than the other groups.

  iv) Temporary group– The temporary group is just the opposite of permanent group. In this group, the relationship among the members does not continue for a longer period. A mob or a crowd is a temporary group.

- **Park and Burgess' classification:** Park and Burgess have classified social groups into two types such as– (i) Territorial group and (ii) Non-territorial group.

  i) Territorial group– A territorial group is one, which has its own definite territory. The village, city-state, nation etc. are the examples of territorial group.

ii) Non-territorial group– A non-territorial group is one, which does not possess any territory of its own. A Trade Union or a Kissan Union is a non-territorial group.

- **Gillin and Gillin's classification:** Lewis Gillin and Philip Gillin have classified social groups in the following types–
  i) On the basis of blood relationship.
  ii) On the basis of bodily characteristics.
  iii) On the basis of physical proximity.
  iv) On the basis of culturally derived interests.
- **C. H. Cooley's classification:** According to C. H. Cooley, the famous American sociologists, there are two types of social groups. They are–
  i) Primary group whose relation is direct, intimate and personal.
  ii) Secondary group whose relation is indirect, less intimate, impersonal and formal.
- **W. G. Sumner's classification:** W. G. Sumner, an eminent American sociologist, has classified social groups into two types in his book 'Folkways'. These are–
  i) In-group to which individual belongs.
  ii) Out-group to which individual does not belong.

## 5.4 MEANING OF GROUP DYNAMICS

Dynamics mean change and group dynamics means the change of behaviour through interaction in the group.

Group dynamics is a group of behaviours and way of thinking that occurs within a social group between social groups. The study of group dynamics can be useful in understanding decision-making behaviour of groups and is useful in studies of psychology, sociology, political science, and other fields. Group Dynamics refers to the communications and associations that take place between group members and also among the group and the rest of society. It comprises interdependence of group members, joint resolution of difficulties and decision making, as well as group agreement.

In the words of J. C. Aggarwal, "Group dynamics may be conceived of as the study of group processes, their objective analysis and measurement and the effect of group membership on individual members".

According to Krech and Crutchfield, "Group dynamics implies changes that take place within the group".

So, group dynamics is the forces within the group to bring change in behaviour of the members.

### 5.4.1 Characteristics of Group Dynamics

Some of the characteristics of group dynamics are–

- Group dynamics is very much concerned with the relationship among the group members.
- The aim of group dynamics is to study the psychological and social forces associated with the group.
- It is a complex and flexible process.
- Group dynamics is helpful to know about nature, laws and relations of the members of the group.
- It is based on empirical research.

### 5.4.2 Types of Group Dynamics

There are two types of group dynamics–

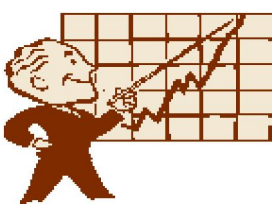
- **Intragroup Dynamics:** Intragroup dynamics refers to as in group or within-group. Examples of groups include religious group, political group, military group, environmental groups, sports teams, work groups, therapy groups etc. Amongst the members of a group, there is a state of interdependence, through which the behaviours, attitudes, opinions, and experiences of each member are collectively influenced by the other group members. In many fields of research, there is an interest in understanding how group dynamics influence individual behaviour, attitudes, and opinions.
- **Intergroup Dynamics:** Intergroup dynamics refers to the behavioural and psychological relationship between two or more groups. This includes perceptions, attitudes, opinions, and

behaviours towards one's own group, as well as those towards another group. In some cases, intergroup dynamics is pro social, positive, and beneficial (for example, when multiple research teams work together to accomplish a task or goal). In other cases, intergroup dynamics can create conflict.

## 5.5 EDUCATIONAL SIGNIFICANCE OF GROUP DYNAMICS

The educational significance of group dynamics is as follows–

- The knowledge of group dynamics helps the teacher to improve the classroom environment.
- It helps the teacher to identify the individual differences of the students.
- Group dynamics is also very helpful to change the behaviour of students.
- With the help of group dynamics students can be encouraged to participate in different group activities.
- It is also helpful for the students to make classroom teaching easier and effective.
- Group dynamics is useful in guidance and counseling.



### CHECK YOUR PROGRESS

**Q.1:** What is social group?

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**Q.2:** Write two examples of social group.

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**Q.3:** Write one characteristic of social group.

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**Q.4:** Write one classification of social group.

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**Q.5:** What is group dynamics?

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**Q.6:** Write one characteristic of group dynamics?

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**Q.7:** Mention the types of group dynamics?

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**Q.8:** Write one educational significance of group dynamics.

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## 5.6 INTER-GROUP RELATIONSHIP AND GROUP DYNAMICS

The term intergroup relations refer to both individual interactions involving members from different groups and the collective behaviour of groups in interaction with other groups. Intergroup relations mean relationships between different groups of people. On the other hand, group dynamics is the forces within the group to bring change in behaviour of the members.

For example, in school, students live in groups as their classroom, group of playmates, hobby club, science club, library etc. It is natural that students interact with each other in groups to perform their needs, get information, provide messages etc. As we know that human behaviour is not static, so when students interact in their group/groups with other members then the behaviour of members who constantly, interact, undergoes continuous changes. This kind of change in behaviour of students due to their interaction in group with group members is called group dynamics.

We see that when a teacher organizes any group project work in a classroom regarding any topic, then he/she formulates various groups and provides them with project work/works. Students have to interact with the members of their group to perform various works of project, to get information, to seek help, etc.

Every group demands reciprocity among its members. Every group influences, to a great extent, the behaviour of its members. Students interact with the environment for their development. This development depends on social interaction. A teacher should study group dynamics to deal with various groups of students.

Group dynamics help a teacher in classroom transaction in the following ways–

- **To provide appropriate guidance to students for their adjustment:** If a teacher has basic knowledge of group dynamics then he/she can provide appropriate guidance to his/her students for their adjustment. As we know that education aims to make socially adjustable citizen of the country, we want that our students should have positive adjustment with their friends, classmates, playmates and others.

  Sometimes students can face certain problems regarding their process of adjustment. If a teacher is well-equipped with the basic knowledge of group dynamics, if teacher knows how a student should interact with other members of his/her group positively then he/she (teacher) can provide proper guidance to students about their adjustment.

- **To improve the emotional and social climate of the class:** As we know that we cannot even imagine organizing participative, effective and armful teaching-learning process in the class which does not have proper emotional and social climate.

  If the students of the class have negative attitudes about each other, if they act unsociably as enemies, if they do not care emotions, needs, expectations of others then we cannot expect a successful transaction of teaching-learning process in that kind of class.

  Through the study of group dynamics, a teacher can guide his/her students for making proper adjustment and healthy interaction with each other. Teacher can improve the emotional and social climate of the class.

- **To improve group relations in the class:** We can see some particular patterns of relationship among the students of the class as-stars, isolates, mutual pairs, chains etc. If teacher has basic

knowledge of group dynamics then he/she can provide a leadership role. The role of the leader is now shifting from authoritarian to a democratic and participatory one.

Teacher should try to encourage participation of students in all the school activities. If teacher has studied about group dynamics, then he/she can improve the climate of the students of his class by taking them into confidence.

Teacher can take his/her decisions democratically. By studying group dynamics, he/she can motivate students to participate in learning activities. Since group relation has an important role in teaching-learning process so a teacher should improve group relation in the class. For this improvement he/she should have knowledge of group dynamics.

- **To deal effectively with social groups:** Teacher has to organize various activities in various groups. To deal efficiently with social groups in classroom, in playground, in laboratory, in co-curricular activities, teacher should have study about group dynamics.
- **To have a thorough knowledge of the interaction process:** As we know that in a class we cannot find all the students of same qualities, needs, interests etc. They may be of different socio-economic background.

  Teacher should try to ascertain positive interaction among these students. For this teacher should have a complete knowledge of group dynamics and the interaction process.
- **To remove conflicts and stresses in the group:** As we know that conflicts and stresses in the group disturb the learning climate of the class a teacher should try to remove these. For this a teacher should study the group dynamic process.

As a whole, a teacher's work is not only to teach the students but he/she should work to create positive circumstances in the class which could motivate students towards participative and armful learnings. For this kind of creation a teacher should have thorough knowledge of group dynamics which help a teacher in classroom transaction.



## 5.7 LET US SUM UP

- A group is a collection of individuals who have regular contact and frequent interaction, mutual influence, common feelings and work together to achieve a set of goals. A social group has been defined as two or more people who interact with one another, share similar characteristics and collectively have a sense of unity.
- Characteristics of social group are–
  - The members of a group are inter-related to each other.
  - A sense of unity is essential for every group.
  - The members of a social group develop a sense of "we-feeling" among them.
  - Every group has its own rules and norms which the members are supposed to follow.
  - As the interests, ideals and values of the persons of a group are common.
  - Groups are permanent or temporary in nature.
  - Groups are dynamic.
  - Social group consists of people.
  - Social interaction is the very basis of group life.
  - Group life involves mutual awareness.
  - Every group involves an idea of size.
- The important classifications of social groups–
  - **Dwight Sanderson's classification:** Dwight Sanderson has classified social group into three types, namely– (i) Involuntary group, (ii) Voluntary group and (iii) Delegate group.
  - **Ferdinand Tonnies' classification:** According to Ferdinand Tonnies, social groups are of two types such as– (i) Gemeinschaft or community and (ii) Geselischaft or society.
  - **F. H. Gidding's classification:** F. H. Giddings classifies social groups into four types, namely– (i) Genetic group, (ii) Congregate group, (iii) Disjunctive group and (iv) Overlapping group.

- **George Hassen's classification:** According to George Hassen, social groups are classified into four types such as– (i) On-social group, (ii) Pseudo-social group, (iii) Anti-social group and (iv) Pro-social group.
- **D. Miller's classification:** D. Miller has classified social groups into two type's namely– (i) Horizontal group and (ii) Vertical group.
- **Charles A. Ellwood's classification:** Social groups have been classified by Charles A. Ellwood into four types such as– (i) Voluntary group, (ii) In-voluntary group, (iii) Permanent group and (iv) Temporary group.
- **Park and Burgess' classification:** Park and Burgess have classified social groups into two types such as– (i) Territorial group and (ii) Non-territorial group.
- **Gillin and Gillin's classification:** Lewis Gillin and Philip Gillin have classified social groups– on the basis of blood relationship, bodily characteristics, physical proximity and culturally derived interests.
- **C. H. Cooley's classification:** According to C. H. Cooley, the famous American sociologists, there are two types of social groups. They are– Primary group and Secondary group.
- **W. G. Sumner's classification:** W. G. Sumner, an eminent American sociologist, has classified social groups into two types in his book 'Folkways'. These are– In-group and Out-group.

- Dynamics mean change and group dynamics means the change of behaviour through interaction in the group.
- Group dynamics is a group of behaviours and way of thinking that occurs within a social group between social groups. It is the forces within the group to bring change in behaviour of the members.
- Some of the characteristics of group dynamics are–
  - Group dynamics is very much concerned with the relationship among the group members.
  - The aim of group dynamics is to study the psychological and social forces associated with the group.

- It is a complex and flexible process.
- Group dynamics is helpful to know about nature, laws and relations of the members of the group.
- It is based on empirical research.

- There are two types of group dynamics–
  - Intragroup Dynamics
  - Intergroup Dynamics
- The educational significance of group dynamics is as follows–
  - Group dynamics help the teacher to improve the classroom environment.
  - It helps the teacher to identify the individual differences of the students.
  - Group dynamics is also very helpful to change the behaviour of students.
  - With the help of group dynamics students can be encouraged to participate in different group activities.
  - It is also helpful for the students to make classroom teaching easier and effective.
  - Group dynamics is useful in guidance and counseling.
- The term intergroup relations refer to both individual interactions involving members from different groups and the collective behaviour of groups in interaction with other groups. Intergroup relations mean relationships between different groups of people. On the other hand, group dynamics is the forces within the group to bring change in behaviour of the members.



## 5.8 FURTHER READING

1) Bhatia, K. K. (2013). *Sociological Foundations of Education*; New Delhi: Kalyani Publishers.
2) Borah, Surajit, & Neog, Sweety (2014). *Sociological Foundation of Education*. Kiran Prakashan, Dhemaji.

3) Chaube, Prof. S. P., & Chaube, Dr. Akhilesh (2010). *Philosophical and Sociological Foundations of Education*. Agra: Shri Vinod Pustak Mandir.

4) Devi, Runumi & Mukharjee, Abhinash (2012). *Sociological Foundations of Education*. Guwahati: Union Book Publication.

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6) Mahanta, N. N. (2010). *Philosophical and Sociological Dimensions of Education*. Guwahati: Mani Manik Prakash.

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## 5.9 ANSWERS TO CHECK YOUR PROGRESS

**Ans. to Q. No. 1:** A social group has been defined as two or more people who interact with one another, share similar characteristics and collectively have a sense of unity.

**Ans. to Q. No. 2:** A family and a football team.

**Ans. to Q. No. 3:** The members of a social group develop a sense of "we-feeling" among them.

**Ans. to Q. No. 4: C. H. Cooley's classification:** According to C. H. Cooley, the famous American sociologists, there are two types of social groups. They are– Primary group and Secondary group.

**Ans. to Q. No. 5:** Group dynamics is a group of behaviours and way of thinking that occurs within a social group between social groups.

**Ans. to Q. No. 6:** Group dynamics is very much concerned with the relationship among the group members.

**Ans. to Q. No. 7:** Intragroup dynamics and intergroup dynamics.

**Ans. to Q. No. 8:** Group dynamics is also very helpful to change the behaviour of students.



## 5.10 POSSIBLE QUESTIONS

**A) Short Questions** (Answer each question in about 100-150 words)

**Q.1:** What are the characteristics of social group?

**Q.2:** Name the various types of social group.

**Q.3:** What are the characteristics of group dynamics?

**Q.4:** What are the types of group dynamics?

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

**Q.1:** Write briefly the educational significance of group dynamics.

**Q.2:** Discuss the inter-group relationship and group dynamics.

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# UNIT 6: SOCIAL STRATIFICATION

## UNIT STRUCTURE


6.1 Learning Objectives

6.2 Introduction

6.3 Meaning of Social Stratification

- 6.3.1 Definitions of Social Stratification
- 6.3.2 Characteristics of Social Stratification
- 6.3.3 Categories of Social Stratification
- 6.3.4 Factors of Social Stratification

6.4 Education and Social Stratification

6.5 Let Us Sum Up

6.6 Further Reading

6.7 Answers to Check Your Progress

6.8 Possible Questions


## 6.1 LEARNING OBJECTIVES

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

- define the meaning of social stratification;
- identify the characteristics of social stratification;
- discuss the categories and factors of social stratification; and
- explain the relationship between education and social stratification.

## 6.2 INTRODUCTION

This unit introduces you to the meaning, definitions and characteristics of social stratification. Social Stratification is the differences lead to greater status, power or privilege for some groups over the other. It is a concept involving the classification of people into groups. Social stratification can be categorized as– social class, gender, race and ethnicity and age and disability. There are different factors of social stratification, such as inequality, conflict, power, wealth and instability. Education and social stratification both are closely related to each other. Individuals can be stratified on the basis of education.

## 6.3 MEANING OF SOCIAL STRATIFICATION

Differentiation is the law of nature. It is true in the case of human society. Human society is not homogeneous but heterogeneous. Men differ from one another in many respects. Human beings are equal as far as their bodily structure is concerned. But the physical appearance of individuals, their intellectual, moral, philosophical, mental, economic, political and other aspects are different. No two individuals are exactly alike. Diversity and inequality are inherent in society. Hence, human society is everywhere stratified.

All societies arrange their members in terms of superiority, inferiority and equality. The vertical scale of evaluation, this placing of people in layers is called stratification. Those in the top stratum have more power, privilege and prestige than those below. Thus, stratification is simply a process of interaction of differentiation whereby some people come to rank higher than others are.

The term stratification is derived from the geological concept of 'Strata' which means rock layers created by natural processes. Stratification is a hierarchy of positions with regard to economic production which influences the social rewards to those in the positions.

Stratification refers to a division of society into groups which are ranked as superior or inferior. Inequality is a more general term which refers to the ranking of the individuals as well as of groups. Thus stratification is a particular form of inequality.

Social stratification is a concept involving the "classification of people into groups based on shared socio-economic conditions ... a relational set of inequalities with economic, social, political and ideological dimensions." When differences lead to greater status, power or privilege for some groups over the other it is called Social Stratification.

It is a system by which society ranks categories of people in a hierarchy. Social stratification is based on four basic principles:

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 differs society to society;
4) Social stratification involves not just inequality but beliefs as well.

In modern Western societies, stratification is broadly organized into three main layers: upper class, middle class, and lower class. Each of these classes can be further subdivided into smaller classes (e.g. occupational).

### 6.3.1 Definitions of Social Stratification

- According to Ogburn and Nimkoff ‘‘The process by which individuals and groups are ranked in a more or less enduring hierarchy of status is known as stratification.’’
- Gisbert says, “Social stratification is the division of society into permanent groups of categories linked with each other by the relationship of superiority and sub-ordination.”
- Melvin M. Tumin defines ‘‘social stratification and refers to arrangement of any social group or society into a hierarchy of positions that are unequal with regard to power, property, and social evolution and of psychic gratification.’’
- According to Lundberg, “A stratified society is one marked by inequality by differences among people that are evaluated by them is being ‘lower’ and ‘higher’.’’
- According to Raymond W. Murray, ‘‘Social stratification is a horizontal division of society into ‘higher’ and lower’ social units.’’

### 6.3.2 Characteristics of Social Stratification

The main characteristics of social stratification are–

- Social stratification is a social and economic categorization of individuals within a societal framework.
- It is based on Caste, Class, and Status & Power of a Community or Section of People within the framework of a society.
- Social Stratification exists because of natural differences in peoples abilities.

- Due to Social Stratification societies tend to be stable and are held together through consensus.
- Social Stratification is a natural & voluntary separation according to race, social & economic status.



**LET US KNOW**

- Stratification refers to a division of society into groups which are ranked as superior or inferior.
- The main characteristics of social stratification are–
  - Social stratification is a social and economic categorization of individuals within a societal framework.
  - It is based on Caste, Class, and Status & Power of a Community or Section of People within the framework of a society.
  - Social Stratification exists because of natural differences in peoples abilities.
  - Due to Social Stratification societies tend to be stable and are held together through consensus.
  - It lessens conflicts & provides structure.
  - Social Stratification is a natural & voluntary separation according to race, social & economic status.

### 6.3.3 Categories of Social Stratification

The categories of social stratification are - social class, gender, race and ethnicity and age and disability. Some indicative features of these categories are as follows:

**a) Social Class:**

- Distinction between wealth and income and their distribution in society.
- Social mobility and the link between class and life chances.
- Changing nature of class and its relationship to the economy and occupational structure.

**b) Gender:**

- Difference between biological notion of sex and the socially constructed notion of gender.
- Nature and consequences of gender-role socialisation.
- Gender inequalities in terms of occupation, family and social roles and expectations.

**c) Race and Ethnicity:**

- Nature, size and distribution of different racial and ethnic groups in modern society.
- Inequality relating to race and ethnicity; in particular, discrimination in education, employment and on life chances.
- Role of the mass media in the formation of stereotypes and the consequences for ethnic groups.

**d) Age:**

- Social construction of the concept of age, including awareness of different notions of childhood, adolescence and old age in different societies.
- Inequalities as a result of age, such as employment, unemployment, low pay, access to benefits and restrictions on social behaviour.
- Implications of changes in the age structure of modern society.

**e) Disability:**

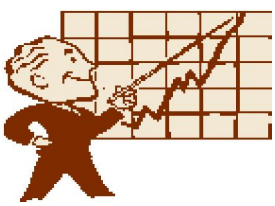
- Social construction of disability.
- Inequality relating to disability; in particular, discrimination in education, employment and on life chances.
- Role of the mass media in the formation of negative stereotypes and the consequences for disabled individuals and groups.

## 6.3.4 Factors of Social Stratification

There are five basic points which gives clear idea about the factors or causes of social stratification–

- **Inequality:** Inequality exists because of natural differences in people's abilities.

- **Conflict:** Stratification occurs due to conflict between different classes, with the upper classes using superior power to take a larger share of the social resources.
- **Power:** Power influences one's definition of self and the importance of ideas in defining social situations.
- **Wealth:** Difference in the wealth is also one of the causes of social stratification.
- **Instability:** Instability in the society being the cause of social stratification enhances stability and induces members of the society to work hard.



**CHECK YOUR PROGRESS**

**Q.1:** What is social stratification?

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**Q.2:** Write one definition of social stratification.

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**Q.3:** Write one characteristic of social stratification.

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**Q.4:** Mention two categories of social stratification.

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**Q.5:** Mention one factor of social stratification.

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## 6.4 EDUCATION AND SOCIAL STRATIFICATION

There is a close relationship between education and social stratification. Social stratification is the hierarchical arrangement of individuals into social classes, castes and divisions within a society. These hierarchies, which may be overtly or covertly preset, or not present at all in some societies,

are quite common in state-level societies. Individuals can be stratified on the basis of education.

In our society we rank people according to the scarce resources they control. Money and property are scarce resources in our society and those who own a great deal of money and property, wealthy people, can use this resource to gain power. It has been said that respected people also control another scarce resource– public respect and that they can use this resource to gain power.

Political leaders are likewise powerful because they are in a position to control the members of a political party. This ranking of people according to their wealth, prestige or party position is known as Social Stratification. Stratification separates the rich from the poor, the powerful from the powerless. Those who possess scarce resources have a high rank and those who do not possess them have a low rank.

Our place in the stratification system influences every part of our lives; where we live, go to school and work; what we eat how we vote and whom we marry. Our sexual behaviour, sports, hobbies and health are all affected by the rank society gives us. Therefore social stratification is an area of great interest to sociologists.

Wherever there is a system of social stratification, there is a corresponding differentiation within the educational system this is the case even in some primitive societies; the Maori, for example, had commoners' schools during the winter, but also 'sacred colleges' which were open only to the nobility, especially the elder sons of chiefs. In most literate societies, literacy has been limited to the upper social strata. Modern industrial societies, which established mass literacy for the first time, did not by this means remove the educational distinctions between different social strata. These were maintained by the existence of different types of schools for the various social groups, such as the English 'public schools', reserved for children of the upper class, or by the unequal distribution of opportunities for higher education.

In technologically advanced countries education has become the most important criterion of social stratification. In such societies occupation is the determinant of income. It is also found that recruitment to various

occupations in these societies is determined by the education levels of individuals.

In the technologically advanced countries normally the status gradation is defined by the occupational and educational levels of education. “Briefly, in view of the close relationship between education and occupation, and to the extent that occupation is an important, if not the only avenue, for income and social status, education acquires significance as a determinant of social placement and social stratification.”

It is noticeable that in the industrial societies the most prestigious jobs tend to be not only those that yield the highest incomes but also the ones that require the longest education. The more education people have, the more likely they are to obtain good jobs and to enjoy high incomes.

Though education acts as a generator of upward mobility it does not invariably do that, Empirical evidences suggest that in the reciprocal relationship between education and social stratification it is stratification that affects education primarily. This effect is greater than the effect of education on stratification.

In many societies the facilities for education leading to higher levels of occupations and pro-fessions like medicine, engineering, management, etc., are limited. But the number of aspirants to lake use of such facilities is very high.

Since the cost of higher education is very high and several constraints govern admission to such education courses, only a select section of the society can manage to enter such courses. This section is normally the privileged section of the society, which occupies a top position in the stratification system.

Such a system of higher education with all its constraints etc., is often defended on meritocratic grounds. Thus education instead of being a generator of upward social mobility is forced to function as an agency of stratification, to function as an agency of status retention.

Social Stratification affects lower levels of education especially in the rural areas. In many of the developing countries wastage and stagnation in school education is found to be very high.

This problem seems to exist even in the advanced countries to a certain extent. It is found that generally students belonging to the lower stratum background drop out of the school in a large number. Even though education is provided and additional incentives are given, the situation does not seem to improve much.

**Stratification and Equality of Educational Opportunity:** Social stratification refers to differential access to resources, power, autonomy, and status across social groups. Social stratification implies social inequality; if some groups have access to more resources than others; the distribution of those resources is inherently unequal. Societies can be stratified on any number of dimensions.

Equality is said to exist only when inequality has been removed. But in reality inequality is not totally eliminated. Whatever measures may be taken to ensure equality, inequality will exist to some degree. Thus what the programmes of equality do or can do is to narrow down the inequalities. It means "elimination of that level or type of inequality which is considered undesirable or unacceptable within the society." So the purist of equality aims not at total equality in the philosophical sense, but at an equitable distribution of societal resources.

Modern society views education as an important societal resource and a means of achieving the goal of egalitarianism. Education is looked upon as a means of raising the social status of an individual in various ways. It is accepted as a basic human need to have a desirable quality of life. Given equal opportunity for general, vocational, technical and professional education most citizens have equal status in the society.

Education is often considered as an equalizer.

Equality of educational opportunities means that an individual has equal access to education. Equality of educational opportunities is one of the goals of the ideology of Egalitarianism. However, inequality of educational opportunities exists throughout the world and more so in India.

The Education Commission (1964-1966) has observed: "The main social objectives of education is to equalize opportunity, enabling the backward or underprivileged classes and individuals to use education

as a lever for the improvement of their condition. Every society that values social justice and is anxious to improve a lot of the common man and cultivate all available talent must ensure progressive equality of opportunity to all sections of the population."

**Positive Discrimination in the Indian context:** In order to ensure equalization of educational opportunities certain measures to be taken with immediate effect. These measures may be based on the needs and status of disadvantaged groups, disabled children, and girls–

- **Primary Education:** Primary education should seek to satisfy the basic needs of all people. There should not be any differentiation of curricula at this stage. Equality of educational opportunities at the primary stage requires provision of free and compulsory education for all children without any discrimination.
- **Secondary Education:** Individual differences among boys and girls are more prominent at the secondary stage diversified curricula should be introduced to cater to the needs, interests and capabilities of students.
- **Higher Professional Education:** At the stage of higher education and professional education emphasis should be placed on individual capacity or merit and maintenance of quality and standard.
- **Compensatory Education:** Disadvantaged children have an unstimulating environment. They attend primary schools without prerequisite learning which are necessary for successful completion of primary education.
- **Common School System:** Equalization of educational opportunity necessitates adoption of a common school system-both at the primary and secondary stages.
- **Free Education and Scholarships:** To provide free and universal primary education for the age group 6-14 is a constitutional obligation. All Education should be tuition free. Free textbooks and writing materials should be made available to poor and meritorious students to ensure equality no limited for introducing large number of loan-scholarships, improving the method of selection.

In conclusion, it is clear from the above that the relationship between education and social stratification is complex than what it appears to be. It is true that education has enough potentiality for change the system of stratification. But this potentiality itself seems to be governed by the existing item of stratification. It can also be said that from the point of view of an educational system those who are already at the upper strata of the society are likely to gain more. They have higher achievement motivation and their environment helps them. If we wish to provide equality of educational opportunists we will have to keep this aspect in mind.



## 6.5 LET US SUM UP

- Stratification refers to a division of society into groups which are ranked as superior or inferior. Thus, stratification is simply a process of interaction of differentiation whereby some people come to rank higher than others are.
- The main characteristics of social stratification are–
  - Social stratification is a social and economic categorization of individuals within a societal framework.
  - It is based on Caste, Class, and Status & Power of a Community or Section of People within the framework of a society.
  - Social Stratification exists because of natural differences in peoples abilities.
  - Due to Social Stratification societies tend to be stable and are held together through consensus.
  - It lessens conflicts & provides structure.
  - Social Stratification is a natural & voluntary separation according to race, social & economic status.
- The categories of social stratification are; social class, gender, race and ethnicity and age and disability.
- Factors of social stratification are– inequality, conflict, power, wealth and instability.

- There is a close relationship between education and social stratification. Social stratification is the hierarchical arrangement of individuals into social classes, castes and divisions within a society. Education has become the most important criterion of social stratification. Individuals can be stratified on the basis of education.



## 6.6 FURTHER READING


1) Bhatia, K. K. (2013). *Sociological Foundations of Education*. New Delhi: Kalyani Publishers.
2) Borah, Surajit, & Neog, Sweety (2014). *Sociological Foundation of Education*. Dhemaji: Kiran Prakashan.
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## 6.7 ANSWERS TO CHECK YOUR PROGRESS

**Ans. to Q. No. 1:** Stratification refers to a division of society into groups which are ranked as superior or inferior.

**Ans. to Q. No. 2:** According to Ogburn and Nimkoff, "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. 3:** Social stratification is a social and economic categorization of individuals within a societal framework.

**Ans. to Q. No. 4:** Social class and gender.

**Ans. to Q. No. 5:** Power.



## 6.8 POSSIBLE QUESTIONS

**A) Short Questions** (Answer each question in about 100-150 words)

**Q.1:** What are the characteristics of social stratification?

**Q.2:** Name the various categories of social stratification.

**Q.3:** Name the factors social stratification?

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

**Q.1:** Write briefly the factors of social stratification?

**Q.2:** Discuss the relationship between education and social stratification.

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# UNIT 7: MODERNIZATION

## UNIT STRUCTURE


7.1 Learning Objectives

7.2 Introduction

7.3 Concept of Modernization

- 7.3.1 Criteria of Modernity
- 7.3.2 Causes of Modernization
- 7.3.3 Impact of Modernization

7.4 Concept of Westernization

- 7.4.1 Impact of Westernization

7.5 Modernization and Westernization in Indian Context

7.6 Let Us Sum Up

7.7 Further Reading

7.8 Answers to Check Your Progress

7.9 Possible Questions


## 7.1 LEARNING OBJECTIVES

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

- explain the concept of modernization and its influence on the Indian society;
- discuss the concept of westernization and its influence on the Indian society; and
- identify the implication of modernization and westernization on education.

## 7.2 INTRODUCTION

The culture of India has been shaped not only by its long history, unique geography and diverse demography, but also by its ancient heritages. Regarded by some historian as the oldest living civilization on Earth, the Indian tradition dates back to 8,000 BC and has a continuous recorded history for over 2,500 years. It can not only take pride in its ancientness but also of its livingness, accommodativeness and humbleness. All these years these

features of Indian culture made it rich and unique. But unfortunately these vary features have today pushed Indian culture to a near burial. The easy access to foreign cultures, particularly western culture, through internet and other electronic and print media resulted due to the development of information and communication technology (ICT) has primarily contributed to the near death of Indian culture and philosophy. The common mass of the Indian population has developed an attitude that anything which is foreign, particularly western, is good and adorable. This mindset is the root cause of the threat Indian culture and civilization is facing. And today we know that this mindset is the result of the aggression of western culture transmitted through media and technology.

Traditionally although the Indian society is based on caste system and is often regarded as a 'closed society', it is not altogether changeless. Within the framework of the caste itself some kind of mobility is witnessed in the past. Lower castes have often tried to claim higher status by imitating the life-styles of upper-castes. This phenomenon of movement from lower caste to upper caste is called 'Sanskritization'. Thus, the instances of imitation for upward movement in the social hierarchy are not unknown in the Indian society. But this was more within the same social setup. And this is more natural as every human being has a natural desire to scale upward in the social hierarchy. But the imitation to jump to another social practice which may neither be regarded as good or bad but only different is a threat to Indian culture and practices. And this trend is continuously on the rise and hence is a reason for our concern. There may be many reasons for this. But two of the most important reasons are modernization and westernization. They are discussed in detail in this unit.

## 7.3 CONCEPT OF MODERNIZATION

Just as some groups of hunters and food gatherers gave rise to an agrarian society, in the same way some agrarian societies gave rise to an industrial society. The shift toward modernity took place between the 16th and 18th centuries, and it originated in the countries of northwestern Europe, especially England, the Netherlands, northern France, and northern Germany.

Modernization in sociology is the transformation from a traditional, rural, agrarian society to a secular, urban, industrial society. The population of a modern society depends more on industries and services for their living. To modernize a society is, first of all, to industrialize it. Historically, the rise of modern society has been inextricably linked with the emergence of industrial society. All the features that are associated with modernity can be shown to be related to the set of changes that, no more than two centuries ago, brought into being the industrial type of society. This suggests that the terms industrialism and industrial society imply far more than the economic and technological components that make up their core. Industrialism is a way of life that encompasses profound economic, social, political, and cultural changes. It is by undergoing the comprehensive transformation of industrialization that societies become modern.

Modernization seems to have two main phases. Up to a certain point in its course, it carries the institutions and values of society along with it, in what is generally regarded as a progressive, upward movement. Initial resistance to modernization may be sharp and prolonged, but it is generally doomed to failure. Beyond some point, however, modernization begins to breed discontent on an increasing scale. This is due in part to rising expectations provoked by the early successes and dynamism of modern society. The term modernization does not denote any philosophy or movement but it only symbolizes a process of change. In fact modernization is understood as a process which indicates the adoption of the modern ways of life and values. The term was being used previously to refer only to change in economy and its related effect on social values and practices. Today the term modernization is understood as an attempt, on the part of the people, to adapt to the present day conditions of life and ways in general.

### 7.3.1 Criteria of Modernity

Some measures of modernization may be cited as follows:

- Industrialization of economy and adopting scientific technology for higher productivity.
- Secularization of ideas.

- Increase in geographic and social mobility.
- Spread of scientific and technical education.
- Transition from ascribed to achieved status.
- Higher material standard of living.
- High proportion of working force employed in secondary and tertiary sector.
- High expectancy of life at birth and last but not the least.
- Relatively greater public participation in the polity.

### 7.3.2 Causes of Modernization

It is considered that there are five main instruments which are precondition to modernization. These conditions are:

- **Education:** Education pertaining to science and technology provides the basis of modernization. It creates skills and attitudes essential for technological innovation.
- **Mass communication:** Modernization essentially hinges on the phenomenon of mass communication. The development of mass communication including news paper, periodicals, magazine, television, radio, internet etc. are an important means of spreading modern ideas at a faster rate.
- **Ideology based on nationalism:** Nationalism and Democracy are much linked with modernization. Nationalism is concerned with national awareness and political consensus. The nationalistic ideologies serve as unifying influence in bridging social cleavages within plural societies. They also help the political elite in changing the behaviour of mass people.
- **Charismatic Leadership:** A Charismatic leader is in a better position to impress upon the people to adopt modern beliefs, values, practices and behavior patterns. This in other way helps in national development.
- **Coercive Government Authority:** A strong and stable government may adopt coercive measures to compel people to accept the modern values and ways of life. It also brings pressures on the people to follow the modern ways and practices.

### 7.3.3 Impact of Modernization

Following are some visible impacts of modernization–

- Improvement in the service of transportation and communication leading to shortening geographical distances and closer human interaction.
- Industrialization of economy leading to over dependence on technology.
- Increase in the rate of production, particularly in the areas of agriculture and textile.
- Discredited traditional avenues of occupations due to the emergence of white and blue-collared jobs. This tended to make many traditional occupations obsolete as they were considered less paying, more hazardous or time consuming.
- Increase in employment due to lack of formal education and negative attitude towards manual work, considered being derogatory.
- Liberal attitude towards caste that provides minimum or no resistance to change in caste. Achieved status has more acceptability than ascribed status. Discriminatory practices in the name of caste is least encouraged as castes no longer enjoy legal or religious sanctions.
- Less Restrictive as traditional style of authority and power exercised by caste-elders has already diminished except for a few rural areas. Restrictions or interactions between different castes arising due to considerations for purity and pollution are fading away from public life even from rural areas.
- Life expectancy of child during birth increased and also the average life expectancy of people increased due to the availability of drugs.

## 7.4 CONCEPT OF WESTERNIZATION

Westernization and Modernization are almost synonymous terms. While modernization is the transformation from a traditional, rural, agrarian society to a secular, urban, industrial society, westernization is the imitation

of the upper caste to the culture and practices of the westerners. (C. N. Shankar Rao, 2002, Pg. 309). Westernization (also Europeanization/Occidentalization) is a process whereby societies come under or adopt Western culture in areas such as industry, technology, law, politics, economics, diet, dress, language, philosophy etc. Westernization has been an accelerating influence across the world in the last few centuries, with some thinkers assuming Westernization to be the equivalent of modernization, a way of thought that is often debated. The overall process of Westernization is often two-sided in that Western influences and interests themselves are joined with parts of the affected society, at minimum, to change towards a more Westernized society, in the hope of attaining a Western life or some aspects of it, while Western societies are themselves affected by this process and interaction with non-Western groups.

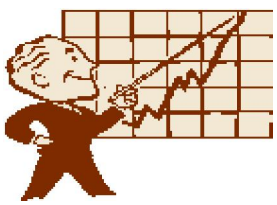
Westernization traces its roots back to Ancient Greece. Later, the Roman Empire would take on the first process of Westernization as it was heavily influenced by Greeks and created a new culture based on the principles and values of the Ancient Greek society. The Romans emerged with a culture that would lay the new foundations of Europe and created the new western identity based on the Greco-Roman society. The phenomenon of Westernization does not follow any one specific pattern across societies as the degree of adaptation and fusion with Western customs will occur at varying magnitudes within different communities. Specifically, the extent to which domination, destruction, resistance, survival, adaptation or modification affect a native culture may differ following inter-ethnic contact.

### 7.4.1 Impact of Westernization

Following are some important impacts of westernization–

- **Opened up the door of the knowledge:** Modern education opened up the doors of the knowledge flourished in Europe after Renaissance movement of Middle Ages. It had widened the mental horizons of Indian intelligentsia.
- **Education for all:** During second half of the 19$^{th}$ Century, British Govt. in India opened the doors of education to all the sections of Indian society, irrespective of caste or creed.

- **Highlighted evil practices:** Modern education had highlighted the evil practices and weakness developed into the system like rigidity and harshness of many social customs and practices prevalent at that time for the weaker sections of the society, i.e. the untouchables, the women and practices related to them like Sati, Polygamy, child marriage etc.



**CHECK YOUR PROGRESS**

**Q.1:** What is a Modernization?

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**Q.2:** What do you mean by Westernization?

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**Q.3:** Mention the factors of modernization and westernization.

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## 7.5 MODERNIZATION AND WESTERNIZATION IN INDIAN CONTEXT

The process of westernization in India began with the Missionaries who came to India with the religious mission to convert people to Christianity and also the coming of East India Company in India first to trade and later to extend its economic and political influence in India. The influence later turned into the establishment of 'British Imperial Rule' which lasted till 1947. During its rule, the British produced radical and lasting changes in the Indian culture

and society. The British brought with them new technology, institutions, their knowledge, beliefs and values. These have become the main source of social mobility for individuals as well as groups. It is in this context that M.N. Srinivas introduced the term 'Westernization' mainly to explain the changes that have taken place in the Indian culture and society due to western contact with India through the British Rule.

According to M. N. Srinivas, "Westernization refers to the changes brought about in the Indian society and culture as a result of over 190 years of British rule and the term subsumes changes occurring at different level-technology, institutions, ideology and values." Westernization explains the impact of western contact (particularly British) on the Indian culture and society. Eminent social scientist M. N. Srinivas used the term 'Westernization' to describe the changes that a non-western country had undergone as a result of prolonged contact with the western world.

Today we are experiencing a gradual dilution of Indian culture, especially the urban societies of India. The effect of western culture is gradually dominating over our customs, tradition, social and moral behaviour, moral and social values, etc. Today individual privacy is given greater importance and the love and respect towards others, especially elders, is fading day by day. In this information age people are too busy to care for others. Very few are interested in making adjustments and share their things with others. These are contradictory to Indian culture which has always taught to live in harmony with each other and always love and respect everyone at home.

With lack in experience of a nuclear family due to the absence of grandfather and grandmother and both parents working, a child fails to learn ethical or moral values, and learn whatever little he sees and understands from the world and his teachers. In this way we end up bringing up a child who has little ethical values.

We should know what is right and wrong for us. Western culture cannot be categorically called as bad. Although it has made our life faster but at the same time it has also made our life easier and comfortable. But primarily we need to give importance to our culture which taught us to live in

peace and harmony with other by the way of increasing our tolerance and patience. Many people of other countries are realizing the importance of Indian heritage and are adapting the goodness of Indian culture such as practice of Yoga and Meditation, wisdom and teachings passed by the ancient saint etc. The knowledge of Indian wisdom helps human being of any race to enrich their life.

Western culture or westernization, as we call it, has greatly affected our traditions, customs, social, cultural, moral values and even to the extent of our family bondage and family structure. The concept of joint family is a matter of the past. Everyone wants to remain aloof from others. Westernization has given rise to single families. Marriages are rapidly breaking & our tolerance and patience has given the answer. The most affected are our new born. They find themselves stressed and isolated in this new atmosphere as there is no one to take care of them. They will not get the care and love of their Grandparents and they find themselves in crutches where some others will take care of them. It is very unfortunate that the new sprouts remain untouched and cut off from our moral values and *sanskaras*.

There is no harm in accepting the positive attributes of foreign (western) culture but this does not mean that one should completely adopt and adapt it and pretend to be western and misrepresent own identity. It is understandable that India is growing in every field and there is necessity of knowing maximum cultures and their traditions. We have to preserve our identity. One thing should be always kept in mind that western world is looking India for its honesty and its rich Cultural heritage. But it is very painful to see that while the Indians are getting alienated from their culture, tradition and values, the west look towards India for obtaining salvation. India has a great reputation in the field of Yoga and Meditation where our teachers/ saints are teaching the rest of the world how to relax & how to keep away diseases. And see the irony; today we are looking to the west for our salvation *(Mukti*) or the ultimate goal of life.

It is very unfortunate that today's generation has very little knowledge about his/her own culture, traditions & its roots. This is not their mistake but the mistake of their parents who does not enlighten their children about their

roots about their rich cultural heritage. And see how shameless we are; most parents feel proud in giving western *Sanskaras* to their children. Children are brought up in this kind of atmosphere. This keeps them miles away from their own culture.

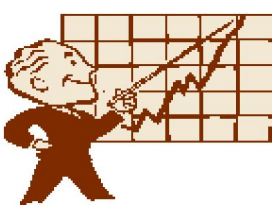
Indians should definitely use the cultural strain before getting diluted under the flow of any cultural influence. The leading reasons for such impact are pursuit of wealth and power of the western media. No culture should affect the core of any other culture because cultural hegemony is detrimental to the diversity and right to freedom of life and choice. In the same spirit westernization should not affect the core traditions and values of Indian society. However, the influence is permissible to the extent of improving the lifestyle and apparent characteristics of the society with the graceful add-ons like punctuality, professionalism and the likes.

Caste system has travelled a very long distance. Many changes have taken place in the system especially during centuries of Muslim and British rule in the country. As time passed on, vested interests in each era had distorted or interpreted the original concepts in the manner, which suited to their purpose. Many deformities and rigidities had developed into system to preserve its indigenous identity and culture. Still Caste-system presents one of the oldest social institution and a continuous and uninterrupted living culture existing in the whole world, particularly in India. In conclusion, as *Kuppu Swamy* has said that the concepts Sanskritization and Westernization helps us only to analyze the superficial change processes which took place in the later-half of the Century and the first two decades of 20 the Century. Neither Sanskritization nor Westernization affects social change. So they are entirely inadequate to help us to analyze the change processes which are currently taking place in Indian society.

The twin attack of modernization and westernization is irreversibly damaging/ diluting the rich tradition and culture of India. The western culture is pro-materialistic while the Indian culture is more influenced by idealism and spiritualism. The inclination of today's generation towards material values is fast gaining popularity and setting aside our own values. This results to poor moral values and negative attitude among people and this conflict

between materialism and spiritualism lead the young Indians nowhere. Today we see lack of respect for the elders, poor bondage among the family members and extreme selfishness. The traditional dress code has disappeared while the language to communicate has become more slang and at times unutterable in the presence of others. The youths of today lack moral values, faith in spiritualism, and respect for elders and love for their own language. They prefer and blindly celebrate the western practices like valentine day, father's day, mother's day and what not. They feel proud to shame their own mother tongue while speak erroneous English and other foreign languages. The craze to be independent at an early age is spoiling the youths of toady and thereby risking the future of our own culture and civilization.

To conclude, it must be remembered that forced change or a change without need and reason is like betraying ones old and own way of life which has come down directly from the ancestors. Updating or improvement is always necessary and acceptable but getting washed off in influence is not in the interest of any culture or civilization; both victim and the victor culture. But if it happens and sustains days will not be far when Indian civilization will be a story of the past and no one else but the Indian themselves will be responsible for its burial.



## CHECK YOUR PROGRESS

**Q.4:** Reflect your ideas on modernization and westernization in Indian context.

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## 7.6 LET US SUM UP

- Traditionally although the Indian society is based on caste system and is often regarded as a 'closed society', it is not altogether changeless. Within the framework of the caste itself some kind of mobility is witnessed in the past. Lower castes have often tried to claim higher status by imitating the life-styles of upper-castes. This phenomenon of movement from lower caste to upper caste is called 'Sanskritization'.
- Modernization in sociology is the transformation from a traditional, rural, agrarian society to a secular, urban, industrial society.
- The term modernization does not denote any philosophy or movement but it only symbolizes a process of change. In fact modernization is understood as a process which indicates the adoption of the modern ways of life and values. The term was being used previously to refer only to change in economy and its related effect on social values and practices.
- Some of the causes of modernization are-education, mass communication, ideology based on nationalism, charismatic leadership, coercive Government authority.
- Modernization is the transformation from a traditional, rural, agrarian society to a secular, urban, industrial society; westernization is the imitation of the upper caste to the culture and practices of the westerners.
- Westernization (also Europeanization/Occidentalization) is a process whereby societies come under or adopt Western culture in areas such as industry, technology, law, politics, economics, diet, dress, language, philosophy etc.
- The phenomenon of Westernization does not follow any one specific pattern across societies as the degree of adaptation and fusion with Western customs will occur at varying magnitudes within different communities.



## 7.7 FURTHER READING

1) Kornblum, William (2016). *Modernization of Indian Tradition*. Pearson.
2) Rao, C. N. Shankar (2002). *Sociology: Primary Principles*; New Delhi.
3) https://www.importantindia.com/3898/short-article-on-impact-of-westernization-in-india/
4) https://www.importantindia.com/3902/short-essay-on-tradition-and-modernization/



## 7.8 ANSWERS TO CHECK YOUR PROGRESS

**Ans. to Q. No. 1:** Modernization in sociology is the transformation from a traditional, rural, agrarian society to a secular, urban, industrial society. It is understood as a process which indicates the adoption of the modern ways of life and values.

**Ans. to Q. No. 2:** Westernization is the imitation of the upper caste to the culture and practices of the westerners. It is a process whereby societies come under or adopt Western culture in areas such as industry, technology, law, politics, economics, diet, dress, language, philosophy etc.

**Ans. to Q. No. 3:** There are many factors of modernization and westernization. However, of all the factors five factors deserve special mention. They are: Education, Mass communication, Ideology based on nationalism, Charismatic Leadership and Coercive Government Authority.

**Ans. to Q. No. 4:** Westernization has greatly affected Indian tradition, customs, culture, moral values and even to the extent of our family structure. The concept of joint family is a matter of the past. Everyone wants to remain aloof. Westernization has given rise to single families. Marriages are rapidly breaking & our tolerance and patience has given the answer. The most affected are our new born. They find themselves stressed and isolated in this new atmosphere as there is no one to take care of them.



## 7.9 POSSIBLE QUESTIONS

**A) Short Questions** (Answer each question in about 100-150 words)

**Q.1:** What is modernization? Highlight the criteria of modernity.

**Q.2:** What is westernization? Point out the impact of Westernization.

**Q.3:** Why do you think that westernization has devalued Indian culture and values? Explain.

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

**Q.1:** Draw out a comparison between modernization and westernization.

**Q.2:** Discuss the causes of modernization.

**Q.3:** Discuss the advantages and disadvantages of modernization.

**Q.4:** State and explain modernization and westernization in Indian context.

**Q.5:** Discuss the implication of modernization on education.

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# UNIT 8: SOCIAL MOBILITY

## UNIT STRUCTURE


8.1 Learning Objectives

8.2 Introduction

8.3 Meaning of Social Mobility

8.3.1 Nature of Social Mobility

8.4 Types of Social Mobility

8.5 Factors affecting Social Mobility

8.6 Education and Mobility

8.7 Let Us Sum Up

8.8 Further Reading

8.9 Answers to Check Your Progress

8.10 Possible Questions


## 8.1 LEARNING OBJECTIVES

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

- describe the meaning of social mobility;
- explain the nature of social mobility;
- discuss different types of social mobility;
- identify the different factors affecting social mobility; and
- explain the role of education in mobility.

## 8.2 INTRODUCTION

Movement of people is one of the common characteristics of every society. It may be society to another society, status to another status, position to another position etc. Change is inevitable and no human society is immobile. But the rate of change varies from society to society and from time to time. One of the most prominent features of the advanced societies of the present age is the high rate of mobility. Individuals always try to enhance their status in the society. They want to achieve higher status and position in the society. In some cases, it is also seen that position and status of

some individuals have come down to a lower level. This up and down movement of society is known as social mobility. In this unit we shall discuss various aspects related to social mobility. We shall, here, discuss the meaning and nature of social mobility and also discuss the different types of social mobility. We shall highlight the factors affecting social mobility and discuss the role of education in mobility.

## 8.3 MEANING OF SOCIAL MOBILITY

Social mobility is a process which involves socio-cultural change due to which there is structural change in the established social, political, economic and cultural institutions of a system or a society. Due to these changes the attitudes, opinions, customs, ways of acting are also broken and people are becoming rational, secular, modern in thought, in external behaviour and are becoming individualistic. They have started accepting new forms of socializing and manner of behaving. In this process individuals move from one social position to another within a social space often leading to progressive development of society with respect to time.

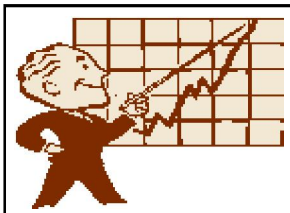
The rate of mobility may differ in different dimensions. There is a possibility of having a higher rate of mobility in one dimension and lower in another. Therefore to get a more qualified and accurate conclusions about social mobility they have suggested a conventional operational method of ascertaining mobility by comparing father's and offspring's occupational position.

Some definitions of social mobility are mentioned below:

- In the Encyclopedia of Sociology "Social mobility has been defined as a movement through "social space" from one status category (the origin) to another status category (the destination)".
- According to Sorokin, "Social mobility in its broadest sense is the shifting of people in social space. In other words social mobility is the transition of people from one social position to another".
- Lipset and Zetterberg point that "Social mobility of an individual or group is determined by the shift and ranking of occupation, consumption, social power and social class. People's beliefs, values,

norms customs and some of their emotional expressions are different according to their occupational class".

- Raj Mohini Sethi states that social mobility brings structural changes in the attitudes and beliefs of the people. This leads to rationality, universality and secular ideology which means equality, freedom and independence for everyone.
- K. L. Sharma stated that "Social mobility refers to the change in the status of individuals(s) or group(s) in relation to a given system of social stratification." This change manifests itself in two forms, either as a threat to the contiguous system and ultimately its displacement by the emergence of a new criterion of status evaluation (vertical mobility or structural change) or through changes within the parameters of the system (horizontal mobility or positional change).
- According to Anjali Kurane, "Social mobility is a long range social and cultural change often regarded as leading to progressive development of society with respect to time. Further she says that "Social mobility is the movement of a person or group from one social position to another with regards to education, occupation, status, income and power within a social space. It is a change in social object or values attitudes, beliefs anything that has been created or modified by human activity. It is a change in one's education, occupation, income, economic change in conditions, prestige, status power and wealth. It changes a person's overall position."



## CHECK YOUR PROGRESS

**Q.1:** Social mobility is a process of ..... (fill in the gap).

**Q.2:** Give a definition of social mobility.

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### 8.3.1 Nature of Social Mobility

On the basis of meaning and definitions of social mobility, some features of social mobility are mentioned below:

- Social mobility always occurs in both directions, but the degree is subject to changes and there can be different trends for different strata.
- There is less downward than upward mobility for the following reasons:
  - There can be no downward mobility from the lowest stratum, which is much more numerous than the top stratum.
  - Downward mobility in agriculture occurs only in exceptional cases.
- Mobility is usually gradual rather than radical. Exceptions do occur but not very frequently.
- Upward mobility from the lower stratum has been greatly facilitated by high education and vocational training.
- The degree of competition depends on the class for which a person competes. Competition among workers is not very strong. Competition for upper- upper class positions is moderate because even ambitious and gifted persons realize that their chances to succeed are very slim. The greatest struggle for positions occurs in the middle and lower-upper classes.
- Generally, the rate of mobility increases if a system is expanding and decreases if it remains stable or is shrinking. If there are more applicants than openings, social mobility will be accelerated.

## 8.4 TYPES OF SOCIAL MOBILITY

Change of a social position of an individual or group of individuals takes different forms and shapes. At one period of time, there can be one type of mobility and at another period of time, there can be another. Different types of social mobility are mentioned below:

1) **Horizontal Mobility:** Horizontal mobility is the transition of an individual or social object from one social group to another situated on the same level. While explaining this mobility, we are mainly referring to movement of individuals from one position to another of more or less equal prestige. In the words of Sorokin, "Horizontal Mobility refers to a territorial, religious, political party, family, occupational and other horizontal shifting without any noticeable change in vertical position."

   Some characteristics of this type of social mobility are:

   - In this type of social mobility, a person changes his or her occupation but the overall social standing remains the same.
   - Certain occupations like those of a Doctor, an Engineer and a Professor may enjoy the same status but when an engineer changes his occupation from an engineer to teaching engineering, he has moved from one occupational category to another.
   - There has been no change taking place in the system of social stratification.
   - Shifting of individuals from one job or factory or occupation to another of the same kind refers to horizontal circulation, especially, if they do not represent any noticeable change in vertical direction.

2) **Vertical Mobility:** Vertical mobility refers to any change in the occupational, economic or political status of an individual or a group which leads to a change in their position. In the words of Sorokin, "By vertical social mobility we mean the relations involved in the transition of an individual (or a social object) from one social stratum to another. According to the direction of transition, there are two types of vertical social mobility: ascending and descending or social climbing and social sinking."

   Vertical mobility is of two types. These are:

   a) **Upward Mobility:** When a person or a group of persons moves from a lower position to an upper position, it is called 'Upward Mobility'. For example, when a person belonging to lower caste and occupying a lower position after winning elections becomes a minister and occupies a higher position. There are many social

and psychic costs involved in upward mobility. In the course of upward movement, the mobile man must leave behind many people and places. He must leave the ways of thinking and behaving that characterized many of his earlier associations, and he must learn, if he can, new ways of thinking and behaving appropriate to his new status.

b) **Downward Mobility:** Downward mobility indicates that one loses a higher position and comes to occupy a lower position. For example, if an engineer is caught accepting a bribe, he may be sentenced to jail, hence occupying a lower position. Downward mobility is more stressful for persons who suffer a drastic decline in status or position than upward mobility. Men who enjoy an orderly and consistent career tend to make a stable personal, family and community adjustment.

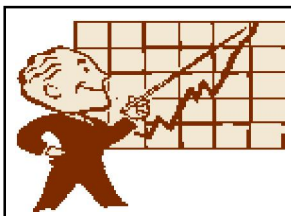
3) **Inter-Generational Mobility:** This type of mobility means that one generation changes its social status in contrast to the preceding generation. However, this mobility may be upward or downward. For e.g. people of a lower caste or class may provide facilities to their children to get higher education, training and skills. With the help of these skills, the younger generation may get employment entitling them to a higher position. If the father is a shoemaker but his son, after acquiring education, becomes a clerk or a doctor or an engineer, it would be called Upward Inter-generational Mobility. Similarly, a family of Brahmin may be engaged in the traditional occupation of teaching and performing rituals but its younger generation may not be intelligent and may fail to acquire education enough to follow the family occupation. They may, thus, become daily wagers. It is the case of downward inter-generational mobility.

With the improvement in economic position, people start changing their life styles by discarding the old practices and adopting the practices of those who are higher on the social ladder. After two or three generations, their new position may be recognized. This process of social mobility according to Srinivas is the process of Sanskritization.

According to Sorokin, following conditions affect the rate of mobility between generations:

- **Difference between Parents and their Offspring:** If a parent occupies an important position requiring high capacity, his children who are less capable are likely to be downwardly mobile. Conversely, children who are more capable than their parents are likely to be upwardly mobile, especially in open-class societies.
- **Population Change:** In developed and developing countries, greater population expansion at the lower than at the higher levels contributes to upward mobility. Overall, population growth creates new positions at the upper and middle levels, where growth is not great enough to fill their vacancies.
- **Changes in Occupational Structure:** With the changing times, many occupations have been upgraded or downgraded because their socially defined importance has changed. Some occupations have moved up or down because of changes in the availability of workers willing and able to perform these tasks. Such changes in occupational structure also affect the rate of mobility between generations.

4) **Intra-Generational Mobility:** This type of mobility takes place in a life span of one generation. A person may start his career as a clerk. He may acquire more education and skills. Over a period of time, he may become IAS officer or a Professor. In this way, he may move up and occupy a higher position than the one with which he had started his career. Family member of the same person (his brother) may also have started his career as a clerk but may not have moved up to occupy a higher position in his life span, therefore within the same generation, one brother changes his position and other does not.



**CHECK YOUR PROGRESS**

**Q.3:** What are the types of vertical mobility?

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**Q.4:** What is horizontal mobility?

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**Q.5:** What is social stratification?

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## 8.5 FACTORS AFFECTING SOCIAL MOBILITY

There are multiple factors contributing to social mobility such as:

- **Status:** Status is one of the main factors affecting social mobility. Every society provides a different status or position to each individual or a group. The status is the position occupied by an individual in the total social network with respect to every other individual with whom he shares a relationship in the network. Therefore a person's total status is the sum of his total collection of rights and duties in that society. Factors such as family, the social groups, the norms and values existing in the society determine the status of an individual. These factors are objective and they are already there before the individual is born.
- **Education:** Education is very important for all round development of an individual. Education enables the members of a society to perform gainful social roles, develops basic skills, abilities, and performance. It also promotes mobility on the thought level in the society conducive to and in support of national development goals, both long-term and immediate; it determines the aspirations, and vertical and horizontal mobility. Education is one of the factors for initiating social change leading to social mobility. Mobility in present day India is determined not only by ascription but also by the level of education one acquires and higher education is an effective means to upward mobility.

- **Occupation:** Occupation is an important indicator to study social mobility. Occupational mobility acts not only as an indicator of social change but also as a transmitting agent of new attitudes and behaviour. Factors such as the growth of service industries, white collar occupation, rise in the proportion of urban occupations with decline of agricultural work, and bureaucracy all provide impetus for greater social mobility. Social mobility of an individual or group is determined by the shift and ranking of occupation. Social mobility is the study of the relationship between the starting point of a person's career and the point the person has reached at the time of analysis. Social mobility can change in one's occupation, income, economic change in conditions, prestige, status, power and wealth. Mobility in present day India is determined by industrial and occupational changes taking place coupled with increase in social mobility.
- **Change in Attitudes and Beliefs:** To bring a change in society a change has to occur in the attitudinal level of the individuals of the society leading to behavioural changes and progressive action. This in turn may lead to further structural change and social mobility. Social mobility brings structural changes in the attitudes and beliefs of the people where old traditional obligations are broken and people become rational and modern in thought and behaviour. Mobility in modern day India is determined not only by the level of education, type of change in occupation but also by effectiveness of personal qualities.
- **Extent of Social Participation:** In the traditional past society the women were confined to domestic affairs and had no social life as such. She was not allowed to mix in the society. In today's society due to increasing education and employment of women the traditional concept of womanhood is undergoing a change. Women are asserting their freedom and are trying for their emancipation from the home. Women are stepping out of the traditional restrictions and are beginning to have their own social life, due to their jobs they are mixing freely with their male colleagues and are members of different organizations.

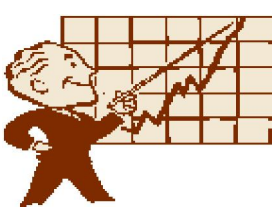
- **Extent of Social Distance:** Caste system which is deeply rooted in traditional Indian society is characterized by non-recognition of personal qualities, rigid caste hierarchy, caste endogamy and restrictions regarding eating, drinking and social interaction. The relative ranking of different castes in a locality depends on the kinds of interactions they have with other castes, particularly in the taking and giving of food and water and in their participation in ritual services. But in the present age due to the changing attitudes and liberal outlook the traditional caste hierarchy has weakened. In the process of social mobility people tend to change his/her friends and move to a new neighbourhood. Bogardus maintains that social mobility can be seen by the visit of low caste people to the high castes, by practice of inter dining, by attending ceremonies of the high castes, entry into the kitchen and inter caste marriages.
- **Level of Political Participation:** The extent of political participation and social mobility are co-related. According to S.M. Lipset and R. Bendix a person who moves up in social hierarchy will tend to change his/her political attitudes. In India, previously women had no political status but after independence though there is an increase in women voters and women representatives, it is seen that the proposal of 33% reservation for women in legislative bodies is still pending in the parliament.
- **Utilization of Mass Media:** Exposure to and utilization of media of mass communication is directly related to mobility process. Since the level of literacy in low in India, the various social problems prevalent are closely associated with traditional attitudes, beliefs and ignorance among people. People who utilize more mass media are expected to be more mobile because these media of mass communication convey new ideas and beliefs to the people and thus help in achieving mobility. Mass media such as radio and T.V. would prove a powerful medium in terms of their reach, impact and effectiveness.

According to Sorokin (1927) the factors of social mobility are divided into– (A) Primary or general factors, (B) secondary or local

factors. The primary factors are: Demographic factors, Dissimilarity of parents and children, Change of environment, especially of anthropo-social environmental, Defective social distribution of individuals within social layers. The secondary factors are: (1) pattern of stratification, (2) educational opportunities, (3) Urbanization and (4) psychological motivations.

According to M. N. Srinivas, the factors responsible for social mobility are:

- **Sanskritization:** Srinivas defines Sanskritization as the process by which a low caste or tribe or other group takes over the customs, rituals, beliefs, ideology and style of life of a high and, in particular, a 'twice-born caste'. Thus the lower caste people imitate the life ways of the upper castes with a view to improve their status within the framework of caste. However it did not lead to a structural change. Although the change is only positional yet it has significant structural consequences, especially in relation to the orientation of the lower castes towards the traditional upper castes.
- **Westernization:** Westernization refers to changes brought due to contact with western culture, particularly with the British. According to Srinivas various castes adopted cultural styles of the British. Besides cultural imitation, many people have absorbed western science, technology, education, ideology and values. Westernization created new status cleavages and distinctions and did not do away with the existing ones.



## CHECK YOUR PROGRESS

**Q.6:** What are the factors affecting social mobility according to Srinivas?

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**Q.7:** How occupation affects social mobility?

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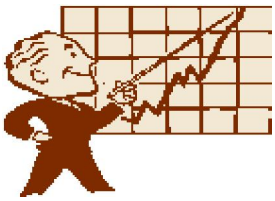
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## 8.6 EDUCATION AND MOBILITY

Education is a very potent means of encouraging social mobility. It has multidirectional influence in promoting social mobility. Education plays a very important role in following ways–

- Education is the need of every person because it is the basis of proper development of an individual. It is education that reveals the latent qualities and potentialities of man and enables him to understand his self and the environment surrounding him.
- Education sharpens the intellect, widens the vision, helps in the wholesome and balanced development of man and above all it leads to social, economic and political development of a nation.
- Both the streams of education i.e. formal and Non-formal play a great role in bringing about social mobility.
- Formal education is directly and causally related to social mobility. This relationship is generally understood to be one in which formal education itself is a cause or one of the causes of vertical social mobility.
- Education is directly related to occupational mobility and the subsequent improvement in economic status and on the other hand, it forms an element of social change. Persons with higher education and better employment are respected more in the society.

- It is a purpose of education to develop within the individual such motivation as will make him work hard for the improvement of his social position.
- Higher education helps in gaining higher income and, thus, education is an important means for upward social mobility.
- A change in occupation is considered to be the best single indicator of social mobility. The reason for it is that occupational status is closely correlated with educational status.
- Education helps students belonging to lower strata of the society to go up in the social scale and attain a high social position in the society.
- Education helps in preparing one-self employment, which is an important aspect of social uplift meant.
- The popularity of education among women has considerably altered the social status of women. It has helped in raising their social position, status and achievement of high social prestige; which indicates upward social mobility of women.
- Medium of instruction in educational system can play a great role in bringing about mobility among the people of the society. One of the effects of adopting a regional language as a medium of instruction in schools and colleges is that it hinders spatial mobility of students and teachers which is related to both horizontal and vertical social mobility.
- Education is a means to achieve higher social status and position in society. Hence, all students try to obtain more and more education to gain higher and higher social status.
- Not only the formal system of education but the non-formal system of education also acts as an important channel of social mobility. This system helps individuals who were devoid of the opportunities of education at a proper age to educate themselves.



### CHECK YOUR PROGRESS

**Q.8:** Mention how medium of instruction helps in developing social mobility.

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## 8.7 LET US SUM UP

- Social mobility is a process which involves socio-cultural change due to which there is structural change in the established social, political, economic and cultural institutions of a system or a society. The rate of mobility may differ in different dimensions. There is a possibility of having a higher rate of mobility in one dimension and lower in another.
- There is always social mobility in both directions, but the degree is subject to changes and there can be different trends for different strata.
- Change of a social position of an individual or group of individuals takes different forms and shapes. At one period of time, there can be one type of mobility and at another period of time, there can be another. Different types of social mobility are: Horizontal mobility, Vertical mobility (Upward Mobility and Downward Mobility), Inter-Generational Mobility and Intra-Generational Mobility.
- There are multiple factors contributing to social mobility such as: status, education, occupation, change in attitudes and beliefs, extent of social participation, extent of social distance, level of political participation and utilization of mass media.

- Education is a very potent means of encouraging social mobility in the Indian society. It has multidirectional influence in promoting social mobility. Education is the need of every person because on it depends proper development of man. It is education that reveals the latent qualities and potentiates of man and enables him to understand self and the environment surrounding him.



## 8.8 FURTHER READING


1) Bhatia, K. K. (2013). *Social Foundation of Education*. Ludhiana: Kalyani Publishers.
2) Bhushan and Sachdeva (2001). An Introduction to Sociology. Allahabad: Kitab Mahal.
3) Mathur, S. S. (2009). *A Sociological Approach to Indian Education*. Agra: Agrawal Publications.
4) Rao, C. N. Shankar (2005). *Sociology-Principles of Sociology with an Introduction to Social Thought*. New Delhi: S. Chand and Company Pvt. Ltd.
5) Singh, Y. M. (1992). *Sociological Foundations of Education*. Bombay: Sheth Publishers.




## 8.9 ANSWERS TO CHECK YOUR PROGRESS

**Ans. to Q. No. 1:** Socio-cultural.

**Ans. to Q. No. 2:** According to Sorokin, "Social mobility in its broadest sense is the shifting of people in social space. In other words social mobility is the transition of people from one social position to another".

**Ans. to Q. No. 3:** There are two types of vertical mobility. These are: upward mobility and downward mobility.

**Ans. to Q. No. 4:** Horizontal mobility is the transition of an individual or social object from one social group to another situated on the same level.

**Ans. to Q. No. 5:** Social stratification refers to differential access to resources, power, autonomy, and status across social groups. Social

stratification implies social inequality; if some groups have access to more resources than others; the distribution of those resources is inherently unequal.

**Ans. to Q. No. 6:** According to M. N. Srinivas the factors responsible for social mobility are Sanskritization and Westernization.

**Ans. to Q. No. 7:** Social mobility of an individual or group is determined by the shift and ranking of occupation. Occupation is an important indicator to social mobility. Occupational mobility acts not only as an indicator of social change but also as a transmitting agent of new attitudes and behaviour. Factors such as the growth of service industries, white collar occupation, rise in the proportion of urban occupations with decline of agricultural work, and bureaucracy all provide impetus for greater social mobility. Social mobility can bring change in one's occupation, income, economic change in conditions, prestige, status, power and wealth. Mobility in present day India is determined by industrial and occupational changes taking place coupled with increase in social mobility.

**Ans. to Q. No. 8:** Medium of instruction in educational system can play a great role in bringing about mobility among the people of the society. One of the effects of adopting a regional language as a medium of instruction in schools and colleges is that it hinders spatial mobility of students and teachers which is related to both horizontal and vertical social mobility.



## 8.10 POSSIBLE QUESTIONS

**A) Short Questions** (Answer each question in about 100-150 words)

**Q.1:** Define social mobility.

**Q.2:** Write about the nature of social mobility.

**Q.3:** What are the characteristics of horizontal mobility?

**Q.4:** What are the differences between upward and downward mobility?

**Q.5:** Discuss how status and education help in social mobility.

**Q.6:** Write a note on intra-generational mobility.

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

**Q.1:** Describe the different types of social mobility.

**Q.2:** Discuss the role of education in social mobility.

**Q.3:** Discuss the different factors affecting social mobility.

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# UNIT 9: SOCIAL CHANGE

## UNIT STRUCTURE


9.1 Learning Objectives

9.2 Introduction

9.3 Meaning of Social Change

- 9.3.1 Definitions of Social Change
- 9.3.2 Nature of Social Change

9.4 Factors of Social Change

9.5 Education and Social Change

- 9.5.1 Teachers Role in Bringing Social Change

9.6 Let Us Sum Up

9.7 Further Reading

9.8 Answers to Check Your Progress

9.9 Possible Questions


## 9.1 LEARNING OBJECTIVES

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

- describe the meaning and nature of social change;
- identify different factors of social change;
- discuss the role of education in promoting social change; and
- explain the role of teachers in bringing social change.

## 9.2 INTRODUCTION

All societies in this universe are changeable. No society remains static or stable. Society is constantly changing in its structure and function. This change in the society is inevitable. It's a continuous process. Some changes are willingly accepted by the society, some are not. Speed of change also varies from society to society. Some societies experience speedy change, some take long period. In this unit we shall discuss various aspects related to social change. We shall, here, discuss the meaning and nature of social change. We shall also highlight the factors of social change and discuss the role of education in social change.

## 9.3 MEANING OF SOCIAL CHANGE

When change takes place at a large scale or at the societal level including change in customs, traditions, mores, norms, social relations, social institutions, political system, economy, standard of living, way of thinking, attitude and type of occupations, technology and in the entire culture of society it is known as social change. The process of social change remains continuous forever. Usually it remains gradual and so slow that it cannot be felt immediately. This slow and gradual process of change is also known as social evolution.

Sometimes this process of social change is so fast and drastic that it can easily be observed by a common man. This rapid or radical change is known as revolution. Social change is not change in one aspect of the society but is a continuous series of changes which are closely associated with one another and play a significant role in changing the entire structure of the society. Therefore, no social change can be studied in isolation because each change is a link in series of other changes. Not only this but each change has links with the part and has some implications for the future, which should in no way be underestimated. A deep rooted social change affects patterns, behaviours and way of social life.

In the year 1922, Sociologist W. F. Ogburn wrote a book namely 'Social Change' and he describes the concept of social change in this book. According to him, social means society and change means deviation from the existing pattern.

Social change is both endogenous and exogenous. When change in the society takes place because of certain internal factors working within the social system it is called endogenous change. For examples, improvement in socio-economic status of the people of the scheduled castes and scheduled tribes through social welfare schemes started by the Government of India.

When change takes place in the social system because of some external factors functioning from outside, the social change is called exogenous change. For example British impact had considerable role in bringing about a social change in India.

### 9.3.1 Definitions of Social Change

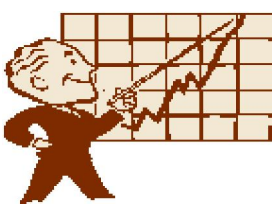
Different sociologists have tried to explain social change by defining it in different ways. Some of them are–

- In the words of Jones, "Social change is a term used to describe variations or modifications of any aspect of social process, social patterns and social organizations".
- According to Johnson, "Social change may be defined as modifications in ways of doing and thinking of people".
- According to T. B. Bottomore, "Social change refers to change occurring in social structure or in institution or in the relationship between the institutions."
- According to Kingsley Davis, "Social change is change which occurs in the social organization i.e. its structure and function."
- In the words of Gillin and Gillin, "Social change is variations from the accepted modes of life, whether due to alternation in geographical conditions, in cultural equipments, composition of the population or ideologies and whether brought about by diffusion or invention within the group".
- According to MacIver and Page, "Change in social structure is social change." Social structure is the network of relationship in a society involving social status, social roles and social norms.
- According to Merrill and Eldredge, "Social change means that large numbers of persons are engaged in activities that differ from those which they or their immediate forefathers engaged in sometime before. When human behaviour is in the process of modification that is only another way of indicating that social change is occurring."
- According to Ginsberg, "By social change I understand change in social structures such as the size of a society, the composition or balance of its parts or the type of its organization."

Thus, it is said that social change is a universal phenomenon. It is a process that also implies continuity. Social change is thus inevitable and a demand of time. Social change changes the people

as a whole i.e. their social customs, habits bring and life style. The change influences every walk of their life. It influences and alters social relationship and social structure. To what extent the change come depends on the depth and the acceptability of changes by the society. Social change includes modification in social techniques, relationships, behaviour patterns, folkways, more and institutions, sometimes leading to change in philosophic outlook. In other words, social change refers to change that occurs in the structure and functioning of the social system comprising the following areas:

- Social structures and institutions
- Roles performed by individuals
- Social relationships among people
- Patterns of social interactions
- Values and norms, and
- Functions of different groups and institutions.



**CHECK YOUR PROGRESS**

**Q.1:** Change is a ..... process (fill in the gap).

**Q.2:** Give a definition of social change.

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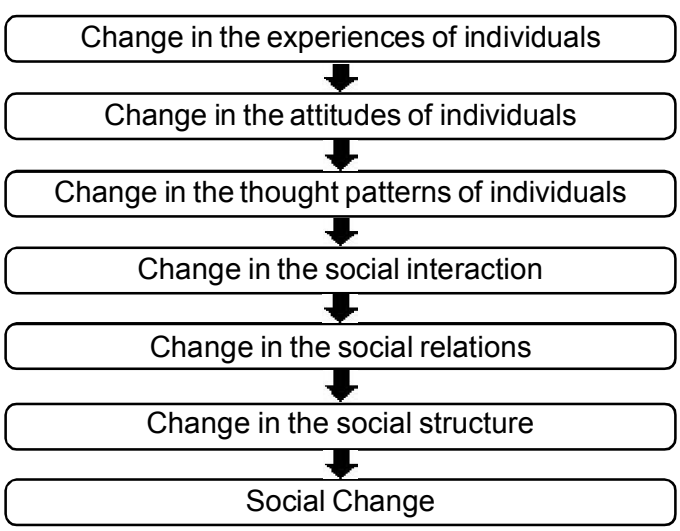
## 9.3.2 Nature of Social Change

On the basis of meaning and definitions of social change, some features of social change are mentioned below:

- **Universality:** Change is universal, an eternal and invariable law of nature. Social changes take place in all the societies of the world. Therefore, social change is universal in character.

- **Continuity:** Social change is a continuous process. It does not take place at one point of time only. It takes place all the time at all the places. However, we can predict some direction of change.
- **Variation:** Social change is relative in time, and according to a specific period in time, its rate may be high or low. The rate and quantum of change varies from one society to another depending upon the prevailing conditions.
- **Criteria of larger population:** Only those changes are considered as social change that affect larger population. Social change is accepted as such only when the majority of individuals in a society accept it in their life, behaviour and beliefs.
- **Independence:** Social change is independent of the desire and will of the people or society.
- **Forces:** Social change is caused due to internal and external forces.
- **Planned as well as unplanned**: There was a time when changes were unplanned and undirected. But in the modern time changes can be planned to achieve the goals of the society.
- **Structural or functional:** Any change in the social structure or its function is social change.

The process of social change may be depicted in the following manner:



## 9.4 FACTORS OF SOCIAL CHANGE

There are many factors through which social change occur. Some of them are discussed below:

- **Biological Factors:** Biological factors too have some indirect influence upon social change. Among the biological factors is the qualitative aspect of the population related to heredity. The qualitative aspect of population is based upon powerful and great men and their birth is dependent to a large extent upon heredity. Hence, biological factors play a part in social change to that extent. In addition to this the biological principals of natural selection and struggle for survival are constantly producing alterations in society.
- **Technological Factors:** Human beings are never satisfied. In the process of satisfying his wants man devised new means and created new needs. To satisfy his new needs man invented new techniques to use natural resources. This technological factor brought out severe changes in the society. Technological factors have immense influence in social change. Technology changes society by changing our environments to which we in turn adapt. This change is usually in the material environment and the adjustment we make to the changes often modifies customs and social institutions. In this way, the increase in new machines and methods due to new discoveries has had a very great influence upon social institutions. In the modern age, technological factors are among the predominant causes of social change.
- **Economic Factors:** Karl Marx has given economic interpretation of social changes. With the changes in the economic system, the entire society changes in its structure and functioning. Economic conditions in countries do affect the health, mortality, marriages, divorce rate, suicide, crime and emigration etc. It can also bring social unrest and revolution and war. Of course not all the social changes are necessarily caused by economic conditions. Changes have also occurred due to educational moulding in people's attitudes etc.

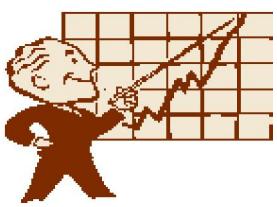
- **Cultural Factors:** The main cause of social change is the cultural factors. Changes in the culture are accompanied by social change. Changes and variations in culture inevitably influence social relationships. Culture gives speed and direction to social change and determines the limits beyond which social changes cannot occur. Max Weber, has proved this hypothesis by a comparative study of religious and economic institution.
- **Environmental Factors:** The Geographists have emphasized the impact of geographical environment upon human society Huntington has gone so far as to assert that an alteration in the climate is the sole cause of the evolution and devolution of civilizations and cultures Even if these claims of the geographists are to be discarded, it cannot be denied that floods, earthquakes, excessive rain, drought, change of season etc. have significant effect upon social relationships and these are modified by such natural occurrences.
- **Psychological Factors:** Most sociologists regard psychological factors as important elements in social change. The cause of social change is the psychology of man himself. Man is by nature a lover of change. He is always trying to discover new things in every sphere in life and is always anxious for novel experience. As a result of this tendency, the mores, traditions, customs etc. of every human society are perpetually undergoing change. The form of social relationships is constantly changing in the process of interactions between the tendencies of moving towards the new while preserving the old. New customs and methods replace the old traditional customs while old traditions that demand change with time adapts to changing traditions.
- **Influence of the personality of great person:** The influences of the personalities of some leaders or social reformers also contribute to bring the socio-culture changes among the people e.g. Lehman in Russia and Mahatma Gandhi in India have brought social and political revolutions in their respective countries.
- **Natural calamities:** Every year many villages and towns are destroyed due to heavy rains, floods and earthquakes etc. which have given

rise to new towns and colonies having new designs and technology on the one hand and causes the migration of people to different parts of the country on the other hand where they have to adapt to new culture and to bring change in their pattern of social behaviour in order to make their adjustment in the new situation.

- **Violence:** Due to violence, military or other anti-social activities, some people are forced to leave their native place and migrate to other parts of the country where they are disassociated from their own culture and have to adapt to or make adjustments in a new culture or social conditions which may bring a great change in their complete way of living.
- **Change in Government:** The policies and programmes of every government determine the pattern of social behaviour of the people of that country. But when changes in the government take place or when other political party comes in power that brings its own policies and programmes for the people. Even many developmental schemes started by the previous government are stopped. In this way the change in the government may become one of the major factors responsible for bringing about social change.
- **Mass Media:** Both press and electronic media play most significant role in bringing about social change by bringing awareness among the people on the one hand and bringing interaction among different cultures of the world on the other hand. Consequently mass media is broadening the outlook, changing the attitude, enriching in the interest and changing the way of thinking, doing and living of the people.
- **Legislation:** Many changes in the social, economic conditions of the people can be brought about by making laws by the parliament of the country e.g. check on child marriage, child labour, dowry system etc. could be imposed through legislation. Similarly amendment in the constitution could provide the people of the scheduled castes and scheduled tribes and other backward classes with reservation in jobs etc. It has contributed a lot to improve the socio-economic conditions of these sections of the society.

- **Other Factors:** In addition to the above mentioned factors, another factor of social change is the appearance of new opinions and thoughts. e.g. Changes in the attitudes towards dowry, caste system, female education etc. have resulted in widespread social variations and modifications. In fact a majority of the social revolutions take place as a result of the evolution of new ways of thinking. War, thoughts of great thinkers i.e. Mahatma Gandhi, Karl Marx etc. influence the population and has socio-economic impact causing social change.

Thus, social change is brought about by a number of factors such as geographical, technological, economic, ideological, cultural, psychological, educational and voluntary acts of the individual. It may thus be said that social changes are not caused by any one single factor, but as *Talcott Parsons* says, "there is plurality of possible origins of change."



## CHECK YOUR PROGRESS

**Q.3:** Mention one feature of social change.

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**Q.4:** How can culture help in social change?

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**Q.5:** Briefly discuss the role of mass-media in social change.

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## 9.5 EDUCATION AND SOCIAL CHANGE

Education Commission (1964-66) observed that realization of country's aspirations involves changes in the knowledge, skills, interests and values of the people as a whole. This is basic to every programme of social and economic betterment of which India stands in need.

Education being a social process plays a significant role in bringing about the desirable social change. It has been observed that there is very high and positive correlation between the level of education of the people and the rate of social change. Lots of studies have revealed that the process of social change is slower among the illiterate and less educated people than that of the more educated people. It means as the level of education of the people is high so the process of social change is fast because education makes a person more dynamic and capable to meet the challenges of life efficiently.

The functions of education in the sphere of social change are outlined as under:

- Education helps to change the attitudes of people in favour of modern ways of life and develops attitudes which can fight prejudices, superstitions and traditional beliefs. It can bring about a change in attitudes of people in favour of small family towards rising above orthodox values and socio-cultural barriers of caste and class and towards religion and secularism. Education interacts with the process of social development which is another name of social change.
- Whenever some social change occurs, it is easily adopted by some people while others find it very difficult to adjust themselves to this change. It is the function of education to assist people in adopting good changes.
- Certain factors create resistance in the way of accepting social change. Education helps in overcoming resistance.
- Education initiates, guides and controls movements for social reform. Education helps in agitating public opinion towards the abolition of many social changes.

- Raja Ram Mohan Roy, Swami Dayanand Saraswati, Swami Vivekananda, Mahatma Gandhi, highly educated and enlightened Indians, made all efforts at conscious level to bring about the social changes. Mahatma Gandhi designed Basic Education to fight the ills of mass illiteracy.
- Education is the creator, generator and director of all social change. In short, education is a preservative, consolidating, establishing and creative force.
- Education is a weapon of democracy. It can help in developing democratic attitudes and values for better living. Democratic values such as liberty, equality, fraternity, justice, tolerance, mutual respect, feeling of brotherhood and faith in peaceful methods are stabilized through education in free India. These values are helpful in bringing about social change.
- Education being a powerful instrument of the social change does not only determine the rate of change but also gives right direction to the change taking place in the society with the view to create a better social order.
- While discussing the role of education in the reconstruction of the society Plato considers education as a means of achieving an 'ideal state' in all respects. Aristotle endorsed the conviction that education is an effective tool in bringing about the social and economic transformation of the society.
- Education makes the people accept the change and make their adjustment in changing social environment on the one hand and minimizes the resistance among the people towards the change by making them enlightened about the advantages of the changes taking place in different spheres of life.
- Education as modification of behaviour plays an important role in determining the pattern of social behaviour by channeling and developing the innate potentialities of the people to contributive channels as well as by changing the attitude, outlook, way of thinking, doing and living of the people in order to create a new social order more conducive for the human life.

- Education plays a very important role in removing evils from the society and changing the outdated customs, traditions and norms from the society. It is due to the spread of education that the evils like child marriage, child labour, begging, bonded labour, casteism etc. are gradually disappearing from the Indian society. In this way rapid development in the social system is taking place.
- Economic development is a powerful determinant of social change. It entirely depends upon the type and standard of education of the people. Education helps in the economic development by providing technical and vocational training to the people for making full use of available resources and opportunities and also by enabling the people to control the rapid growth of population.
- It means the economic development of a society entirely depends on the system of this education. Alfred Marshall rightly states that 'no change would conduce so much to a rapid increase of material wealth as on improvement in our schools'.
- Education plays the most significant role in the advancement of sciences and technology which is essential for bringing about the changes in almost all spheres of life of the people.

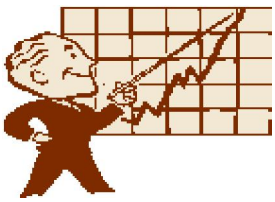
### 9.5.1 Teachers Role in Bringing Social Change

Teacher is the central figure in any formal educational system. He must respond to the duty. He is regarded as an effective agent of social change. Any social change without the teacher is a mere figment of imagination. The teacher should know well the needs of the society and the nature and direction of social change. The present democratic society expects that the teacher should really act as an agent of social change. Regarding his role, the following points need special mention:

- In the process of social change important role can be performed successfully by the teacher only when he makes himself a model of modernity.

- The teacher should be competent and skilled because he is to lead the younger generation, the future citizens of tomorrow.
- The teacher must prepare the psychological climate favourable to new attitudes and values.
- The teacher should come forward with his wise suggestions of bring about social change. He has to be ready for bringing about and implementing social change.
- He is to encourage non-formal education, technical education, population education, inclusive education, adult education, women education, education of the backward classes and participate actively in these activities in the larger interest of social change.
- The teacher is to help remove the obstacles in the way of implementation of social change.
- The Government wants social change by implementing family planning. The teacher should help the Government by breaking down the resistance of people to this programme.
- The teacher should develop a rational, curious, thoughtful, positive, constructive and scientific attitude in his students by encouraging debate and discussion in the class-room as well as in co-curricular activities.
- The teacher should have national and international outlook. He should try to inculcate emotional integration, national integration and international understanding among the students.
- The teacher should make effective use of science and technology in the routine activities of the school and in this way habituate students to their use and make them practice in applying science and technology in other situations.

Thus, it can be concluded that the teacher through his multifarious roles and activities, can accelerate the process of social change in a very powerful way. To quote *E.W. Gordon,* "It is the task of the teacher to educate for change, to educate through change and to educate for orderly planned revolution, and if necessary to educate through revolutionary action.



## CHECK YOUR PROGRESS

**Q.6:** Mention the view of Education Commission 1964-66 regarding social change.

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**Q.7:** Mention one important role of education in social change?

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**Q.8:** Mention briefly the role of teacher in social change.

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## 9.6 LET US SUM UP

- Social change is a fairly large-scale transformation in a number of related meaning and values affecting the behaviour of most people in a society. In a sense it involves a large number of persons engaged in activities which differ from what they were doing before, or what their parents used to do.
- Universality, Continuity, Variation, Criteria of larger population, independence, planned as well unplanned are some of the features of social change.

- There are many factors through which social change occur. These are physical factor, biological factor, technological factor, economic factor and cultural factor.
- Education being a powerful instrument of social change it does not only determines the rate of change but also gives the right direction to the change taking place in the society with the view to create a better social order.
- Education makes the people accept the change and make their adjustment in changing social environment on the one hand and minimizes the resistance among the people towards the change by making them enlightened about the advantages of the changes taking place in different spheres of life.



## 9.7 FURTHER READING

1) Bhatia, K. K. (2013). *Social Foundation of Education*. Ludhiana: Kalyani Publishers.
2) Bhushan and Sachdeva (2001). An Introduction to Sociology. Allahabad: Kitab Mahal.
3) Mathur S. S. (2009). *A Sociological Approach to Indian Education*. Agra: Agrawal Publications.
4) Rao, C. N. Shankar (2005). *Sociology-Principles of Sociology with an Introduction to Social Thought*. New Delhi: S. Chand and Company Pvt. Ltd.
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## 9.8 ANSWERS TO CHECK YOUR PROGRESS

**Ans. to Q. No. 1:** Continuous.

**Ans. to Q. No. 2:** In the words of Gillin and Gillin, "Social change is variations from the accepted modes of life, whether due to alternation in

geographical conditions, in cultural equipments, composition of the population or ideologies and whether brought about by diffusion or invention within the group".

**Ans. to Q. No. 3:** Social change is a continuous process. It does not take place at one point of time only. It takes place all the time at all the places. However, we can predict some direction of change.

**Ans. to Q. No. 4:** Culture helps in social change. Changes and variations in culture inevitably influence social relationships. Culture gives speed and direction to social change and determines the limits beyond which social changes cannot occur. Max Weber, has proved this hypothesis by a comparative study of religious and economic institution.

**Ans. to Q. No. 5:** Mass media– both press and electronic media play most significant role in bringing about social change by bringing awareness among the people on the one hand and bringing interaction among different cultures of the world on the other hand. Consequently mass media is broadening the outlook, changing the attitude, enriching the interest and change the way of thinking doing and living of the people.

**Ans. to Q. No. 6:** Education Commission (1964-66) observed that realization of country's aspirations involves changes in the knowledge, skills, interests and values of the people as a whole. This is basic to every programme of social and economic betterment of which India stands in need.

**Ans. to Q. No. 7:** Education creates a desire for change in a society which is pre-requisite for any kind of change to come. It makes people aware of social evils like drinking, dowry, gambling, begging, bonded labour etc. and creates an urge to fight and change such things. Education makes under-privileged, down-trodden and backward people aware of their lot and instils a desire to improve their conditions. Thus education creates a desire for change.

**Ans. to Q. No. 8:** In the process of social change important role can be performed successfully by the teacher only when he makes himself a model of modernity *i.e.,* when he himself imbibes modern values and allows them to manifest in his own conduct.



## 9.9 POSSIBLE QUESTIONS

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

**Q.1:** Define social change.

**Q.2:** Write about the nature of social change.

**Q.3:** What is universality in social change?

**Q.4**: Write the meaning of the terms 'Social' and 'Change' according to Ogburn.

**Q.5:** Discuss how technology helps in social change.

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

**Q.1:** Describe the role of teacher in social change.

**Q.2:** Discuss the role of education in social change.

**Q.3:** Discuss the different factors of social change.

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# UNIT 10: SOCIAL CONTROL

## UNIT STRUCTURE


10.1 Learning Objectives

10.2 Introduction

10.3 Meaning of Social Control

10.3.1 Definitions of Social Control

10.3.2 Need of Social Control

10.4 Types of Social Control

10.5 Agencies of Social Control

10.6 Role of education in Social Control

10.7 Let Us Sum Up

10.8 Further Reading

10.9 Answers to Check your progress

10.10 Possible Questions


## 10.1 LEARNING OBJECTIVES

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

- explain the meaning and need of Social Control;
- identify the types of Social Control;
- explain the agencies of Social Control; and
- discuss the role of education in social control.

## 10.2 INTRODUCTION

Any society must have harmony and order. And where there is no harmony or order the society actually does not exist because society is harmonious organization of human relationships. Social control is a necessary component of social order, for society could not exist without it. This unit introduces you to learn about the meaning and types of Social Control. You will also study the agencies of social control. Here, you will also know the role of education in social control.

## 10.3 MEANING OF SOCIAL CONTROL

To exist a disciplined life in the society, the entire individual of society should maintain social norms. The dictionary meaning of 'control' is the power to influence or direct people's behaviour or the course of events.

Social control is a general process of regulating the behaviour of individuals in a society through accepted social norms. It refers generally to societal and political processes that regulate individual and group behaviour, leading to conformity and compliance to the rules of a given society, state or social group. It helps an individual to adjust in the different situation of the society with a code of conduct. It indicates to the way of controlling the behaviour of an individual either through the state or its compelling force.

Some Sociologists identify two basic forms of social controls:

a) Internationalization of norms and values.
b) External sanctions, which can be either positive (rewards) or negative (punishment) or by the use of force.

The term "social control" is generally used by sociologists to refer to this first form of social control.

### 10.3.1 Definitions of Social Control

- According to Morris Janowitz "social control focuses on the capacity of a social organisation to regulate itself." According to him, this concept of self-regulation can be applied to the actions of individuals and organizational units. Without social control even the best intentioned efforts at cooperative endeavour would quickly dissolve into uncoordinated separate actions by various participants.
- According to Roberts, "Social Control refers to the techniques and the strategies for regulating human behaviour in any society." According to him social control works at all levels of society. For instance, in our family we all obey our parents, at office we abide by formal norms etc.
- According to Fairchild, "Social Control is the process which helps a society to secure conformity to individuals as well as groups."

- Horton and Hunt says that social control is a complete process where a society provides security to its members and conformity to their prospects.

## 10.3.2 Need of Social Control

No two people are alike in their nature, ideas, needs, abilities attitudes and interests. Each and every individual are differing from one to another not only in respect of physical abilities but also in their mental capabilities. There are cultural differences among the individuals. So society may be regard as heterogeneous organization. If every individual allowed to live in according to their own choice and are to be given unrestricted freedom to act and behave, it may create social disorder. For a disciplined social life, social control is very much essential. Therefore the need of social control can be discussed are as follows:

- Social Control is necessary for maintaining social order in the society.
- Social Control contributes uniformity and social unity in the society.
- Social control is helpful to protect social interests and satisfy common needs.
- Social control is also essential to maintain the old order in the society. This function is fulfilled by the family member. The old members of the family have the responsibility to socialise the young ones into their traditions, value patterns and accepted forms of behaviour.
- Society is changeable. It is changes from time to time and creates new system in the society. Therefore social control is essential to regulate the behaviour of individual in order to distinguish between good and bad and to retain one's sense of balance and adjustment.

## 10.4 TYPES OF SOCIAL CONTROL

Different social thinkers have categorised social control in the different ways. A few classifications can be discussed in the following way:

1) **Types of social control as given by Hays:** Hays classified social control into the following types:
   i) Control by Sanction e.g. awarding the obedient and punishing the miscreant.
   ii) Control by Socialization and Education.
2) **Types of social control as given by Karl Mannheim:** Karl Mannheim classified social control into the following two heads:
   i) Direct Social Control: It is the controls that exercise upon the individual by the reactions of the people who are living within the proximity. e.g. Family, Neighbourhood and Playgroup.
   ii) Indirect Social Control: This is the type of control which is exercised upon individual by the factors like customs, laws, opinions, which affects the entire social system. E.g. Secondary groups, traditions, customs.
3) **Types of social control as given by Kimball Young:** Kimball Young has classified the social control in the following two heads:
   i) Positive Social Control: In this type of social control, positive steps such as reward, fame, respect and recognition plays the significant role in controlling social behaviour.
   ii) Negative Social Control: This is the opposite of positive social control. In this form of social control, individual behave in a social order in the fear of punishment, defamation and negative criticism.
4) **Types of social control as given by Cooley:** According to Cooley, there are two forms of social control:
   i) Conscious and ii) Unconscious.

Through conscious form of social control, society compels an individual to act according to accepted objectives. For example, Law, Education etc.

Through unconscious method, social institution such as religion, customs, traditions, etc keep control over the behaviour of the individual.

## 10.5 AGENCIES OF SOCIAL CONTROL

Sociologists have classified the agencies of social control broadly into two main types:

a) Formal Agency and

b) Informal Agency

**a) Formal Agency of Social Control:** The formal agency of social control has the legitimate power. It comes from institutions like Law, educational institution and State–

**i) Law:** Law is the most important powerful formal agency of social control which can directs individual behaviour in society. Due to technological based of modern society, it is characterised by immense diversity, individualism, division of labour and differentiation in terms of work, ethics and life style. Urbanisation and modernisation brings more changes in the society and has changed the character of social group. The traditional custom and folkways seem insufficient to control diverse population groups. Therefore at the present era, Laws and enforcement agencies are replaced by the customs and mores as the regulators of behaviour and ensure social order and control.

Law has been defined into two terms. Some theorists have defined it in terms of “ideal behavioural norms” while others have defined to it as rules that are promulgated by the state, which are binding in nature.

Individual obey the laws due to the following reason:

i) Fear of punishment

ii) Rule conforming habit

It is Law which prevents the people from indulging in antisocial activities. The person who breaks the social rules is punished by the law of the state. It helps to regulate social conduct and behaviours.

ii) **Educational institution:** Along with Laws, education has also been an important agency of social control. The school plays a significant role in the shaping the behaviour of the child. It prepares the child for social living and teaches him about the process of socialization i.e. cooperation, assimilation, accommodation, discipline, tolerance and integration. Educational institutions at all level i.e. school, college and university impart knowledge of social values and ethics. The curriculum of education at different level depends on the social needs of any society.

Thus in ancient Indian society importance were given on religious scriptures and philosophy but now days it is replaced by managerial skills in some extent. By inculcating the concept of good moral conduct, morality, sense of discipline, social values, democratic values, the educational institution serve as a formal agent of social control.

iii) **State:** The State is one of the important formal agencies of social control. It functions through the government. Sociologists have defined the state as "an association designed primarily to maintain order and security, exercising universal jurisdiction within territorial boundaries, by means of law backed by force and recognized as having sovereign authority." One of the important role of state is to provide political, social, cultural and economic training to its citizen so that they are able to grow into dynamic, resourceful and national minded individual so that it will help to serve their nation with full sincerity, duty and devotion.

State can control the need of young generation by opening such school which can fulfil the needs of students.

b) **Informal Agency of Social Control:** The informal agencies of social control are Family, Neighbourhood, Peer Group, Caste/ Class, Religion, Public Opinion etc.

1) **Family:** Family is the most ancient and the powerful agency of social control. A child is born in a family and developed in a family. As he grows in the family, he receives the first lesson of life from his family.

It is the duty of the family to nurtures infants with love and care. Mother is the first teacher for the child. She helps the child in socialisation process. Every family has certain rules, regulations and value systems; the child spontaneously imbibes all these. Therefore the religious customs, traditions and rituals of the family automatically come to the mind of child. This can develop the moral education among the child. Thus, family plays the utmost important role in shaping the personality of the child.

2) **Neighbourhood:** Neighbourhood is also important informal agency of social control. The fear of rejection, ridicule, gossiping and social isolation by the neighbours forces the individuals to conform their behaviour to the normative pattern. There exists difference between rural and urban neighbourhood. Rural areas comprise people normally belonging to the same kin, group or caste and have an informal and intimate connection among the members of the neighbour. On the other hand, in urban areas the relationship is formal among the members and also heterogeneous in nature.

3) **Peer Group:** Peer group has also the contribution towards the child. A constructive peer group help to form good behaviour among the members of group. On the other hand destructive nature leads to indulge in violent activities which are anti-social in nature.

4) **Caste/Class:** The main purpose of caste is to socialize the child. Each caste and class of the society has its own code of conduct which exercises control over the members.

5) **Reigion:** Religion has also important contribution regarding socialization of the child. Each religion has its specific values, rituals, dogmas and cosmologies. The religious beliefs of people also help to form moral code of conduct, democrat e between good and bad, sacred and profane etc.

6) **Public Opinion:** Public opinion with the help of different kind of mass-media like television, radio, newspaper, magazine etc do not operate like other agency of social control but plays its role in influencing the behaviour of individual.

7) **Folkways:** Folkways are not enforced by the law or other agency of the society. It is customary to do so. Folkways are norms of the society which individual conform. It is the informal agency of social control. Folkways are manifested in matters of dress, food, habit, observance of rituals, forms of worship and method of greeting etc.
8) **Mores:** Mores refers to the moral conduct of the society. It is differed from customary practice of folkways. They influence the value system of the society and regulate the behaviour of the member of group. More seek to regulate the relationship between individuals in defined situations, e.g. between husband and wife, parents and children, siblings etc. it also mean the moral qualities like honesty, truthfulness, hard work and discipline etc.

## 10.6 ROLE OF EDUCATION IN SOCIAL CONTROL

The role of education as a means of social control plays an important function for up warding the social behaviour in a group. It is a process of socialization. It is the education which can lead us to form a right social attitude among the youth. It teaches the child value of discipline, social cooperation, tolerance and sacrifice. Sociologist Durkheim believes that education carries the commands of the society and enforces these commands on both teachers and students in order to offer adequate enterprise and knowledge into the minds of the students to fit into the demands of society. The role of education in social control can be enumerated are as follows:

i) There are two function of education i.e. function of education towards individual development and other is function education towards social development. The function of individual development includes:
   a) Integrated growth and development of an individual.
   b) Development of natural abilities, talents, skills and attitude.
   c) Development of personality
   d) Help to form a good character.
   e) Control of instincts
   f) Development of moral values, aesthetic value etc.
   g) Development of appreciation and interest.

ii) The function of social development includes:

a) Preserve the culture of the society and transfer it from one generation to another generation. For the existence of a society the rituals and customs, behaviours, heritage, cultures, language expression, thoughts, faith, knowledge are preserved only through the process of education.

b) Development of social values like cooperation, sympathy, friendliness, patriotism, respect to others, maintaining discipline life , participating in different social activities etc.

c) As a socialization process, education helps to develop the social qualities among the new born child. It helps an individual to accept the social norms, heritage etc.

d) One of the important functions of education is to help the child for proper utilisation of leisure time. Knowledgeable person always passes their leisure time by indulging in the constructive activities which help not only in the development of individual character but also in social characters.

e) Education also helps to improvement of emotional unity. Among the people of different caste, religion, community and language.

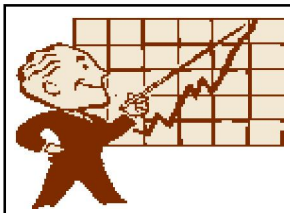
f) Education helps to encourage social welfare among the individual.

g) Education must keep pace with the changing needs of society. According to Horn, “as biological life maintains and transmits itself by nutrition and reproduction, so social life transmits by education.”

h) Education helps to continuous reorganisation and integration of activities and experiences. In the words of John Dewey, “Education is the process of living through a continuous reconstruction of experiences. It is the development of all those capacities in the individual which will enable him to control his environment and fulfil his possibilities.” In this sense, education may maintain social order through various mechanisms such as formal sanction and informal sanctions. Social control may be maintained through using informal sanctions like shame,

ridicule, sarcasm, criticism and disapproval. On the other hand Social control may be maintained through using formal sanctions in the form of Government, Social Law etc, in schools, formal sanctions may include detention, suspension, or other formal punishment.

i) Education can also be treating as an instrument of social control. In a society, two opposing forces i.e. centripetal and centrifugal always operate. The centripetal force wants to keep the traditional outlook of the society. In fact, it moves backward. On the other hand, the centrifugal force wants radical change in the society. Therefore, it is essential to maintain balance between two forces otherwise it will create chaos and disorder. It is education, which can act as a powerful instrument of social control by maintaining a balance between the two forces. It may try to social control by the means of coercive and persuasive.



## CHECK YOUR PROGRESS

**Q.1:** What is Social Control?

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**Q.2:** What are two ways in which individual control can be regulated?

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**Q.3:** Write any two needs of social control.

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**Q.4:** Write any one definition of social control.

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## 10.7 LET US SUM UP

- Social control is a general process of regulating the behaviour of individuals in a society through accepted social norms.
- It indicates to the way of controlling the behaviour of an individual either through the state or its compelling force.
- Social Control is necessary for maintaining social order in the society.
- Social Control contributes uniformity and social unity in the society.
- Social control is helpful to protect social interests and satisfy common needs.
- Different social thinkers have categorised social control in the different ways
- Sociologists have classified the agencies of social control broadly into two main types: Formal Agency and Informal Agency
- Formal Agency of social control is Law, Educational Institution and State.
- Informal Agency of social control are Family, Neighbourhood, Peer group, More, Public Opinion, Folkways etc.
- The role of education as a means of social control plays an important function for up warding the social behaviour in a group.



## 10.8 FURTHER READING

1) Bhatia, K. K., & Nanda, S. K. (2010). *B.Ed. Guide*. New Delhi: Kalyani Publishers.
2) Chaliha, A., Saikia,T. and Saikia, R. (2014). *Foundation of Education*. Jorhat: Vidyabhawan.
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6) www.studylectures.com



## 10.9 ANSWERS TO CHECK YOUR ROGRESS

**Ans. to Q. No. 1:** Social control is a general process of regulating the behaviour of individuals in a society through accepted social norms. It refers generally to societal and political processes that regulate individual and group behaviour, leading to conformity and compliance to the rules of a given society, state or social group. It helps an individual to adjust in the different situation of the society with a code of conduct. It indicates to the way of controlling the behaviour of an individual either through the state or its compelling force.

**Ans. to Q. No. 2:** Some Sociologists identify two basic forms of social controls:

a) Internationalization of norms and values.
b) External sanctions, which can be either positive (rewards) or negative (punishment) or by the use of force.

**Ans. to Q. No. 3:** i) Social control is helpful to protect social interests and satisfy common needs.

ii) Social control is also essential to maintain the old order in the

society. This function is fulfilled by the family member. The old members of the family have the responsibility to socialise the young ones into their traditions, value patterns and accepted forms of behaviour.

**Ans. to Q. No. 4:** According to Roberts, "Social Control refers to the techniques and the strategies for regulating human behaviour in any society." According to him social control works at all levels of society. For instance, in our family we all obey our parents, at office we abide by formal norms etc.



## 10.10 POSSIBLE QUESTIONS

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

**Q.1:** Define Social Control.

**Q.2:** What are folkways and Mores?

**Q.3:** Mention any two needs of Social Control.

**Q.4:** Write education as an instrument of social control.

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

**Q.1:** What do you mean by social control? Mention different types of social control.

**Q.2:** Discuss the role of education in social control.

**Q.3:** Discuss about the different agencies of social control.

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# UNIT 11: CULTURE

## UNIT STRUCTURE


11.1 Learning Objectives

11.2 Introduction

11.3 Meaning and Nature of Culture

11.3.1 Meaning of Culture

11.3.2 Nature of Culture

11.4 Cultural Lag

11.5 Cultural Diffusion

11.6 Education and Culture

11.7 Let Us Sum Up

11.8 Further Reading

11.9 Answers to Check Your Progress

11.10 Possible Questions


## 11.1 LEARNING OBJECTIVES

After going through this unit you will be able to–

- describe the meaning of Culture;
- identify the nature of Culture;
- interpret the meaning of Cultural Lag;
- discuss about Cultural Diffusion; and
- explain the relationship between Culture and Education.

## 11.2 INTRODUCTION

In this unit, we have discussed the meaning and nature of culture. The unit also throws light on the concept of cultural lag and cultural diffusion. We are aware of the fact that there is an intimate relation between culture and education. The cultural patterns of a society guide its educational patterns. A society devoid of any culture will have no definite educational pattern. Therefore, the culture of a country has a strong impact on its educational patterns. This unit analyzes the close relationship between culture and education.

## 11.3 MEANING AND NATURE OF CULTURE

### 11.3.1 Meaning of Culture

In anthropological literature, the term culture is used in many senses. But in general writing, the term is used to denote the system of norms and standards that a society develops over the course of many generations and that profoundly influences the everyday behaviour of people in that society. So, culture is a collective term for socially transmitted behaviour patters. In simple language, culture is as people do. Culture is a complete whole which includes knowledge, belief, customs, art, morals, law and any other capabilities and habits acquired by man or a member of the society.

The term 'culture' has been derived from the verb 'cultivate', the noun of which is 'cultivation'. As such, culture means to refine or to cultivate. It is refinement of the individual as a result of cultivation. It also means to civilize man.

Different sociologists had tried to define culture in different ways. Let us now have a look on some of the important definitions of culture. These throw adequate light on the meaning of culture.

- According to **MacIver**, ''Culture is the expression of our nature in our modes of living and thinking in our every day intercourse in art, in literature, in reaction and enjoyment.''
- In the words of **Robert Bierstedt**, ''Culture is that complex whole that consists of everything we think, do and have, as members of society.''
- **Dawson** has stated, ''A culture is a common way of adjustment of man to his natural surrounding and his economic needs.''
- **Ellwood** has given quite a broad definition of culture. He says, ''Culture includes all of man's material civilization, tools, weapons, clothing, shelter, machines and even system of industry.''
- The classic definition of culture was given stated by **Edward B. Tylor (1871)**, which is widely quoted and used now a day. According

to him, "Culture is that complex whole which includes knowledge, belief and morals, law, customs and any other capabilities acquired by man as member of society.''

### 11.3.2 Nature of Culture

The nature of culture can be stated as follows:

- Learned nature: Culture is not inborn in nature. It is a learned process and men mould themselves according to their environment.
- Social nature: Culture originates and develops through social interaction. It is a product of society.
- Shared nature: Culture is something adopted, used and shared by people of a group or society. For example, customs, traditions, beliefs, ideas, values, morals, etc. are shared.
- Transmissive nature: Culture is transmitted from one generation to the next. Parents pass on culture to their children and they in turn to their children and so on.
- Continuous and Cumulative nature: Culture is a continuous process. It is a 'growing whole' which includes in itself the achievements of the past and the present and makes provision for the future achievements of mankind.
- Consistent and Integrated nature: Culture is consistent in nature and the different parts of culture are interconnected. For example, the value system of a society has close connection with other aspects such as morality, religion, custom, traditions, beliefs, and so on.
- Dynamic and Adaptive nature: Culture is subject to slow but constant changes. Hence it is dynamic in nature.
- Gratifying nature: Man as a member of the society has various needs, such as desire for status, name, fame, money, etc. These needs are satisfied by the culture.
- Distinct entity: Different societies of the world have different cultural patterns. Culture of each society is unique to the particular society.

- Culture meets the various recurring demands of mankind, such as, reproduction, nursing an infant, marriage, cremation, etc. All these demands are met by culture from generation to generation.

## 11.4 CULTURAL LAG

The concept of cultural lag has as important implication in modern society. Though this concept is implied in the writings of various early sociologists like Sumner, Wallas, Spencer, etc., however William Ogburn was the first sociologist to propound a definite theory of cultural lag in his book ''Social change with respect to culture and original nature'' which was published in 1922. Since that date 'cultural lag' has been discussed from different angles by sociologists.

According to Ogburn's theory, the culture of any society consists of a pattern of interrelated elements. All the aspects of culture viz. material aspect and non-material do not change at the same rate and at the same time. Hence, a change in any one part of the cultural pattern may create strains and disturbances in the other closely related parts.

In the words of **Ogburn,** ''The strain that exists between two correlated parts of culture that change at unequal rates of speed may be interpreted as a lag in the part that is changing at the slowest rate, for the one lags behind the other.''

Let us now try to understand the concept of material and non-material culture.

Material culture is concerned with the external, mechanical and the utilitarian objects which are made by man, such as, tools, implements, furniture, automobiles, buildings, dams, roads, bridges, and in fact all the physical substances which have been changed and used by men. It includes in itself technical and material equipment such as printing press, television, tractor, machine gun, etc. It also includes banks, parliaments, insurance schemes, currency systems, etc. In short, the articles and various kinds of objects and things that are made by men and also available in nature for their use are known as material or overt culture. Material culture can also be referred to a*s civilization*.

Non-material or covert culture, on the other hand, refers to something internal and intrinsically valuable and reflects the inward nature of man. It is consists of abstract things like beliefs, customs, traditions, norms, values, language, etc. followed by the people in a society. It also includes attitudes and outlook of people. In short, non-material culture refers to our ways of acting, feeling and thinking. In ordinary sense, when the term 'culture' is used, it simply refers to the 'non-material culture'.

These two aspects of culture though distinguishable are not separate entities. Material is a means and non-material is an end. Changes in material culture stimulate changes in non-material culture. However, changes that take place in material and non-material culture are not proportional in nature. For example, the style of living in the modern society has undergone a drastic change due to scientific inventions. But, the non-material aspects of culture, such as, beliefs, thoughts, value system etc. have not changed much and have been left behind. This gap between material culture and non-material culture is referred to as **'cultural lag'**. So, we have understood that a cultural lag occurs when the different aspects of the society fail to adjust themselves to changes effected in some of its part.

Cultural lag can create problems for a society in several ways. Whenever there comes a moment with regard to the implementation of some new technology, the issue of cultural lag seems to seep into it. For example, the advent of stem cell research has given rise to many new, potentially beneficial medical technologies. But these new technologies have also raised serious ethical questions about the use of stem cells in medicine. Cultural lag is considered as a critical ethical issue as failure to develop a broad social conformity on appropriate applications of modern technology may lead to breakdowns in social solidarity and the rise of social conflict.



**LET US KNOW**

Let us know a term similar to cultural lag:

**Technological Lag:** Technological lag appears when any one aspect of an inclusive system of technology fails to keep in

step with other aspects, resulting in impairment of productivity of the whole system. This may occur when the management of a company fails to maintain over-all efficiency when it expands its scale of operations, particularly when it becomes a part of a combine or trust. For example, we may acquire the necessary skill and expertise to make the best use of the resources of the forest, but there may be a time lag before we acquire the necessary knowledge of preserving forest resources.

## 11.5 CULTURAL DIFFUSION

Cultural diffusion is a process by which cultural traits, both the material and non-material transmit from one society to another. It is the practice of mixing or blending of different ideas, beliefs and innovations among different societies. Cultural diffusion has been taking place all over the world and it has become very common in current society. From fast foods to new technologies, different cultures are constantly interacting with each other, thereby leading to cultural diffusion.

Let us have a look on some of the definitions on cultural diffusion put forwarded by various anthropologist and sociologists–

According to **Herskovits**, ''Cultural diffusion is the achieved cultural transmission.''

In the words of **Krober**, ''The spread of one cultural element, both material and non-material to the other is called cultural diffusion.''

In simple words, we can define cultural diffusion as follows:

''The process by which cultural traits of one society directly or indirectly spread to the other society is called cultural diffusion.''

According to sociologist George Murdock, about 90 percent of the contents of every culture have been acquired from other societies. One society can adopt new ideas or cultural traits from a different society and use them as they are, or instead it can adapt cultural traits of a foreign society to suit their own needs and wants. In general, material traits spread quickly whereas non-material takes more time and spread gradually. For example, the teachings of 'Jesus' or 'Buddha' or 'Prophet' spreading from society to society is the diffusion of culture.

There are many different theories of cultural diffusion that have been offered from time to time by various anthropologists and sociologists, such as, Edward Tylor, Franz Boas, Robert E. Park and Ernest Burgess, etc. The elements common to all the theories can be considered general principles of cultural diffusion and are presented below:

1) The society or social group that borrows elements from another will either alter or adapt those elements to fit within their own culture.
2) In general, only those elements of a foreign culture will be borrowed that fit into the already existing belief system of the host culture.
3) The elements of the foreign culture that do not fit within the host culture's existing belief system will be rejected by members of the social group.
4) Cultural elements will be accepted within the host culture only if they are useful within it.
5) Societies or Social groups that borrow cultural elements are more likely to borrow again in the future.

Usually, cultural diffusion takes place through trade, travel or immigration. The first influence on culture is through trade. When different countries of the world trade their goods, these goods get incorporated into different cultures, and they are adopted by other countries. The second influence on culture is through travel or immigration. When people of a country travel or migrate to another country, they habitually bring their custom with them thereby taking forward the process of cultural diffusion.

The overall characteristics of cultural diffusion can be summarized in the following points–

- Selective Process: It is a selective process. One culture adopts the traits of another culture on the basis of selection.
- Fast Material Diffusion: In cultural diffusion material aspect or traits change rapidly while the non-material aspect or traits like norms values, customs are rigid to change.
- Two Way Process: Cultural diffusion is a two way process where there is a bridge between two cultures. If one culture gives trait to another culture, then it becomes easier to take another trait from the other culture.

- Weak Culture-More Diffused, Strong Culture-Less Diffused: Weak cultures tend to diffuse more rapidly, while strong and developed cultures diffuse slowly.
- Continuous and Increasing Process: Cultural diffusion is a continuous process. Also, it is increasing gradually in every society.

## 11.6 EDUCATION AND CULTURE

The interrelationship of education and culture has been explained in a UNESCO publication, entitled 'Culture and Development' (1994) in the following words–

*"Whereas culture is the key which unlocks the creative potential of a community or society, education is the tool which could shape and guide the development of that potential while at the same time, channeling it in directions which respond to he community's own aspiration. There is a constant interaction between education and culture– if it is the former that sheds light, it is the later that provides perspective. Education is infused by culture, but since cultural models and meaning are mainly transmitted through education; the former could be considered in a sense, to be an effect of education. Education could therefore be regarded as being, possibly, the most powerful agent for cultural development or change, and not merely a neutral mechanism for cultural transmission."*

So, from the above paragraph, it is clear to us that education and culture are closely related and are interdependent on each other. Education, as a part of culture has the dual functions of conservation and modification or renewal of the culture. Education is considered as a systematic effort to maintain a culture. In its technical sense, education is the process by which society, through schools, colleges, universities and other institutions deliberately transmit its cultural heritage, its accumulated knowledge, values and skills from one generation to another. So, education acts as an instrument of cultural change. Education can impart knowledge, training and skills as well as inculcate new ideas and attitudes among the young.

The intimate relationship between culture and education is also evident from the fact that one of the major aim of education is to impart to the child cultural heritage and social heritage. Every individual is born into a particular culture which provides him/her with definite patterns of behaviour and values which guide his/her conduct in different walks of life.

Now let us have a look on how culture and education influences each other–

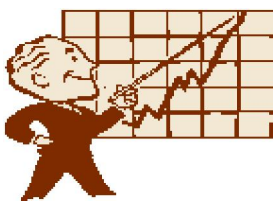
- **Impact of Culture on Education:**
  - Curriculum: To shape an individual according to the cultural pattern of a society, the curriculum is prepared accordingly. For instance, in case of a society with an inclination towards the spiritual culture, the curriculum lays emphasis on the achievement of moral and eternal values of life. On the contrary, in case of a materialistic society, the curriculum is shaped for the attainment of materialistic values which promotes pleasures of senses and material comfort.
  - Textbooks: Since curriculum is contained in the textbooks, therefore, textbooks are written according to the formulated or determined curriculum. Only those textbooks are welcomed which foster and promote cultural values and ideals.
  - Methods of Teaching: Similarly, the changing cultural patterns of a society exert its influence upon the methods of teaching. For example, in Indian society, in earlier times, teaching was teacher centered where teacher used to give knowledge to the child. However, it has become student centered in the present time. The teacher considers the needs, interests, aptitude, attitude, inclinations, behaviour, etc. before teaching.
  - Discipline: Cultural values also influence the concept of discipline. The present cultural patterns of thinking and living are directly linked to our concept of discipline where the democratic values are accepted all over the world.
  - School: A school is considered as a miniature society. The over-all activities and programmes of a school are structured according to the cultural morals and values of the society which

establishes and organize the school. Hence, school is the centre of promoting, moulding, reforming, and developing the cultural pattern of the society.

- **Impact of Education on Culture:** Just as the culture influences education, likewise education also influences culture of a country. It can be seen in the following manner:
  - *Preservation of culture*: Each society has a distinct culture of its own and the society tries to preserve its culture and its distinctiveness in its original form. Education is the only means through which this task can be accomplished. Thus, education preserves the culture of a society.
  - *Transmission of culture*: The process of preservation also includes the process of transmission from one generation to another. In the words of famous sociologist Ottaway, "The function of education is to transmit social values and ideals to the young and capable members of the society."
  - *Development of culture*: One of the most important tasks of education is to bring about the required and desirable changes in the cultural ideals and values for the progress and continued development of a society without which social progress can not take place. Education tries to modify cultural processes of a society through research and deeper investigations into all areas of human requirements.
  - *Continuity of culture*: Culture is like a life breadth of a society, without which the society is bound to decay. Education, through its diverse activities and programmes upholds the continuity of culture of a society. A society establishes schools to preserve and transmit its culture to the next generations. Children are able to learn more and more from cultural interaction among various cultures. Cultural integration and assimilation enriches the composite culture of a society.
  - *Removal of cultural lag*: It has been observed that material culture develops at a faster speed due to scientific and technological

inventions, whereas, non material culture consisting of ideas, values and norms lags behind and a gulf is created between the two. Education is the only means by which these gaps can be bridged, thereby reducing the cultural lag.

In this way, education and culture are interdependent and complementary to each other. Education transmits the culture to the new generation and transforms the outlook of the new generation towards life in the light of the past, in the context of the cross-cultural influences and in the light of the future requirements of the individual and the society.



## CHECK YOUR PROGRESS

**Q.1:** Write one definition of culture.

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**Q.2:** State any three characteristics of culture.

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**Q.3:** Write the differences between material and non-material culture.

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**Q.4:** Name the sociologist whose name is mostly associated with the concept of cultural lag.

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**Q.5:** What are the influences on cultural diffusion?

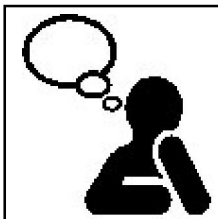
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**Q.6:** Mention the dual function of education with regard to culture.

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**ACTIVITY 11.1**

Find out the meaning of conservation and development of culture. Write from your own perspectives how these concepts are used in planning educational programmes in a developing country like India.



## 11.7 LET US SUM UP

- In general writing, the term 'culture' is used to denote the system of norms and standards that a society develops over the course of many generations and that profoundly influences the everyday behaviour of people in that society. So, culture can be referred to as a collective term for socially transmitted behaviour patters.
- The term 'culture' has been derived from the verb 'cultivate', the noun of which is 'cultivation'. As such, culture means to refine or to cultivate. It is refinement of the individual as a result of cultivation.
- Of the various definitions on culture, the one put forwarded by the sociologist Edward B. Tylor is considered to be the classic on and is widely quoted and used now a day. According to him, 'Culture is that complex whole which includes knowledge, belief and morals, law, customs and any other capabilities acquired by man as member of society'.

- The nature of culture can be described as learned, social, transmissive, continuous and cumulative, consistent and integrated, dynamic and adaptive, gratifying, distinct or unique to a particular society. The various recurring demands of mankind, such as, reproduction, nursing an infant, marriage, cremation, etc. are met by culture from generation to generation.
- William Ogburn is the first modern sociologist to propound a definite theory of cultural lag. According to him there is a distinction between the material and the non-material aspects of culture. Changes in material culture stimulate changes in non-material culture. However, changes that take place in material and non-material culture are not proportional in nature. The gap between material culture and non-material culture is referred to as 'cultural lag'. A cultural lag occurs when the different aspects of the society fail to adjust themselves to changes effected in some of its part. Cultural lag can create problems for a society in several ways
- Cultural diffusion is the process of transmission of cultural traits from one society to another. It is the practice of mixing or blending of different ideas, beliefs and innovations among different societies.
- There are many different theories of cultural diffusion that have been presented by anthropologists and sociologists. The elements common to all the theories are considered as general principles of cultural diffusion.
- Cultural diffusion usually takes place through trade, travel or immigration. The first influence on culture is through trade and the second influence on culture is through travel or immigration.
- Some of the characteristics of cultural diffusion are : cultural diffusion is a selective process; material diffusion takes place faster than the non-material diffusion; it's a two way process where there is a bridge between two cultures; weak cultures tend to diffuse more rapidly whereas strong and developed cultures diffuse slowly; it's a continuous process and is increasing gradually in every society.
- Education and culture are interdependent and complementary to each other. Education, as a part of culture has the dual functions of conservation and modification or renewal of the culture.

- Education transmits the culture to the new generation and transforms the outlook of the new generation towards life in the light of the past, in the context of the cross-cultural influences and in the light of the future requirements of the individual and the society.



## 11.8 FURTHER READING


1) Aggarwal, J. C. (2009). *Teacher and Education in a Developing Society*. New Delhi: Vikash Publishing House Pvt. Ltd.
2) Aggarwal, J. C. (2010). *Principles, Methods and Practice of Teaching*. New Delhi: Vikash Publishing House Pvt. Ltd.
3) Dash, B. N. (2006). *Teacher and Education in the Emerging Indian Society (Vol -II).* Hyderabad: Neelkamal Publication Pvt. Ltd.
4) Shankar Rao, C. N. (2007) (Reprint). *Sociology: Principles of Sociology with an Introduction to Social Thought*. New Delhi: S. Chand & Company Ltd.
5) Singaravelu, G. (2010, 2012). *Education in the Emerging Indian Society*. Hyderabad: Neelkamal Publications Pvt. Ltd.




## 11.9 ANSWERS TO CHECK YOUR PROGRESS

**Ans. to Q. No. 1:** The definition of culture by Edward B. Tylor that is widely quoted and used now a day is stated below–

*"Culture is that complex whole which includes knowledge, belief and morals, law, customs and any other capabilities acquired by man as member of as member of society."*

**Ans. to Q. No. 2:** The three characteristics of culture are:

1) Culture is a learned process. It is not inborn in nature.
2) Culture is shared. It is adopted, used and shared by people of a society or a group.
3) Culture is social. It originates and develops through social interaction.

**Ans. to Q. No. 3:** Material culture is concerned with the external, mechanical and the utilitarian objects which are made by man, such as, tools,

implements, furniture, automobiles, buildings, dams, roads, bridges, and in fact all the physical substances which have been changed and used by men.

Non-material or covert culture, on the other hand, refers to something internal and intrinsically valuable and reflects the inward nature of man. It is consists of abstract things like beliefs, customs, traditions, norms, values, language, etc. followed by the people in a society.

**Ans. to Q. No. 4:** William Ogburn

**Ans. to Q. No. 5:** Cultural diffusion is usually influenced by trade and travel or migration

**Ans. to Q. No. 6:** With regard to the culture, education performs the dual functions of both conservation and modification or renewal of culture.



## 11.10 POSSIBLE QUESTIONS

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

**Q.1:** Give the general meaning of the term culture.

**Q.2:** Why is culture regarded as a learned process? Explain.

**Q.3:** What is meant by non-material or covert culture?

**Q.4:** How does cultural lag create problems for a society? Explain briefly.

**Q.5:** Describe the general principles of cultural diffusion.

**Q.6:** Write about the influences on cultural diffusion.

**Q.7:** What do you understand by cultural diffusion? Explain briefly.

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

**Q.1:** Discuss the meaning and nature of culture.

**Q.2:** Explain the concept of cultural lag.

**Q.3:** Why do you think material traits spread more quickly than the non-material traits? Write from your own perspective.

**Q.4:** Discuss the concept of cultural diffusion.

**Q.5:** How are education and culture related to each other? Discuss.

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# UNIT 12: DEMOCRACY

## UNIT STRUCTURE


12.1 Learning Objectives

12.2 Introduction

12.3 Meaning of Democracy

- 12.3.1 Definition of Democracy
- 12.3.2 Core Characteristics of Democracy
- 12.3.3 Basic Principles for the Success of Democracy

12.4 Role of Formal, Informal and Non-Formal Agencies for Democratic Education

- 12.4.1 Formal Agencies in Democratic Education
- 12.4.2 Informal Agencies in Democratic Education
- 12.4.3 Non-formal Agencies in Democratic Education

12.5 Let Us Sum Up

12.6 Further Reading

12.7 Answers to Check Your Progress

12.8 Possible Questions


## 12.1 LEARNING OBJECTIVES

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

- describe the meaning and concept of democracy;
- identify the basic principles for the success of democracy;
- discuss the role of different agencies for democratic education; and
- explain the role of formal agencies, role of informal agencies and role of non-formal agencies in a democratic country.

## 12.2 INTRODUCTION

Democracy believes in giving freedom to the people. But if people are not educated then their freedom may lead to anarchy and indiscipline. Democracy has always found education as its greatest support and constant company. Without education, democracy has limited relevance and

effectiveness, and without democracy education loses its meaning. Thus democracy and education are reciprocal to each other. For democracy to continue to prosper, citizens must be taught to democratic value, principles as a way of life. The necessary aspects for building democracy does not cultivate automatically among citizens. Therefore democracy should be a key aspect in every form of education at the earliest stages of education.

## 12.3 MEANING OF DEMOCRACY

Democracy in one or the other form has been in existence in India from times immemorial. The word "democracy" is derived from two Greek words, namely, demos meaning 'people' and kratos meaning 'rule'. The term democracy literally means 'rule by the people'. The word democracy on the one hand, points towards the type of the government and on the other way a way of life.

Democracy is a system of government in which the citizens exercise power directly or elect representatives from among themselves to form a governing body, such as a parliament. Democracy is sometimes referred to as "rule of the majority". It is the only form of government in which the will of the people is reflected in the administration. Democracy is considered the finest form of government in which every individual participates consciously and in which the people remain the sovereign power determining their destiny. So, in democracy the people are the ultimate source of power and its success and failure depend on their wisdom, consciousness and vigilance.

In a democratic government there are free opportunities for the self expression to an individual. Dewey is of the opinion that in democracy besides the form of government something else is involved. This is mainly the way of life for good living which is based on experience.

In the words of former American President Abraham Lincoln, democracy is a "government of the people, by the people and for the people." It may be borne in mind that this concept of democracy means only political democracy. In this sense democracy is a formal structure of government through the elected representative of people in general. Thus, it loses its

essence, the real spirit. Hence, the present forms of government are often democratic in name but totally devoid of the real spirit of democracy. Thus from the political point of view democracy means ‘‘the government of the people, by the people and for the people”. In economic sphere democracy means that each individual should be given freedom to earn his own living through his own efforts. Democracy is taken in the social sense, when there are no impediments in the progress of any race, class or religion. The meaning of this is that for all the people there should be equal opportunities so that they may become good citizens.

To make the real concept of democracy really workable and truly effective, democratic principles and values should pervade all fields of human activity, be it political, economic, social, religious and educational.

### 12.3.1 Definition of Democracy

- According to Radha Krishna University Education Commission, ‘‘Democracy is a way of life and not a mere political arrangement. It is based on the principles of equal freedom and equal rights for all regardless of race, religion, sex or economic status.’’
- Aristotle defined democracy as a government by many.
- According to Lord Bryce, “Democracy is that form of government in which the ruling power of a state is legally vested, not in any particular class or classes but in the members of the community as a whole.”
- According to Prof. Seeley, “Democracy is a form of government in which everybody has a share.”
- According to Barker, “Democracy is a mode of spirit and an attitude of the mind.”

Democracy is currently the most widely accepted and promoted goal of development in societies around the world. Democracy is closely linked to the realization of human rights, granting political and civil liberties to all people. It opens the space for civil society to participate in decision-making, to demand rights and interests, and to hold political leaders accountable. Democracy

provides the best political environment available for the peaceful solution and prevention of disputes and conflicts. In India, in spite of her strong commitment to democracy, democratization of education is still a distant vision. We have achieved political democracy, but we are striving hard to realize social and economic democracy. Education has not yet been reoriented and reorganized to impart adequate knowledge, understanding, interest, skills for success of democracy.



**LET US KNOW**

- The term democracy coined from the Greek word "demos" meaning "people" and "Kratos" meaning "rule".
- The word democracy on the one hand, points towards the type of the government and on the other hand the way of life.
- From political point of view, democracy means "the government of the people, by the people and for the people"
- Democracy provides the best political environment available for the peaceful solution and prevention of disputes and conflicts.

## 12.3.2 Core Characteristics of Democracy

- Democracy is a way of life. It is an approach to various problems.
- Democracy as a form of government is based on the consent of the people.
- Democracy is a government in which power and civic responsibility are exercised by all adult citizens, directly, or through their freely elected representatives.
- Democracy rests upon the principles of majority rule and individual rights. Democracies guard against all-powerful central governments and decentralize government to regional and local levels, understanding that all levels of government must be as accessible and responsive to the people as possible.
- Democracies understand that one of their prime functions is to protect such basic human rights as freedom of speech and

religion, the right to equal protection under law; and the opportunity to organize and participate fully in the political, economic, and cultural life of society.

- Democracies conduct regular free and fair elections open to citizens of voting age.
- Citizens in a democracy have not only rights, but also the responsibility to participate in the political system that, in turn, protects their rights and freedoms.
- Democratic societies are committed to the values of tolerance, cooperation, and compromise.
- Every citizen possessing the requisite qualifications has the right to contest and hold political post.
- It has faith in the goodness and rationality of man.

### 12.3.3 Basic Principles for the Success of Democracy

Democracy believes in giving independence to the people. But if the people are not educated and are not disciplined for social good then this independence would be very costly and would take the form of anarchy. For the success of democracy some pre conditions are very necessary. There should be economic betterment of the people. Democracy cannot be established on the hungry stomach of the people. The second precondition is the formation of an educated electorate.

For the success of democracy it is essential that each individual owns his responsibility consciously and this will be possible when the individual power of understanding is high and he is of good character. It is the duty of the society that it should prepare the individual from intellectual moral and physical point of view to discharge his duties of citizenship. The main features of education are usually cited as two fold. Firstly, it is to transmit the social and cultural heritage to the new generation. The school should develop all the qualities among the children which are desirable in a good citizen.

The principles of democracy liberty, equality, fraternity, brotherhood, cooperation are to be introduced, practiced so that

education will not only be democratic in form but also in spirit. There might be unprecedented expansion of education at all levels leading to greater numbers of people having access to education, but the standards might not be up-to the mark. Such an expansion of education would not be of much use to any democratic society.

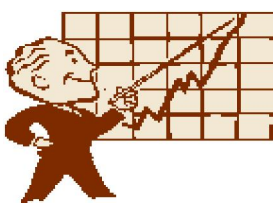
The basic principles of democracy are discussed as follows:

- **Liberty/Freedom:** Freedom is the soul of democracy. In the absence of freedom, an individual will not be able to develop all his capacities to the fullest extent. Hence, there should be complete freedom to an individual to think in his own way, to speak out what he wishes, to discuss, to advise and to criticize freely in his own individual way. Then only, it will be possible for him to develop his personality to the maximum extent. Pestalozzi, one of the early educationists conceived that aim of education as freedom from dependence and achievement of self reliance. He states that "Education through freedom is emphasized in a democracy and the child is to be educated in an atmosphere of freedom.
- **Equality:** All human being are born with a potential to achieve excellence in one field or the other. They grow and develop with experiences which vary from person to person. The principle of individual difference is a fact and contains truth. According to this principle equality means that each and every individual is provided with adequate opportunities to develop his individuality to the fullest extent according to his interest, aptitudes and capacities. It is therefore imperative to provide adequate facilities to children to develop their abilities to the optimum.
- **Fraternity:** The Key to real democracy is the feeling of brotherhood and affinity. In democracy, all live in sweet cordiality and cooperative brotherhood. Thus each individual receives proper respect in society. Universal brotherhood being an important tenant of democracy, its place in education is a fundamental significance. Student's teachers, parents and even non-teaching staff should be bonded with love, sympathy,

understanding and fellow feelings. Since all work shoulder to shoulder in democracy, therefore fraternity is a cardinal principle for the success of a democratic society.

- **Justice:** It is natural that an individual has the right to justice. He or she cannot be deprived from any opportunity nor can he or she be debarred from getting his or her dues in all walks of life. Equalization of educational opportunities, liberty and fraternity are basic to justice. In order to train the students in citizenship, it is necessary that an ideal of social and economic justice is inculcated in them.
- **Sharing responsibilities:** Education is a joint responsibility of all concerned students, teachers, parents, supervisors and so on. Every group has to share responsibility in the total process of education in their own way and according to their own capacities.
- **Cooperation:** As a corollary to the above, democracy as well as education is a cooperative enterprise. Cooperation as a principle of democracy has to be utilised in education in all its aspects- starting from planning to execution, from teaching to evaluation, from administration to supervision.
- **Universal Education:** An important condition for the success of democracy is universal education. Education is a vital component for the success of democracy. The citizens can develop necessary qualities and become aware of their rights and duties only when they are properly educated. It is through education that citizens can identify the good and evil and as such elect the correct representatives for their nations. Also he can take active and productive part in the affairs of state.
- **Political Consciousness:** It is essential to inculcate political consciousness among the citizens to make democracy effective. Citizens must keep an eye on the government so that it does not grow authoritarian.
- **The Presence of a Strong Public Opinion:** An important condition of democracy is the existence of a free, fearless and unfettered press, which vigilantly guards democracy.

- **Awareness among the People** of the fundamental rights that they are entitled to enjoy: In a democracy, the citizens must be able to enjoy the basic civic rights and freedom so they can express and develop their personality. In a democracy people are given fundamental rights because in the absence of these rights the development of an individual is not possible.
- **Good Leadership:** A democracy also depends on good leadership. Effective leadership is a must if democracy has to be successful.
- **Social Awareness:** People should be socially aware about the social evils and discriminations that are prevalent in the existing societies. There should be willingness among them to eradicate these and promote democratic societies.



## CHECK YOUR PROGRESS

**Q.1:** Explain the meaning of the term democracy.

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**Q.2:** Write down any five core characteristics of democracy.

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**Q.3:** Mention the basic principles for the success of democracy.

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**Q.4:** How does equality bring in success of democracy?

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**Q.5:** Why is freedom considered as the soul of democracy?

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## 12.4 ROLE OF FORMAL AND INFORMAL AGENCIES FOR DEMOCRATIC EDUCATION

### 12.4.1 Formal Agencies in Democratic Education

Formal agencies of education like schools and colleges impart formal education. These agencies are consciously and deliberately planned to bring about specific influence on the educand. They have regular working hours. They follow prescribed curriculum and text books. They have to conform to rigid departmental rules and regulations.

The **school is a formal agency of education**. Here proper arrangement can be made for education for democracy. The student through individual efforts and through group activities learns the responsibilities of future citizen. Every school is established by the society. In democracy, the school should propagate democratic ideals. According to Thomas H. Briggs and others " the school must build up democratic convictions in our students so strongly that they are able to withstand the strain not only of the fairly difficult circumstances of ordinary social living but also of such national and world crisis as may occur in the future.

The secondary education commission has observed, "A passion for social justice based on a sensitiveness to the social evils and the exploitation which corrupts the grace of life must be kindled in the heart and mind of our people and the foundations for it should be laid in the school. Again the commission has stressed, "The secondary school must make itself responsible for equipping the students adequately with civic as well as vocational efficiency and the qualities of character that go with it- so that they may be able to play their part worthily and competently in the improvement of national life.

Kilpatrick states: "the effective school in a democracy must give its pupils an intelligent understanding of the issues of democracy, make them well disposed towards democracy as a way of life, and make them skillful in the cooperatives activities through which democracy must function."

The functions of the schools in the process of educating students in democratic values and principles are three-fold:

- To convey to the students the meaning of democratic values, ideas and principles and their implications for conduct in various life situations.
- To enable the students to incorporate these values, ideas and principles in their daily conduct, in and out of school.
- A democratic school introduces radical changes in respect of

methods, discipline and administration.

**Some important roles of Schools are given below:**

- The school should make the students capable of living in democracy.
- Steps should be adopted to develop secularism and religious neutrality.
- Each should have freedom to select their own methods and textbooks.
- Democratic feeling should be given to the teachers.
- Create desirable environments for developing friendships among teachers, principals.

**School Programmes and Methods of educating the students in a Democratic way of life:**

**These are as follows**:

- Respect for Individual Personality
- Promotion of self-expression
- Introduction of self-government in schools
- Provision for manual works
- Equal opportunities for admission
- Development of hobbies
- Encouragement to group work
- Freedom of the child
- Centre of community services
- International understanding

**The role of the state as a formal agency** in promoting democratic education is very important. Democracy can function well only when all the citizens of a nation get equal opportunities for their education. The state should ensure that there are available opportunities for universal and free school education.

### 12.4.2 Informal Agencies in Democratic Education

The informal agencies do not follow any set pattern of instruction or education. In fact they impart education incidentally. Education is not organized deliberately in these institutions. These are informal groups. Informal agencies like home, community, peer groups, Mass Media helps in developing democratic values among the people.

Home/family is the first social institution where a child learns his first lessons of living together, working together, helping each other and learning lessons of mutual help and adjustment. The family of an individual is the best agency to impart education to him. A person learns at his home the first principles of democratic life. By spending a wholesome life in his family and by gaining experiences from the social life of other persons the individual learns the best methods for his socialization. The informal agencies are helpful in healthy and desirable development of public consciousness. Education is a continuous process which goes on throughout life. It is not over with the end of school, college or university education, but continues even after this. The informal agencies take the responsibility of giving continuous education about the rights and duties to the individuals even after their formal schooling.

Community is an important agency. It takes steps for promoting democratic attitudes among the people through organizing conferences. It conducts fairs, festivals and exhibitions which are of great cultural, educational and recreational values.

A peer group serves as an important social agency of education during adolescence. Children learn to develop social values, it develop in the children qualities of leadership and followership.

Mass media as an agency helps to provide useful information on population education, energy conservation, and preservation of wild life, promote educational and national integration, develop

scientific temper of mind. They help in the modification of attitudes and values of individuals.

A film is a multiple media of communication. It has a very powerful influence on the minds of children and in shaping their personality. A good educational film should help the students to develop a sense of citizenship. A film on national integration can be prepared to help inculcate ideas of oneness and unity.

The press is an informal but a very influential agency of education. For national and international understanding the study of newspapers is essential. During the freedom struggle of India, the newspapers played a very important role in spreading national consciousness. Children come to know about their rights and responsibilities towards society. They can understand critical comments on national problems, political events and the performance of governments.

### 12.4.3 Non-formal Agencies in Democratic Education

Flexibility is the key-word in the case of non-formal agencies of education. The system is an open one with regard to admission, curricular work, place of instruction, mode of instruction, time and duration of instruction etc. In a broader sense, non-formal education is complementary, but not an alternative to formal education. Non-formal education is an integral part of a life-long learning concept that ensures that young people and adult acquire and maintain the skill and abilities needed to adapt to a continuously changing environment. It includes certain radio programme, certain T.V programme, correspondence courses, continuing education, adult education, programmed learning, open school, open university, distance education, summer institutes, etc. education TV Programmes like UGC Countrywide Programme, IGNOU Programme, SIET, GyanDarshan, etc are non-formal education programmes. Thus these programmes are helpful for democratic education.



## 12.5 LET US SUM UP

- Democracy has always found education as its greatest support and constant company. Without education, democracy has limited relevance and effectiveness, and without democracy education loses its meaning. Thus democracy and education are reciprocal to each other. For democracy to continue to prosper, citizens must be taught to democratic values, principles as a way of life. Democracy should be a key aspect in every form of education at the earliest stages of education.
- The word “democracy” is derived from two Greek words, namely, demos meaning ‘people’ and kratos meaning ‘rule’. The term democracy literally means ‘rule by the people’. The word democracy on the one hand, points towards the type of the government and on the other way a way of life.
- Thus from the political point of view democracy means” the government of the people, by the people and for the people”. In economic sphere democracy means that each individual should be given freedom to earn his own living through his own efforts. Democracy is taken in the social sense, when there are no impediments in the progress of any race, class or religion. The meaning of this is that for all the people there should be equal opportunities so that they may become good citizens.
- To make the real concept of democracy really workable and truly effective, democratic principles and values should pervade all fields of human activity, be it political, economic, social, religious and educational.
- According to Radha Krishna University Education Commission, “Democracy is a way of life and not a mere political arrangement. It is based on the principles of equal freedom and equal rights for all regardless of race, religion, sex or economic status.

- The core characteristics of democracy are: it is a way of life. It is a form of government. Democracy rests upon the principles of majority rule and individual rights. Democracies understand that their prime function is to protect basic human right. It conducts free and fair elections. Democratic societies are committed to the values of tolerance, cooperation and compromise.
- The basic principles for the success of democracy are freedom, equality, fraternity, justice, sharing responsibilities in education, cooperation in education etc.
- Formal agencies of education like schools and colleges impart formal education. These agencies are consciously and deliberately planned to bring about specific influence on the educand. They have regular working hours. They follow prescribed curriculum and text books. They have to conform to rigid departmental rules and regulations.
- Kilpatrick states: “the effective school in a democracy must give its pupils an intelligent understanding of the issues of democracy, make them well disposed towards democracy as a way of life, and make them skillful in the cooperatives activities through which democracy must function.”
- The role of the state in promoting democratic education is very important. Democracy can function well only when all the citizens of a nation get equal opportunities for their education. The state should ensure that there are available opportunities for universal and free school education.
- The family of an individual is the best agency to impart education to him. A person learns at his home the first principles of democratic life. By spending a wholesome life in his family and by gaining experiences from the social life of other persons the individual learns the best methods for his socialization.
- A film is a multiple media of communication. It has a very powerful influence on the minds of children and in shaping their personality. A good educational film should help the students to develop a sense of citizenship. A film on national integration can be prepared to help inculcate ideas of oneness and unity.



## 12.6 FURTHER READING


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## 12.7 ANSWERS TO CHECK YOUR PROGRESS

**Ans. to Q. No. 1:** The term democracy is coined from the Greek word "demos" meaning "people" and "Kratos" meaning "rule". The word democracy on the one hand, points towards the type of the government and on the other hand the way of life. From political point of view, democracy means "the government of the people, by the people and for the people". Democracy provides the best political environment available for the peaceful solution and prevention of disputes and conflicts.

**Ans. to Q. No. 2:** The five core characteristics of democracy are given below:

- Democracy is a way of life. It is an approach to various problems.
- Democracy as a form of government is based on the consent of the people.
- Democracy is a government in which power and civic responsibility are exercised by all adult citizens, directly, or through their freely elected representatives.
- Every citizen possessing the requisite qualifications has the right to contest and hold political post.
- It has faith in the goodness and rationality of man.

**Ans. to Q. No. 3:** The basic principles for the success of democracy are liberty or freedom, equality, fraternity, justice, dignity of the individual, cooperation, sharing of responsibility. Individuals in a democracy should be free from external forces and avoidable constraints. In spite of individual difference, every individual deserves equal opportunity to live, to learn and to realize his objectives in various endeavours. Therefore, there should not be any distinction of caste, colour, creed, language, place or region of birth etc. Every individual has dignity which is based on the assumption of the infinite value and worth of every human being.

**Ans. to Q. No. 4:** The principle of individual difference is a fact and contains truth. According to this principle equality means that each and every individual is provided with adequate opportunities to develop his individuality to the fullest extent according to his interest, aptitudes and capacities. It is therefore imperative to provide adequate facilities to children to develop their abilities to the optimum.

**Ans. to Q. No. 5:** In the absence of freedom, an individual will not be able to develop all his capacities to the fullest extent. Hence, there should be complete freedom to an individual to think in his own way, to speak out what he wishes, to discuss, to advise and to criticize freely in his own individual way. Then only, it will be possible for him to develop his personality to the maximum extent. Thus freedom is considered as the soul of democracy.



## 12.8 POSSIBLE QUESTIONS

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

**Q.1:** Define democracy.

**Q.2:** What are the different forms of democracy?

**Q.3:** What are the three fold functions of the schools in the process of educating students in democratic values and principles?

**Q.4:** What are the school programmes and methods of educating the students in a Democratic way of life?

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

**Q.1:** Explain the meaning of democracy by pointing out different definitions.

**Q.2:** Discuss the basic principles for the success of democracy.

**Q.3:** Explain the contribution of formal agencies for the success of democracy.

**Q.4:** How does an informal agency help democratic education?

**Q.5:** Explain the basic ideas of democratic approach to education.

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# UNIT 13: EQUALITY OF EDUCATIONAL OPPORTUNITY

## UNIT STRUCTURE


13.1 Learning Objectives

13.2 Introduction

13.3 Concept of Equity and Equality

13.3.1 Relationship Between the Concept of Equity and Equality

13.4 Concept of Equality of Educational Opportunity

13.5 Need of Providing Equality of Educational Opportunity

13.6 Problems Associated with Equalization of Educational Opportunity

13.7 Constitutional Provisions for Social Equity and Equality of Educational Opportunity

13.8 Let Us Sum Up

13.9 Further Reading

13.10 Answers to Check Your Progress

13.11 Possible Questions


## 13.1 LEARNING OBJECTIVES

After going through this unit, you should be able to–

- define the concept of equity and equality;
- analyze the relationship between equity and equality;
- describe the concept of equality of educational opportunity;
- discuss the need of providing equality of educational opportunity;
- identify the problems associated with equalization of educational opportunity; and
- explain the various constitutional provisions regarding social equity and equality of educational opportunity.

## 13.2 INTRODUCTION

Indian society is well known for its rich socio-cultural traditions marked by immense diversities. At the time of Independence, India inherited

a system where education was limited in scope and marked by striking regional and structural differences. As a result of this, some sections of the society were socially, economically and educationally more developed than the others.

Dr. B. R. Ambedkar, the Chairman of the drafting committee of the constitution of India in his final address to the Constituent Assembly on November 25,1949 remarked- 'We must make our political democracy a social democracy as well. On the social plane, we have in India a society based on the principle of graded inequality which means elevation for some and degradation for others. On the economic plane, we have a society in which there are some who have immense wealth as against many who live in abject poverty. In politics we will have equality and in social and economic life we will have inequality. In Politics we will be recognizing the principle of one man one vote and one vote one value. In our social and economic life, we shall, by reason of our social and economic structure, continue to deny the principle of one man one value. How long shall we continue to live this life of contradictions?

Keeping in mind the then prevalent socio-economic condition of the country, several measures have been taken to remove the inherent disparities across different sections of society. Therefore, while adopting the constitution of India on 26th January 1950, it envisaged India as a Secular, Socialist, and Democratic Republic where all its people will enjoy 'Justice, Liberty, Equality, and Fraternity'. To uphold these lofty ideals the Constitution incorporated several special provisions to help people from every section to prosper.

In this unit, we shall discuss the concept of equity and equality, equality of educational opportunity; need of providing equality of educational opportunity, problems associated with equalization of educational opportunity and the various constitutional provisions for social equity and equality of educational opportunity.

## 13.3 CONCEPT OF EQUITY AND EQUALITY

- *What is Equity?*
  - Equity is all about fairness, making sure people get equal access to the same opportunities. However, sometimes our differences create barriers to participation therefore we first need to ensure equity before we can enjoy equality.

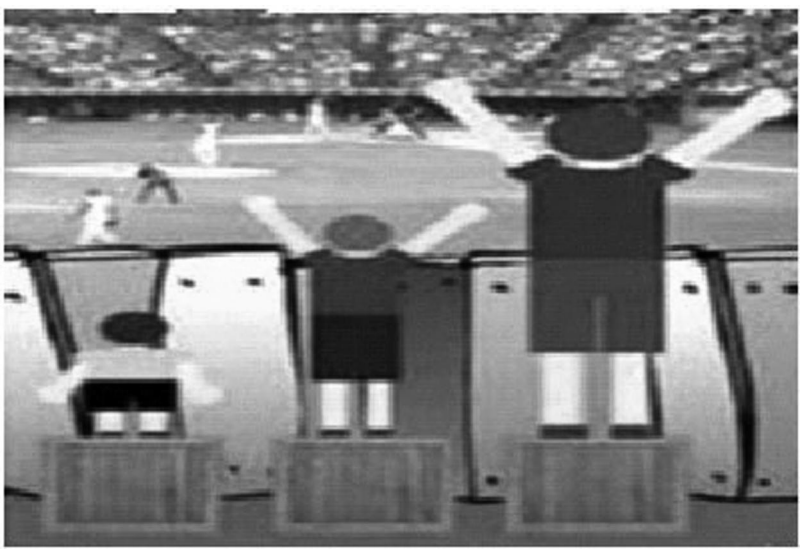
    Let us try to understand it with the help of a picture given aside where we see three young friends having differences in their height. They want to watch the game. Under equity paradigm, support is given to the needy ones. The Tall boy does not need any box and can see standing on the ground. While for the middle person it works great as one box is enough for him to see the game. However, the shortest person even with one box can't see because of his physique; –it is found that one box is inadequate to meet his need. So, he is given two boxes so that he can also enjoy the game.



**Picture: Illustrating Equity concept**

So, equity (fairness) believes in treating unequal's unequally in order to achieve fairness. It involves recognizing preexisting differences between people and attempting to reduce those differences.

- *What is Equality?*
  - The idea of equality is one of the core values of contemporary social and political philosophy all around the world. Equality is treating everyone the same. Equality (sameness) believes in treating people equally in order to achieve fairness.



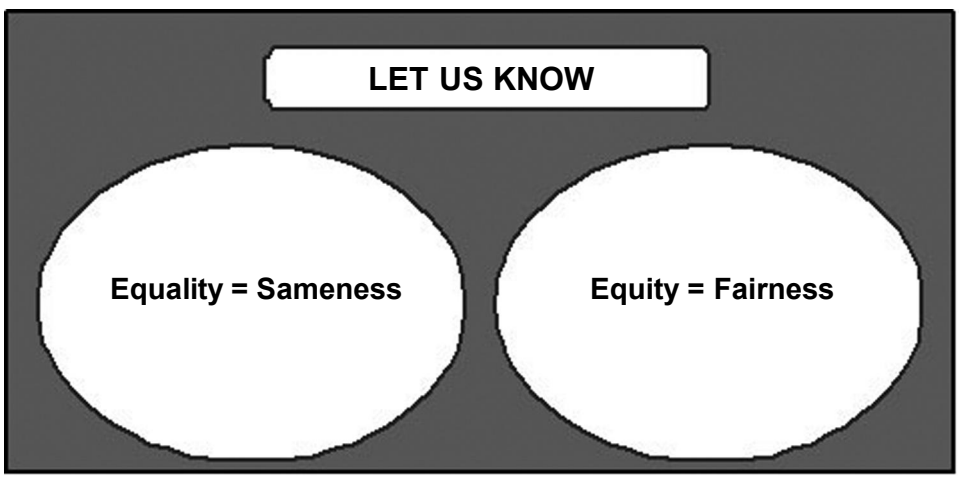
**Picture: Illustrating Equality concept**

Equality has different as well as related connotations such as equality at the realm of legal, political, moral and social sphere. For e.g. moral usage of the term 'equal dignity', legal usage 'equality before the law' etc. However, the goal of equality has been acclaimed in a limited way by many societies for particular purposes or areas of life.

### 13.3.1 Relationship Between the Concept of Equity and Equality

Equity and equality are sometimes used interchangeably which can lead to confusion because while these concepts are related, there are important distinctions as well. Generally equity involves trying to understand and give people what they need to enjoy a happy and healthy life. Equality in contrast aims to ensure that everyone

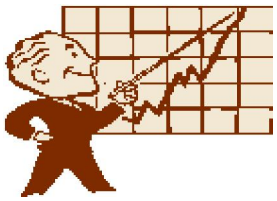
gets the same things in order to enjoy a happy and healthy life. Equity is supplementary to equality. It means providing due share to all those who has been deprived of by whatever reason or were not in a position to avail the facility which may have brought them up at par with developed people. Impartiality is implied in equality because equality is not possible without equity. Equity and equality aims to promote fairness and justice but it can only work if everyone starts from the same place and needs the same things.




However, the differences are stated as below -

- Equality is described as a state, where everyone is at the same level. Whereas, Equity is the virtue of being just, even-handed and impartial.
- Equality involves even distribution. Whereas, Equity involves fair distribution.
- Equality recognizes sameness and treats everyone as equal. Whereas, Equity recognizes differences, and attempts to counteract unequal individual opportunities.
- Equality is about providing everyone the same things. Whereas, Equity ensures that people have what they need.

Therefore, equity and equality are two strategies which are used with the intention of bringing in fairness in the society. Both Equity and equality are needed to have healthier communities.



### CHECK YOUR PROGRESS

**Q.1:** Write in your own words the constitutional values that are found in the preamble of our constitution.

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**Q.2:** Draw out the differences between equity and equality.

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## 13.4 CONCEPT OF EQUALITY OF EDUCATIONAL OPPORTUNITY

Equality of Opportunity is a political idea that is opposed to caste hierarchy. When Equality of Opportunity prevails in the society, the assignment of individuals to places in social hierarchy is determined by some form of competitive process, and all members of the society are eligible to compete on equal terms. Equality of opportunity means to give equal chance to every individual for the development of their capacity.

There is a longstanding debate regarding 'Equality' and 'Adequacy' approach in the distribution of Educational Opportunities. Those prioritize

'equality approach' in the distribution of educational opportunities advocate that the equality should insist onequal inputs (i.e., educational resources, like equal per pupil funding or qualified teachers) or equal outputs (i.e., educational outcomes, like the mastery of particular skills).The 'adequacy approach', in contrast, is seen as holding that what matters most in meeting a specified educational threshold.

It is an accepted working policy of all the democratic nations to make provision for equal opportunities. Dr. Radhakrishnan remarked that "Democracy only provides that all men should have equal opportunities for the development of their unequal talents."

Education has been considered both as a universal human right and an indispensable means of realizing other human rights. Thus, equality of opportunity in education is a fundamental principle, common to almost all international human rights treaties. Article (26) of the Universal Declaration of Human Rights (UDHR, 1948) considers the right to education as an inalienable human right of every child – boys and girls alike. It establishes the fundamental principles of universal access to education and ensuring equality of educational opportunities. Free and compulsory primary education is an inalienable right of every child, and a core obligation of States under international human rights treaties. In line with the international treaties, RTE (Right to free and compulsory Education)Act was passed in the year 2009 and came into force in 2010 in India which makes primary education of all the children from 6-14 years (Class I-VIII) free and compulsory. Equality of educational opportunity include the following points–

- Availability (quantity and quality of education available),
- Accessibility (quantity and quality of education accessible to people) and
- Adaptability (Utilization of education in people's life).

The National Policy on Education-1986 lays special emphasis on removal of disparities and equalizing educational opportunities by attending to the specific needs of those who have been denied equality so far i.e. education of girls and women, SCs and STs, education of educationally backward minorities and handicapped. NPE, 1986 adopted policy of

protective discrimination to promote education among these underprivileged groups. NPE-Programme of Action (POA), 1992 detailed out specially designed strategies and programmes of primary and elementary education for equalizing educational opportunities to these deprived groups.

## 13.5 NEED OF PROVIDING EQUALITY OF EDUCATIONAL OPPORTUNITY

- *Equality of Educational Opportunity for Flourishing:* Equality of educational opportunities is needed for the establishment of egalitarian society based on social equality and justice; equality of opportunity for flourishing would not only have to provide compensatory support and resources for those from disadvantaged family backgrounds, but also for those who have genetic disadvantages. It ensures that *all* students have equal prospects for living well, regardless of differences in their natural potentials. Therefore, it contributes towards individual as well as social development.
- *Equality of Educational Opportunity for participation in the Job Market:* A second key goal of education is to prepare productive individuals. Education that helps at preparing individuals for employment has significant benefits for the country (e.g., GDP growth) and for individuals (e.g., remunerative and rewarding employment and all its associated benefits, including more discretionary income, and better healthcare). This function of education is critically important as a matter of justice.
- *Equality of Educational Opportunity for Citizenship:* Another important goal for providing educational opportunities is the development of students' capacities associated with being a good citizen. It helps to inculcate among individuals the democratic citizenship traits and qualities and thereby able to participate effectively in political deliberations.

## 13.6 PROBLEMS ASSOCIATED WITH EQUALIZATION OF EDUCATIONAL OPPORTUNITY

Education is of great help in establishing equality and ensuring social justice no doubt.

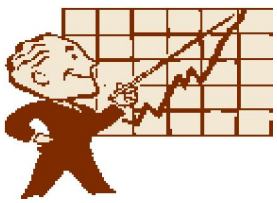
But the system of education itself can add to the existing inequalities, or at least perpetuate the same. This has been the major problem in providing equal educational opportunity for all.

In India these are some reasons which create inequality of educational opportunities–

- *Family background of the learners:* Family background has long been recognized as a source of significant inequalities. Even before we consider that children have quite different personalities and needs, inequality exists in terms of family wealth and differences in family priorities and influence over a child's prospects in civic participation, and in overall well-being. Although the number of parents who choose to pay tuition to have their children educated in private schools may be relatively small, purchasing elite private schooling can result in compounding advantages for some students (and thus relative disadvantages for others).
- *Disability of the learners:* One of the primary goals of an education system is to ensure fair competition for jobs. But there are so many people with disabilities who are likely to face greater and even insurmountable obstacles to becoming the most meritorious candidate. Fair Educational Opportunity requires equal prospects for the equally talented and ambitious people. Some of those with disabilities do not have similar or equal natural talent with others vying for opportunities, even if these differences could be compensated for through education. Meritocratic equality of opportunity also appears to neglect some people with disabilities, by interpreting merit in terms of inborn potentials.

These are some of the challenges that are not philosophical but practical, such as how we can convince policymakers to allocate sufficient

funds to meet students' educational needs, and how we might increase public support for the ideal of equality of educational opportunity more generally.



**CHECK YOUR PROGRESS**

**Q.3:** What does NPE 1986 say regarding equality of educational opportunity?

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**Q.4:** Why is it needed to provide equality of educational opportunity?

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**Q.5:** What are the challenges associated with equality of educational opportunity?

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## 13.7 CONSTITUTIONAL PROVISIONS FOR SOCIAL EQUITY AND EQUALITY OF EDUCATIONAL OPPORTUNITY

The Constitution is considered as the fundamental law of the land. This has several significant implications. It is under this fundamental law that all laws are made and executed, all governmental authorities act and the validity of their functioning is adjudged.

The term Constitutional provision specifies that a rule or law comes from the constitution itself and not from statutory or common law. The purpose of a constitutional provision is to establish the most basic vital rights, restrictions and organizations in the society. Constitutional provision is the only way to amend or follow the procedures set out in the constitution itself. The constitution of India provides the following major provisions for social equity and equality of educational opportunitiesto all citizens of the country:

- **Education in the Concurrent List:** The declarations of the Indian Constitution may be treated as the starting point of Indian education. The Constitution stated clearly that education was a state subject. However, the 42nd amendment Act of 1976 transferred the subject of education to the concurrent list, which means that both the Central as well as State governments are empowered to make laws on education. In case of conflict or controversy, the Union law shall prevail. The importance of making education a concurrent subject is that now the Centre is in a position to make integrated policy on education and strive for obtaining a uniform standard therein.
- **Provision of Free and Compulsory Education:** The article 45 stated that ''The State shall endeavor to provide, within a period of ten years from the commencement of this Constitution, for free and compulsory education for all children until they complete the age of fourteen years.'' In the constitution it was laid down that within 10 years from the commencement of the constitution, universal elementary education (class I-VIII) will be achieved for all children up to the age of 14 years. But it could not be achieved. In 2002 Eighty sixth amendment to the Constitution took place and made elementary education a fundamental right of every child. This amendment provides for–
  - Insertion of new Article 21 A– The State shall provide free and compulsory education to all children of the age of six to fourteen years in such manner as the State may, by law, determine.
  - Substitution of the article 45– The State shall endeavor to provide early childhood care and education for all children until they complete the age of six years.

- Insertion of a new clause (k) in Articles 51A– it is a fundamental duty of a parent or guardian to provide opportunities for education of his child or, as the case may be ward, between the age of six and fourteen years.

- **Provision of Education of Minorities:** Article 30– Rights of minorities to establish and administer educational institutions–
  1) All minorities, whether based on religion or language, shall have the right to establish and administer educational institutions of their choice.
  2) The State shall not, in granting aid to educational institutions, discriminate against any educational institution on the ground that it is under the management of a minority, whether based on religion or language.
- **Provision of Equality of Opportunities:** Article 29 declares that "No citizen shall be denied admission into any educational institution maintained by the state or receiving aid out of state funds on grounds only of religion, race, caste, language or any of them."

  Article 16 states–
  1) There shall be equality of opportunity for all citizens in matters relating to employment or appointment to any office under the State.
  2) No citizen shall, on grounds only of religion, race, caste, sex, descent, place of birth, residence or any of them, be ineligible for, or discriminated against in respect of, any employment or office under the State.
- **Provisions regarding Secular Education:**

  Article 28 states–
  1) No religious instruction shall be provided in any educational institution wholly maintained out of State funds.
  2) Nothing in clause (1) shall apply to an educational institution which is administered by the State but has been established under any endowment or trust which requires that religious instruction shall be imparted in such institution.

3) No person attending any educational institution recognized by the State or receiving aid out of State funds shall be required to take part in any religious instruction that may be imparted in such institution or to attend any religious worship that may be conducted in such institution or in any premises attached thereto unless such person or, if such person is a minor, his guardian has given his consent thereto.

- **Provision of Women Education:** Article 15(3) empowers the state to make special provision for women and children. Article 15(3) states that "Nothing in this Article shall prevent the State from making any special provision for women and children".

  The National Policy on Education (1986) also states that education will be used as an agent of basic change in the status of women. In order to neutralize the accumulated distortions of the past, there will be well conceived edge in favor of women.

- **Provision for Education of Children of Weaker Classes:**

  Article 46 states– The State shall promote with special care the educational and economic interests of the weaker sections of the people, and, in particular, of the Scheduled Castes and the Scheduled Tribes, and shall protect them from social injustice and all forms of exploitation.

  Article 15 states– "Nothing in this Article or in clause (2) of Article 29 shall prevent the state from making any special provision for the advancement of any socially and educationally backward class of citizens or for the scheduled castes and scheduled tribes."

  Provisions have been made in the Constitution for safeguarding the weaker sections against all forms of exploitation and also to provide education to them. Some other provisions for social equity and equality are as follows–

- **Equality before Law:**

  Article 14 states– ''The State shall not deny to any person equality before law or equal protection of the laws with in the territory of India.''

- **Prohibition of discrimination:** Article 15 prohibits discrimination

against any citizen on grounds of religion, race, caste, sex or place of birth.

1) The State shall not discriminate against any citizen on grounds only of religion, race, caste, sex, place of birth or any of them.
2) No citizen shall, on grounds only of religion, race, caste, sex, place of birth or any of them, be subject to any disability, liability, restriction or condition with regard to– (a) access to shops, public restaurants, hotels and places of public entertainment; or (b) the use of wells, tanks, bathing ghats, roads and places of public resort maintained wholly or partly out of State funds or dedicated to the use of the general public.



## 13.8 LET US SUM UP

- After independence, the Government of India has undertaken a number of steps to strengthen the educational base of SCs and STs and other weaker sections of the society through various schemes like Sarva Shiksha Abhiyan (SSA), Kasturba Gandhi Balika Vidyalayas, Mid-Day Meal Scheme, Kendriya Vidyalayas (KVS), National Institute of Open Schooling (NIOS) etc.
- However in spite of the creation of a legal framework to ensure equality of educational opportunity in every societies, such an ideal continues to be elusive than reality even now in 2017 in the industrially advanced societies in India. We get a clear picture when we look at decadal census report that presents a wide disparity between the education of the SC/ST and other weaker sections of the society and advanced sections. As per 2011 census, overall literacy rate in India is 74.04% while it was 12% at the end of British rule in 1947. Though we find considerable progress in terms of literacy rate but then the progress rate is not satisfactory and has remained far below our expectations towards achieving universalization of elementary education.

- Hence in order to accelerate the process of providing equality of educational opportunity, various stakeholders need to come together along with proper utilization of media, methods and materials to fulfill the special needs of the children from the disadvantaged sections of the country. And also there has to be a continuous attempt to identify factors which tend to create significant form of inequality and to adopt measures to eliminate them together or at least to reduce them to the minimum.



## 13.9 FURTHER READING

1) Agarwal, J. C. (2012). *Psychological Philosophical and Sociological Foundations of Education*. New Delhi: Shipra Publication.
2) Basu, D. D. (1991). *Introduction to the Constitution of India*. New Delhi: Prentice Hall of India Pvt. Ltd.
3) MHRD, Department of Education (1992). *National Policy on Education,1986 (with modifications undertaken in 1992)*. New Delhi: Govt. of India.
4) United Nations Special Rapporteur on the Right to Education (2011, April 18). *The Promotion of Equality of Opportunity in Education (A/HRC/17/29)*.



## 13.10 ANSWERS TO CHECK YOUR PROGRESS

**Ans. to Q. No. 1:** The preamble of our constitution reflects certain basic values which find expression in various articles and provisions of our Constitution. They are–

- **Justice:** This ideal of a just and egalitarian society remains as one of the foremost objectives.
- **Liberty:** The blessings of freedom have been preserved and ensured to our citizens through a set of Fundamental Rights.

- **Equality:** Every citizen of India is entitled to equality before law and equal protection of law. As a human being everybody has a dignified self. To ensure its full enjoyment inequality in all forms present in our social structure has been prohibited.
- **Fraternity:** Fraternity stands for the spirit of common brotherhood. In the absence of that, a plural society like India stands divided.

**Ans. to Q. No. 2:** While equity and equality are related, there are important distinctions as well–

a) Equality involves even distribution and means sameness. Whereas, equity involves fair distribution and means fairness.

b) Equality recognizes sameness and treats everyone as equal. Whereas, equity recognizes differences, and attempts to counteract unequal individual opportunities.

**Ans. to Q. No. 3:** The National Policy on Education (1986) emphasizes on equalizing educational opportunities by attending to the specific needs of those who have been denied equality so far i.e. education of girls and women, SCs and STs, education of educationally backward minorities and handicapped. NPE, 1986 adopted policy of protective discrimination to promote education among these underprivileged groups.

**Ans. to Q. No. 4:** Equality of educational opportunities is needed for the given reasons-

a) Equality of Educational Opportunity for Flourishing.

b) Equality of Educational Opportunity for participating in the Job Market.

c) Equality of Educational Opportunity for Citizenship.

**Ans. to Q. No. 5:** Challenges associated with equalization of educational opportunity are–

a) Family background of the learners

b) Disability of the learners.



## 13.11 POSSIBLE QUESTIONS

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

**Q.1:** Write in your own words the meaning of equality of educational opportunity.

**Q.2:** Write a short note on the differences between equity and equality.

**Q.3:** What is the importance of the 86 constitutional amendment?

**Q.4:** What are the problems associated with equalization of educational opportunity.

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

**Q.1:** Write down the various constitutional provisions related to social equity and equality of educational opportunities.

**Q.2:** Discuss the significance of ensuring equality of educational opportunities with special reference to Indian society.

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# UNIT 14: EDUCATION FOR SOCIALLY DISADVANTAGED SECTIONS OF SOCIETY

## UNIT STRUCTURE


14.1 Learning Objectives

14.2 Introduction

14.3 Concept of Socially Disadvantaged Sections of Society

14.4 Equalization of Educational Opportunities

- 14.4.1 Concept of Equality
- 14.4.2 Meaning of Equality of Educational Opportunities
- 14.4.3 Need and Importance of Equalization of Educational Opportunities

14.5 Programmes and Policies

- 14.5.1 Constitutional Provisions of Socially Disadvantaged Sections of Society
- 14.5.2 Educational Provisions of Socially Disadvantaged Sections of Society

14.6 Factors for Educational Backwardness of Disadvantaged Children

14.7 Suggestive Measures

14.8 Let Us Sum Up

14.9 Further Reading

14.10 Answers to Check Your Progress

14.11 Possible Questions


## 14.1 LEARNING OBJECTIVES

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

- define socially disadvantaged sections of society;
- discuss the importance of equalization of educational opportunities;
- analyze critically the constitutional provisions of socially disadvantaged sections of society; and
- explain the factors for educational backwardness of disadvantaged children.

## 14.2 INTRODUCTION

Education is the only tool through which light of hope can be spread and darkness can be removed from the lives of the socially disadvantaged people. The Socially Disadvantaged Groups include the Scheduled Castes (SCs), the Scheduled Tribes (STs), the Other Backward Classes (OBCs) and the Minorities. Education is the most effective instrument of empowering the socially disadvantaged groups. For this proper educational provisions are necessary for overall development of the socially disadvantaged group of society. Education is a vehicle for integration and assimilation of SC, ST, OBC and minorities into the social mainstream. Indian constitution ensures education for the overall development of these people and our government has taken up many schemes for the education of the disadvantaged groups of people. But due to the lack of education and awareness among these people, most of them are not aware of these schemes and provisions given by the Indian constitution and steps taken by the Government. That is why they are lagging behind economically and socially from the other communities. We can empower these groups by encouraging them to participate them in the planning and development process at every level through ensuring their representations in various democratic decisions making institutions like panchayati raj, local bodies, state assemblies etc. This can only happen when education reaches to them. Education is looked upon as a means of raising the social status of an individual in various ways. It is accepted as a basic human need to have a desirable quality of life.

## 14.3 CONCEPT OF SOCIALLY DISADVANTAGED SECTIONS OF SOCIETY

A society is composed of several sections or groups of people. There are some sections of the society which come under the category of disadvantaged groups. The groups which fall in this category are Scheduled Caste (SC), Scheduled Tribes (ST), Other Backward Classes (OBC) and Minorities. Due to caste system prevailing in India, the people of these categories have been exploited for ages. They were also denied the right to

education and thus were left languishing behind both economically and socially. Still in some places of India, Scheduled Caste is described as untouchables and they face extreme discrimination and violence by other caste of Hindus. They are also denied access to education, housing, land, temples and wells for drinking, restaurants, toilets and many other civic facilities. On the other hand Scheduled Tribe groups have traditionally lived in remote areas of the country and in closer proximity to forest and natural resources. The remote and difficult geographical terrain inhabited by Scheduled Tribes has isolated them from mainstream society. In the Indian Constitution, OBCs are described as "socially and educationally backward classes". The Union Government set up the National Commission for Minorities (NCM) under the National Commission for Minorities Act, 1992. Six religious communities, viz; Muslims, Christians, Sikhs, Buddhists, Zoroastrians (Parsis) and Jains have been notified in Gazette of India as minority communities by the Union Government all over India.



**LET US KNOW**

- The group which fall under disadvantage sections are–
  - Scheduled caste (SC)
  - Scheduled Tribes (ST)
  - Other Backward Classes (OBC)
  - Minorities
- Most people under these groups are lagging behind economically and socially from the other communities.

## 14.4 EQUALIZATION OF EDUCATIONAL OPPORTUNITIES

It is well said that "Every society that values social justice and is anxious to improve the lot of the common man and cultivate all available talent must ensure progressive equality of opportunity to all sections of the population. This is the only guarantee for the building up of an egalitarian and human society by which the exploitation of the weak will be minimized."

### 14.4.1 Concept of Equality

The term "Equality" means the absence of special privileges to any section of the society, and the provision of adequate opportunities for all individuals without any discrimination. The Preamble to the Indian Constitution secures to all citizens of India equality of status and opportunity. This is tried to achieve through various provisions in the Constitution as well as through various laws and policies enacted from time to time. Article 14 to 18 provides for right to equality which aims to secure all citizens their civic equality. Article 325 and 326 aim to secure all citizens political equality and Article 39 under the Directive Principles aims to secure all citizens economic equality. Equality of opportunity means that every individual will receive suitable education at a pace and through methods suitable to her/him and therefore, children from the disad-vantaged and socially discriminated groups also suffering specific challenges must be paid special attention. Education can play a significant role to minimizing and finally eliminating the differences by proving equality of access to quality education and opportunity. Equality of opportunity means that every individual will receive equal chance to explore himself/herself in the society.

### 14.4.2 Meaning of Equality of Educational Opportunities

Equality of educational opportunities means that an individual has equal access to education. Equality of educational opportunities is one of the goals of the ideology of Egalitarianism. In developing countries like India, state has assumed the responsibility to provide universal free education at the school level. Special policy measures have been developed to spread modern scientific secular education to rural areas and policy of protective discriminating has been adopted to encourage the traditionally deprived sections like SC and ST to take to modern education. Modern society views education as an important societal resource and a means of achieving the goal of

egalitarianism. Education is looked upon as a means of raising the social status of an individual in various ways. It is accepted as a basic human need to have a desirable quality of life. Education is often considered as an equalizer.

However, inequality of educational opportunities exists throughout the world and more so in India. The Education Commission (1964-1966) has observed: "The main social objectives of education is to equalize opportunity, enabling the backward or underprivileged classes and individuals to use education as a lever for the improvement of their condition. Every society that values social justice and is anxious to improve a lot of the common man and cultivate all available talent must ensure progressive equality of opportunity to all sections of the population."

The National Policy on Education 1986 (NPE 1986) is a landmark in the history of Indian education. It lays special emphasis on the removal of disparities and to equalize educational opportunities by attending to the specific needs of those who have been denied equality so far i.e. the Scheduled Castes and Scheduled Tribes, the Other Backward Categories andthe minorities.

### 14.4.3 Need and Importance of Equalization of Educational Opportunities

Although there is an unprecedented rise in the enrolment of minority, SC, ST, and OBC yet the attendance rates of these children are dismally low. These categories of students' education need special attention because dropout, failure and low scholastic achievement affect them to a far greater degree than general category children. Students of these categories are generally first generation learners. This implies that their home language usually differs from their school language and they are vulnerable to hostile environment at home. That is why we need to educate them properly as they are completely dependent on the school. The equalization of educational opportunities is essentially linked with the notion of equality in the

social system. In a social system if all the individuals are treated as equal, they get equal opportunities for advancement. Since education is one of the most important means of upward mobility, it is through an exposure to education one can aspire to achieve higher status, position and emoluments. But for getting education he/she must have equal opportunities like other member of the society. In case educational opportunities are unequally distributed, the inequalities in the social structure continue to be perpetuated, it is in this light the quality of educational opportunities has been visualized. Whatever measures may be taken to ensure equality, inequality will exist to some degree. Thus what the programmes of equality do or can do is to narrow down the inequalities. It means "elimination of that level or type of inequality which is considered undesirable or unacceptable within the society." So the purist of equality aims not at total equality in the philosophical sense, but at an equitable distribution of societal resources.The need for emphasizing the equality of opportunity in the education arises for various reasons. They may be cited here:

a) Equality of educational opportunities is needed for the establishment of egalitarian society based on social equality and justice.
b) It contributes to the search for talents among all the people of a nation.
c) It is essential to ensure rapid advancement of a nation.
d) It is needed for the successful functioning of a democracy. Educated and enlightened people alone can ensure a meaningful democracy.
e) It helps to develop a closer link between manpower needs of a society and the availability of the skilled personnel.

## 14.5 PROGRAMMES AND POLICIES

The Constitution of India has clearly stated in its Preamble that everyone has the right to equality of status and of opportunity. The Directive Principles of the State Policy further stress in Article 41 the right to work, to educate and to public assistance in certain cases including disablement. In addition to Article 45, the Constitution lays down that free, compulsory and

universal primary education should be provided to all children upto 14 years of age. Article 46 of the Constitution of India commits the State to promote educational and economic interests of Scheduled Castes, Scheduled Tribes and Weaker Sections. Following are some major provisions according to the Constitution of India for all-round improvement of disadvantaged sections of society.

### 14.5.1 Constitutional Provisions of Socially Disadvantaged Sections of Society

- **Article 14:** The State shall not deny to any person equality before the law on the equal protection of the laws within the territory of India.
- **Article 15:** It refers to prohibition of discrimination on ground of religion, race, castes, sex or place of birth or any of them. This has implications for all of us as we have to treat all children equally and in case, a child from weaker section or socially disadvantaged group lags behind, special provisions and efforts have to be made to bring her/him at par with other children.
- **Article 16:** This article relates to relaxation in Government jobs proportionately for SC/ST. This article has implications for reserving posts in various cadres for SCs and STs and does not have any direct implication for classroom or teaching related issues.
- **Article 17:** It deals with abolition of untouchability and its practice in any form. The enforcement of any disability arising out of untouchability shall be an offence punishable in accordance with law.
- **Article 23 (2):** Nothing in this article shall prevent the State from imposing compulsory service for public purposes, and in imposing such service the State shall not make any discrimination on grounds only of religion, race, caste or class or any of them.
- **Article 29 (2):** No citizen shall be denied admission into any educational institution maintained by the State or receiving aid

out of State funds on grounds only of religion, race, caste, language or any of them.

- **Article 30:** All minorities whether based on religion or language shall have the right to establish and administer educational institution of their own. The state shall not discriminate against any educational institution run by the minorities based on religion or language.
- **Article 45:** Provision for free and compulsory education for children. The State shall endeavour to provide, within a period of ten years from the commencement of this Constitution, for free and compulsory education for all children until they complete the age of fourteen years.
- **Article 46:** Promotion of educational and economic interests of Scheduled Castes, Scheduled Tribes and other weaker sections. The State shall promote with special care the educational and economic interests of the weaker sections of the people, and, in particular, of the Scheduled Castes and the Scheduled Tribes, and shall protect them from social injustice and all forms of exploitation.
- **Article 330:** Seats shall be reserved in the House of the People for the Scheduled Castes, the Scheduled Tribes except the Scheduled Tribes in the autonomous districts of Assam.
- **Article 332:**
  1) Seats shall be reserved for the Scheduled Castes and the Scheduled Tribes, except the Scheduled Tribes in the tribal areas of Assam, in Nagaland and in Meghalaya, in the Legislative Assembly of every State.
  2) The number of seats reserved for the Scheduled Castes or the Scheduled Tribes in the Legislative Assembly nearly as may be, the same proportion to the total number of seats in the Assembly as the population of the Scheduled Castes in the State or of the Scheduled Tribes in the State or part of the State, as the case may be, in respect of which seats are so reserved, bears to the total population of the State.

- **Article 334:** Reservation of seats and special representation to cease after forty years. Notwithstanding anything in the foregoing provisions of the part, the provisions of this Constitution relates to– Reservation of seats for the Scheduled Castes and the Scheduled Tribes in the House of the People and in the Legislative Assemblies of the States.
- **Article 335:** It refers to claims of Scheduled Castes and Scheduled Tribes to services and posts. The claims of the members of the Scheduled Castes and the Scheduled Tribes shall be taken into consideration, consistently with the maintenance of efficiency of administration, in the making of appointments to services and posts in connection with the affairs of the Union or of a State.
- **Article 338:** In this article, references to the Scheduled Castes and Scheduled Tribes shall be construed as including references to such other backward classes as the President may, on receipt of the report of a Commission appointed under clause (1) of article 340, by order specify and also to the Anglo-Indian Community.

### 14.5.2 Educational Provisions of Socially Disadvantaged Sections of Society

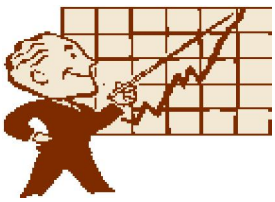
- The revised policy formulation and programme of Action (POA, 1992) recommended schemes and programme for educational development of scheduled caste including other disadvantaged sections of the society. The revised policy formulation and programme of Action (POA, 1992) envisaged a number of strategies accelerated the rate of enrollment and retention of SC communities including other socially disadvantaged sections.
- Universalization of Primary Education by 2007 and at elementary stage by 2010 gives special focus on low literacy pockets, viz. SCs, STs, OBCs and minorities.
- Right to Education Act 2009 includes all the children belonging to disadvantaged groups as defined in the section 2 (d). These include children from SC, ST, minorities and OBC.

- District Primary Education Programme (DPEP, 1994) - The thrust of the scheme is on disadvantaged groups like SC, ST, OBC and minorities. According to a study by NIEPA (National Institute of Educational Planning and Administration) schools in DPEP districts have more than 60% students belonging to SC and ST Community.
- Supporting efforts by the Department of Education, The Nodal Ministry of Social Justice and Empowerment and Ministry of Tribal Affairs since its establishment in 1999, has also implemented a few exclusive programme for the educational betterment of the socially disadvantaged groups through extending scholarships, hostels and coaching etc.
- There are several other programmes for the disadvantaged groups. The programmes are construction of hostels for ST, SC, OBC and minority students, ashram schools for STs, coaching and allied schemes, book bank, Upgradation of merit of ST, SC students, special education development programme to SC and SC girls belonging to low literacy areas.
- Extending reservation in educational institutions and granting conscience like free education, free supply of books and uniforms etc.
- National Scholarship to meritorious SC, ST, OBC and minorities students to pursue higher studies.
- Pre-matric and postmatric scholarship for ST, SC, OBC and minorities students.
- Promotion of educational development through maktabas/ madarsas and strengthening and expansion of Maulana Azad's education foundations activities.
- Extending special coaching and training to the educationally backward minorities and other backward sections to prepare them for various competitive exams.

## 14.6 FACTORS FOR EDUCATIONAL BACKWARDNESS OF DISADVANTAGED CHILDREN

The continuance of educational backwardness of disadvantaged group is due to many factors. Certain factors are mentioned below:

- **Geographical Factor:** This category of people is generally located in remote areas of the country. They can't access good quality educational institutes. Children in rural areas studying in poorly equipped schools have to compete with the chil-dren in urban areas where there are well-equipped schools. In the places where no primary, secondary or collegiate educational institutions exist, children do not get the same opportunity as those who have all these in their neighbourhood.
- **Economic Factor:** This category of people is generally found to be economically backward which makes them prefer a source of livelihood over education. Inequalities of educational opportunity occur due to the poverty of a large number of people. The poor cannot afford to meet the expenses of education.
- **Social Factor:** People of this category remain isolated from the mainstream society because of their distinctive language, culture, beliefs etc. Wide inequalities also arise from differences in home environments. A child from a rural household or slum does not have the same opportunity as a child from an upper class home with educated parents.
- **Political Factor:** People of this category are usually manipulated by the political parties for their selfish interest. And they are being treated as a vote bank. Political parties are not interested to solve their problems rather those issues are used in political agendas.



## CHECK YOUR PROGRESS

**Q.1:** Name the groups which come under socially disadvantaged sections of society.

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**Q.2:** What do you mean by Equality?

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**Q.3:** What do you mean by Equality of Educational Opportunities?

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**Q.4:** How are education and Equality of Educational Opportunity related? Justify in your own words.

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**Q.5:** Discuss any five constitutional provisions of socially disadvantaged sections of society.

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**Q.6:** List five important educational provisions of socially disadvantaged sections of society.

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**Q.7:** Illuminate the factors for educational backwardness of disadvantaged children.

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## 14.7 SUGGESTIVE MEASURES

In a good system of education there should be a continuous attempt to identify factors which tend to create significant form of inequality and to adopt measures to eliminate them together or at least to reduce them to the minimum. This disparity can be removed only through giving special attention to these neglected sections of the society. Although the educational status of the people belonging to ST, SC, OBC and minorities is not up-to the mark, we have come a long way from being in a devastating situation. The Government of India has been striving to achieve the target of providing equal educational opportunities to all the people. Some suggestions could be cited in this regard:

1) In order to reap the fruits of education and also to remove the prejudices and biases, adult illiteracy has to be removed by launching appropriate programmes.
2) By following a "policy of protective discrimination" all efforts must be made to increase the opportunities for education to all the weaker sections of the society like the scheduled castes, sched-uled tribes and backward communities.
3) Honest attempts be made to provide compulsory education to all the children at least upto 14 years. No one should be made to suffer for want of educational opportunity and facilities.
4) The higher educational chances should be extended to all on merit.
5) Creating awareness campaign among the SC, ST, OBC and Minorities.
6) Education Commission suggests that for Equalisation of Educational Opportunity the fol-lowing measures may be adopted:
   a) Education should be made tuition free for all immediately at the primary and secondary levels and in course of time, at the university level at least for the needy deserving students.
   b) Free textbooks and writing materials should be supplied at the primary stage.
   c) Transport facilities should be provided to reduce cost on hostels and scholarships.
   d) Facilities for the students to earn a part of their educational expenses, that is, "earn while you learn" schemes should be developed.
   e) There should be liberal schemes for scholarships.
   f) Wide differences that are found in the educational development in different states and dis-tricts must be minimised to a desirable extent.
7) Every educated and responsible citizen should take it upon himself to educate a couple of students in his/her capacity.



## 14.8 LET US SUM UP

- Education is the only tool through which light of hope can be spread and darkness can be removed from the lives of the socially disadvantaged people.
- The Socially Disadvantaged Groups include the Scheduled Castes (SCs), the Scheduled Tribes (STs), the Other Backward Classes (OBCs) and the Minorities.
- But due to the lack of education and awareness among these people, most of them are not aware of these schemes and provisions given by the Indian constitution and steps taken by the Government.
- The term “Equality” means the absence of special privileges to any section of the society, and the provision of adequate opportunities for all individuals without any discrimination.
- The Preamble to the Indian Constitution secures to all citizens of India equality of status and opportunity.
- In developing countries like India, state has assumed the responsibility to provide universal free education at the school level. Special policy measures have been developed to spread modern scientific secular education to rural areas and policy of protective discriminating has been adopted to encourage the traditionally deprived section like SC and ST to take to modern education.
- Equality of educational opportunities means that an individual has equal access to education. Equality of educational opportunities is one of the goals of the ideology of Egalitarianism.
- Equality is said to exist only when inequality has been removed. But in reality inequality is not totally eliminated.
- Modern society views education as an important societal resource and a means of achieving the goal of egalitarianism.
- The Constitution of India has clearly stated in its Preamble that everyone has the right of equality of status and of opportunity.

- The continuance of educational backwardness of disadvantaged group is due to many factors like geographical, economic, social and political factors.
- Although the educational status of the people belonging to ST, SC, OBC and minorities is not up-to the mark, we have come a long way from being in a devastating situation.
- This disparity can be removed only through giving special attention to these neglected sections of the society.
- Like proper and good system of education there should be a continuous attempt to identify factors which tend to create significant form of inequality and to adopt measures to eliminate them together or at least to reduce them to the minimum.



## 14.9 FURTHER READING

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## 14.10 ANSWERS TO CHECK YOUR PROGRESS

**Ans. to Q. No. 1:** The group which fall under disadvantage sections are–

- Scheduled caste (SC)
- Scheduled Tribes (ST)

- Other Backward Classes (OBC)
- Minorities

**Ans. to Q. No. 2:** The term "Equality" means the absence of special privileges to any section of the society, and the provision of adequate opportunities for all individuals without any discrimination.

**Ans. to Q. No. 3:** The Equalization of Educational Opportunities is essentially linked with the notion of equality in the social system. In a social system if all the individuals are treated as equal, they get equal opportunities for advancement. It means "elimination of that level or type of Inequality which is considered undesirable or unacceptable within the society." So the purist of equality aims not at total equality in the philosophical sense, but at an equitable distribution of societal resources.

**Ans. to Q. No. 4:** Equality of educational opportunities means that an individual has equal access to education. Education is looked upon as a means of raising the social status of an individual in various ways. It is accepted as a basic human need to have a desirable quality of life. Education is often considered as an equalizer.

**Ans. to Q. No. 5:** Following are five constitutional provisions of socially disadvantaged section of society:

1) **Article 15:** It refers to prohibition of discrimination on ground of religion, race, castes, sex or place of birth or any of them. This has implications for all of us as we have to treat all children equally and in case, a child from weaker section or socially disadvantaged group lags behind, special provisions and efforts have to be made to bring her/him at par with other children.
2) **Article 16:** This article relates to relaxation in Government jobs proportionately for SC/ST. This article has implications for reserving posts in various cadres for SCs and STs and does not have any direct implication for classroom or teaching related issues.
3) **Article 29 (2):** No citizen shall be denied admission into any educational institution maintained by the State or receiving aid

out of State funds on grounds only of religion, race, caste, language or any of them.

4) **Article 30:** All minorities whether based on religion or language shall have the right to establish and administer educational institution of their own.The state shall not discriminate against any educational institution run by the minorities based on religion or language.

5) **Article 45:** Provision for free and compulsory education for children. The State shall endeavour to provide, within a period of ten years from the commencement of this Constitution, for free and compulsory education for all children until they complete the age of fourteen years.

**Ans. to Q. No. 6:** The five important educational provisions of socially disadvantaged section of society are listed below:

1) Universalization of Primary Education by 2007 and at elementary stage by 2010 gives special focus on low literacy pockets, viz. SCs, STs, OBCs, minorities and women.
2) Right to Education Act 2009 include all the children belonging to disadvantaged groups as defined in the section 2(d). These include children from SC, ST, minorities and OBC.
3) Extending reservation in educational institutions and granting conscience like free education, free supply of books and uniforms etc.
4) National Scholarship to meritorious SC, ST, OBC and minorities students to pursue higher studies.
5) Extending special coaching and training to the educationally backward minorities and other backward sections to prepare them for various competitive exams.

**Ans. to Q. No. 7:** The continuance of educational backwardness of disadvantaged group is due to many factors. Certain factors are mentioned below:

- **Geographical Factor:** This category of people is generally located in remote areas of the country. They can't access good quality educational institutes.

- **Economic Factor:** This category of people is generally found to be economically backward which makes them prefer a source of livelihood over education.
- **Social Factor:** People of this category remain isolated from the mainstream society because of their distinctive language, culture, beliefs etc.
- **Political Factor:** People of this category are usually manipulated by the political parties for their selfish interest. And they are being treated as a vote bank. Political parties are not interested to solve their problems rather those issues are used in political agendas.



## 14.11 POSSIBLE QUESTIONS

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

**Q.1:** How does social factor lead to educational backwardness of disadvantaged group?

**Q.2:** Illustrate article 45 embedded in Indian Constitution.

**Q.3:** Define Socially Disadvantaged Section of Society.

**Q.4:** List few educational provisions for socially disadvantaged section of society.

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

**Q.1:** Discuss some suggestive measures which you will take to eradicate educational backwardness of disadvantaged group.

**Q.2:** Do you think equality for educational opportunity is needed? Justify.

**Q.3:** What do you understand by Educational Opportunities for all? Can equality be brought through education? Justify in your own words.

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# UNIT 15: SOCIAL PROBLEMS RELATING TO EDUCATION IN INDIA

## UNIT STRUCTURE


15.1 Learning Objectives

15.2 Introduction

15.3 Meaning of Social Problems

15.4 Social Problems in India

- 15.4.1 Juvenile Delinquency
- 15.4.2 Child Labour
- 15.4.3 Drug Abuse
- 15.4.4 Poverty
- 15.4.5 Unemployment
- 15.4.6 Cybercrime

15.5 Let Us Sum Up

15.6 Further Reading

15.7 Answers to Check Your Progress

15.8 Possible Questions


## 15.1 LEARNING OBJECTIVES

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

- describe the meaning of social problems;
- identify the various social problems prevailing in India;
- discuss the factors responsible for the prevalence of social problems; and
- explore the strategies for solving social problems.

## 15.2 INTRODUCTION

Education is influenced by the socio-economic, political and historical factors and also education influences them. Education helps to develop an insight into various social problems and helps you to explore solution for them. In the present unit you will study six different problems that are the concern for the nation. They are– Juvenile Delinquency, Child Labour, Drug

Abuse, Poverty, Unemployment and Cybercrime. To study them is to develop your understanding about these problems academically and challenge your earlier notions you hold about these problems in the light of academic arguments and research based data.

## 15.3 MEANING OF SOCIAL PROBLEMS

Sociology studies the society and human behaviour. It also studies the human relationship and in studying social problems, sociologists look at the ways social system and structure function. An individual problem is one which affects one individual or one group. Its resolution lies within the immediate milieu of the individual/group. Against this, a societal issue is one which affects the society as a whole, or the larger part of the society. There are positive relationships between the social problems and the functioning of social system and structure. These problems are viewed as threat to society. Social problems are also described as the situations that are claimed to be undesirable, harmful, determinantal and bearing negative consequences for the society by a considerable and substantial number of people. People find social problems as objectionable because they think that such problems are characterized by violation and deviance from the accepted social norms. The behaviour that are considered undesirable under social problems are many a times stand in conflict against the values that most of the people believe in. According to Weinberg (1960), social problems are “behaviour patterns or conditions which arise from social processes and are considered so objectionable or undesirable by many members of a society that they recognize that corrective policies, programmes and services are necessary to cope with them.’’

The nature of social problem is both objective and subjective. Objective nature of the social problem means that an issue is agreed universally as a social problem and verified by the evidences that are having Universal validity. The issues of violence poverty are some of the examples. The subjective nature of the social problem is related to the people’s perception. Different people view issues differently and that matters in defining a problem as a social issue. Abortion can be described as an example in this case.

A problem passes through different stages before it may be recognized as a social problem. The process begins when people in the society feel a situation problematic. The stages in the development of social problems are discussed by many. Blumer has identified five stages in the development of social problems. They are– (i) emergence of a problem, (ii) legitimization of a problem, (iii) mobilisation of action, (iv) formulation of an official plan and, (v) implementation of official plan (Ahuja, 2015). The idea is that initially sufficient number of people believe something as undesirable and start raising awareness about it among public and also try to convince them. When society through the effort and activism of such people starts recognising an issue as problem, it is considered as social problem.

Different theoretical assumptions and approaches are put forwarded to explain the rise of social problems. The major approaches are functionalist theory (social problem is the result of the failure of social institutions to perform their assigned functions) conflict theory (social problems are caused by the inequality arising from the capitalist greed, racial ethnic and gender based discrimination) and symbolic interactionist theory (interaction with social deviant people make one learn such behaviour and start acting in socially problematic manner.)

## 15.4 SOCIAL PROBLEMS IN INDIA

### 15.4.1 Juvenile Delinquency

Juvenile delinquents or juveniles in conflict with law (the new legal terminology adopted in the Juvenile Justice (Care and Protection of Children) Act, 2000) are increasingly involved in anti-social behaviour, criminal activities and even in heinous crimes for which they are under severe criticism from the public, media and polity. The criticism is backed by the official data and evidences that show the increased crime rate among juveniles especially among those belong to the age group of 16-18 years. The demand for the stricter punishment is growing on the account of the available facts. But

scholars and Social activists object to such demands and make for a more rationale attitude towards the issue of juvenile delinquency in place of being guided by the emotional burst out. Before you jump in favour of any group, you should do the academic analysis of the phenomenon. Like sociologist, try to see the larger socio economic perspective of this social problem and then you arrive at the conclusion. Juvenile who turns as delinquents are shaped by the social factors, social Institutions, and social relationship. In the following lines you will study the different aspects of juvenile delinquency to reach the appropriate conclusion.

Juvenile delinquency is characterized by the particular age and the specific nature of the behaviour. It is both the legal and social concept and refers to the criminal act committed by juveniles. In other words, the act that violates law is called delinquency if it is committed by a juvenile. The crime and delinquency are closely related and deciding factor is age on whose basis the nature of the act is determined as crime or delinquency. In legal spheres, till a child attains the 18 year dog age, she /he is considered juvenile. The second element, essential to define juvenile delinquency is the specific behaviour. A behaviour may be described as delinquent if it is deviant from mainstream society, anti-social in nature, violating norms maintained by the society as well as legal provisions of the time and place.

The sociological definition of juvenile delinquency is more comprehensive as it involves more elements and factors other than the age and the behaviour. Four factors in a series of continua helps one to explain delinquency in a better way. The series of four continua represents.

1) **DURATION**
2) **FREQUENCY**
3) **PRIORITY and**
4) **SERIOUSNESS.**

The following figure explains it well–

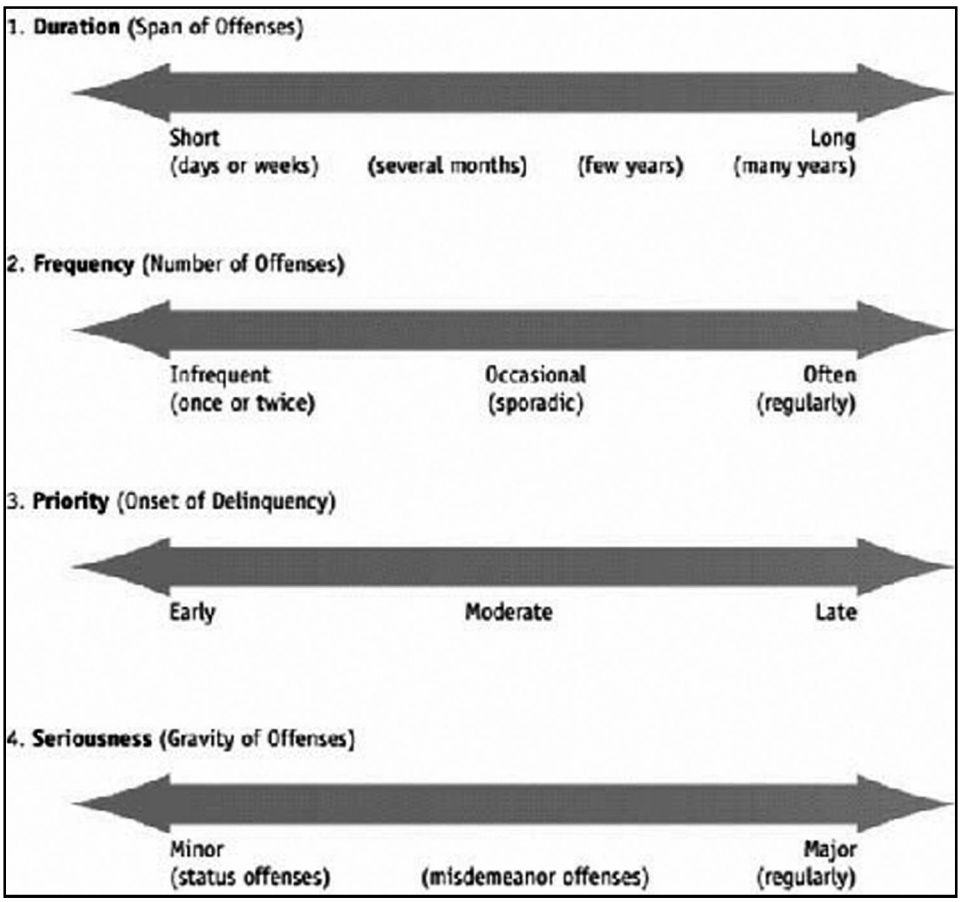



**Fig. 15.1: Continua of Juvenile Delinquency**

The figure suggests that the behaviour that tends to be the right side of continua is delinquent.

The prevalence of juvenile delinquency is explained by the number of theories. The following chart, summarizes the major theories related to the juvenile delinquency.

**Summary of Sociological Explanations of Deviance and Crime:**

| Major theory | Related Explanation | Summary of explanation |
|---|---|---|
| Functionalist | Durkheim's views | Deviance has several functions like clarification of norms, increasing conformity, strengthening social bonds among people reacting to the deviant etc. |

| | | |
|---|---|---|
| | Social ecology | Certain social and physical characteristics of urban neighborhoods (poverty, dilapidation, population density, etc.) contribute to high crime rates. |
| | Strain theory | Deviance among the poor results from a gap between the cultural emphasis on economic success and the inability to achieve such success through the legitimate means of working. |
| | Deviant subcultures | Poverty and other community conditions give rise to certain subcultures through which adolescents acquire values that promote deviant behavior. |
| | Social control theory | Delinquency results from weak bonds to conventional social institutions such as families and schools. These bonds include attachment, commitment, involvement, and belief. |
| Conflict | | People with power use the legal system to secure their position at the top of society and to keep the powerless on the bottom. The poor and minorities are more likely because of their poverty and race to be arrested, convicted, and imprisoned. |
| | Feminist perspectives | Inequality against women and antiquated views about relations between the sexes underlie rape, sexual assault, intimate partner |

| | | |
|---|---|---|
| | | violence, and other crimes against women. Sexual abuse prompts many girls and women to turn to drugs and alcohol use and other antisocial behavior. |
| Symbolic interactionism | Differential association theory | Edwin H. Sutherland argued that criminal behavior is learned by interacting with close friends and family members who teach us how to commit various crimes and also about the values, motives, and rationalizations we need to adopt in order to justify breaking the law. |
| | Labeling theory | Deviance results from being labeled a deviant; non legal factors such as appearance, race, and social class affect how often labeling occurs. |

(*Source:* Adapted from University of Minnesota Libraries. http://open.lib.umn.edu/sociology/chapter/7-2-explaining-deviance/#barkan-ch07_s02_t01)

According to the gravity of problem, delinquency demands manifold solutions. The first stage of the measures can be described as preventive in nature. “Family school, local community, institutions, counseling of juvenile and training to family, availability of recreational activities, inculcation of positive virtues “can be some of the tools to control the delinquent behaviour and divert their energy to positive direction. Education, especially can play valuable role by providing healthy school environment, offering counseling, creating a healthy group and channelize energy in the right direction. the positive treatment juvenile receives at the tender age can prevent juvenile`s inclination towards delinquency. The next level of intervention strategies can be legal and judicial. Legal and judicial measures are approached with reformatory and rehabilitatory attitude. Though

in the recent time, the nature of Juvenile justice act got changed. The Juvenile Justice Act 2015 allows juveniles to be tried for heinous crimes if they are in the age group of 16 to 18 years. Lowering down the age got parliamentary sanction under public pressure even though Justice Verma Committee and a Parliamentary Committee recorded their disagreement for lowering down the age of juvenile for the purpose of trail. In concluding words, it can be said that social measures more than the judicial and legal measures are expected to deliver results in dealing with juvenile delinquency.

### 15.4.2 Child Labour

You must have seen some children in your neighborhood working in the general stores, tea shops, with vegetable vendors. Sometime you become conscious and the other time it may appear to you as a routine affairs. But this child labour is extreme injustice to children's realization of rights and a blot on India's image in the eyes of international communities. In the following lines we will discuss child labour as a social problem and also its various aspects.

Child labour is like bonded labour and according to UN, a form of modern slavery. To proceed further, it is appropriate to define the child and child labour. Views differs at national and international level in deciding who is a child. As per the legal provision in India, a child is an individual who has not attained the age of 18 years .Child labour is often defined as work that deprives children of their childhood, their potential and their dignity, and that is harmful to physical and mental development. It refers to work that:

a) is mentally, physically, socially or morally dangerous and harmful to children; and
b) interferes with their schooling by:
   - depriving them of the opportunity to attend school;
   - obliging them to leave school prematurely; or
   - Requiring them to attempt to combine school attendance with excessively long and heavy work. (ILO)

The Indian constitution enshrines that:

- No child below the age of 14 years shall be employed to work in any factory or in any hazardous employment (Article 24).
- Childhood and youth are to be protected against exploitation and against moral and material abandonment (Article 39 (f)).
- The state shall endeavor to provide within a period of 10 years from the commencement of the constitution free and compulsory education for all children until they complete the age of 14 years (Article 45).

In the literature available on child labour, a distinction is tried to make between the child work and child labour. The idea of the child work is that all work is not bad for children like play and leisure activities while child labour is the work that is exploitative and hindrance to his development. According to the nature of the work, child labour is divided into hazardous and non-hazardous categories. The Govt approach is to regulate and prohibit the children participation in workforce.

Data tells the reality and cruelty of child labour. According to International Labour Organization's World Report on Child Labour 2015, "Child labour is prominent in rural India– 80% of working children live in India's villages, where most of them work in agriculture. Some of them also work in household industries and are employed in home-based businesses. Children between 14-17 years engaged in hazardous work account for 62.8% of the India's child labour workforce, 10% of whom are hired in family enterprises. Over half of working adolescents do not study. This number is higher for adolescents doing dangerous work. It is not surprising that more boys than girls (38.7 million vs. 8.8 million) are forced into doing hazardous work."

(*Source:* Save The Children NGO https://www.savethechildren.in/articles/statistics-of-child-labour-in-india-state-wise.)

State wise details of working children in the age group of 5-14 years as per Census 2001 and Census 2011 are as under:

| Sl. No. | Name of State/UT | No. of working children in the age group of 5-14 years | |
|---|---|---|---|
| | | Census 2001 | Census 2011 |
| 1 | Andaman & Nicobar Island | 1960 | 999 |
| 2 | Andhra Pradesh | 1363339 | 404851 |
| 3 | Arunachal Pradesh | 18482 | 5766 |
| 4 | Assam | 351416 | 99512 |
| 5 | Bihar | 1117500 | 451590 |
| 6 | Chandigarh U.T. | 3779 | 3135 |
| 7 | Chhattisgarh | 364572 | 63884 |
| 8 | Dadra & Nagar H. | 4274 | 1054 |
| 9 | Daman & Diu U.T. | 729 | 774 |
| 10 | Delhi U.T. | 41899 | 26473 |
| 11 | Goa | 4138 | 6920 |
| 12 | Gujarat | 485530 | 250318 |
| 13 | Haryana | 253491 | 53492 |
| 14 | Himachal Pradesh | 107774 | 15001 |
| 15 | Jammu & Kashmir | 175630 | 25528 |
| 16 | Jharkhand | 407200 | 90996 |
| 17 | Karnataka | 822615 | 249432 |
| 18 | Kerala | 26156 | 21757 |
| 19 | Lakshadweep UT | 27 | 28 |
| 20 | Madhya Pradesh | 1065259 | 286310 |
| 21 | Maharashtra | 764075 | 496916 |
| 22 | Manipur | 28836 | 11805 |
| 23 | Meghalaya | 53940 | 18839 |
| 24 | Mizoram | 26265 | 2793 |
| 25 | Nagaland | 45874 | 11062 |
| 26 | Odisha | 377594 | 92087 |
| 27 | Pondicherry U.T. | 1904 | 1421 |
| 28 | Punjab | 177268 | 90353 |
| 29 | Rajasthan | 1262570 | 252338 |
| 30 | Sikkim | 16457 | 2704 |

| | | | |
|---|---|---|---|
| 31 | Tamil Nadu | 418801 | 151437 |
| 32 | Tripura | 21756 | 4998 |
| 33 | Uttar Pradesh | 1927997 | 896301 |
| 34 | Uttarakhand | 70183 | 28098 |
| 35 | West Bengal | 857087 | 234275 |
| | **Total** | **12666377** | **4353247** |

(*Source:* Ministry of Labour &Employment,GOIhttp://labour.nic.in/childlabour/census-data-child-labour.)

The above mentioned data shows a decrease in the practices of child labour. But still the number of children forced to be the part of child labour is a major reason for the concern.

Various causes are attributed to explain the existence of child labour. The much cited factor is poverty that comes at the top in the list. Arguments are forwarded that socio economic conditions are forcing children to work as child labour. By getting involved in the child labour, they support their families in earning the bread & butter so that family can survive. This socio economic reality cannot be ignored. But the prevalence of child labour is more because of the mindset that accepts it rather than socio economic reality. The other reasons are illiteracy, unemployment, lack of social security etc. Employers are also having their vested interest in employing children as they can be paid very low labour wages and because of their physical built up they can be easily controlled. Family reasons also force children to join the labour market like the breadwinner of the family member suffer with some disability or death.

Discussion on causes in previous lines takes our attention to find out the solutions to deal with the evil of the child labour. There should be multipronged attack on child labour and beginning can be made by the implementation of blanket ban on child labour as the participation in the child labour forces them in the trap of vicious circle of poverty, exploitation and difficult life style. It also deprives children from the essentials of life such as education, leisure and play. Right to education Act (RTE) is to be implemented in spirit and

make both– blanket ban on child labour and RTE to work in tandem to get fruit full results. But the nature of amendments that government introduced in the child labour Act (2015) is a big disappointment to social activists and scholars. The amendment allowed child to work in their family enterprises. Actually it is a loophole that will allow child labour in legal form. The other bone of contention in form of amendment is the reduction in the list of hazardous work situation and bringing the number as low as three only.

### 15.4.3 Drug Abuse

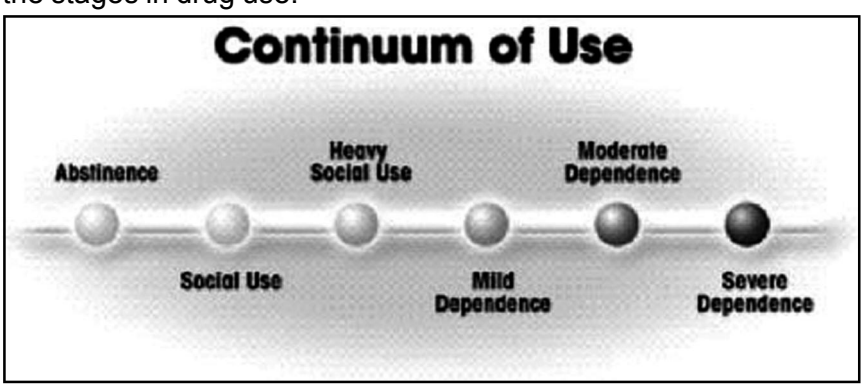
Drug abuse emerged as one of the menace for Individual and Society. It is a concern for family organisation, Public Health system and human resource development for the nation. Individual under the influence of drugs, lose his or her control on the functioning of the body and faces increasing dependence on drugs, family members and relatives. Youth who are away from the family supervision and children are more vulnerable to be in the trap of drug abuse. And women whose family members are affected with drug abuse suffer most. India as a country is vulnerable as it lies geographically between the Golden Crescent and the Golden Triangle. Because of that India is seen as the destination and transit route for opiates produced in this region. Still, the severity of drug abuse as a social problem is not recognised in the social consciousness of the masses. In the following lines we will try to understand the meaning of drug abuse systematically by studying its definitions, various terms associated with it, types of drug that can be abused, magnitude of problems and remedies that can be suggested

Drug can be defined as a chemical substance that is used for treatment and prevention of diseases. It is having potential to alter human/animal body mentally, physically, and emotionally as it affects nervous system. It “affects perception, mood and consciousness”. the effect may vary on account of various factors such as body

composition of the users, types and amount of drug used and consumption of drug as single or in combination with others.

Drug abuse is described as the "excessive maladaptive, addictive and persistent non medically prescribed self - administration of chemical substance for non-medical purposes without consulting the medical practitioners as a result it affects health and social functions of the person abusing drugs. It may also lead to clinically significant impairment and distress." legal angle is also involved in drug abuse.

Drug is generally used for both positive and negative consequences. The drug use, to abuse to addiction means there are different stages through which drug become harmful. The continuum of use through a diagram is shown below that explains the stages in drug use.




(*Source:* Keane, Rory. et all Understanding Substances And Substance Use; A Handbook For Teachers, http://www.drugs.ie/resourcesfiles/guides/2802-3498.pdf page 12)

Drugs of various types are there that are abused. In the coming lines, we discuss these types.

a) Stimulants: stimulate the central nervous system and gives pleasant experience in the initial stage of use. The major source of these comes from caffeine substance

b) Hallucinogens': alters the sensory processing unit in the brain and produces distorted perception, feeling of anxiety and euphoria, sadness and inner joy. they normally come from marijuana, LSD etc.

c) Narcotics: They relive pains, induce sleeping and found in heroin, codeine, opium etc.

d) Sedatives: are among the most widely used and abused for relieving stress and anxiety. They are sourced from valium, alcohol, promotazine, chloroform.

e) Tranquilizers: are believed to produce calmness without bringing drowsiness, and chiefly derived from Librium, Valium etc."

(*Source:* Drug Abuse Among Nigerian Adolescents Strategies For Counselling Dorcas Oluremi FAREO https://pdfs.semanticscholar.org/cd39/620b 178be 951c 5518557ca 172a231e3d113c.pdf?_ga = 2.58838829.1887380025.1511229407-239525938.1511229407 page no 342)

Haladu (2003) gave the following as the main causes:

Due to various reasons people are increasingly becoming the victims of child abuse. These reasons can be categorised as following:

a) Experimental Curiosity: Curiosity to experience the mysterious effects of drugs encourages adolescents to use drugs. The initial experiences give them momentary pleasure and energy and attract them to use such drugs further.

b) Peer Group Influence: to gain acceptance in the peer group, adolescents tend to use the drug.

c) Lack of parental supervision: to cope with the family disturbances, lack of quality time and interaction that parents can offer to the children, they take help of drugs.

d) Disturbed socio economic condition like unemployment poverty broken homes social disrespect and other personal problems like despair and hopelessness force people to accept drug as solution as they don't have other medium to overcome their difficult situation.

e) The Need for Energy to Work for Long Hours: people who work in unorganised sector has to bear extreme hardship to earn their bread and butter. The working condition and working time is very difficult for them. To survive in such situation people take the route to the drug.

(*Source:* Drug Abuse Among Nigerian Adolescents Strategies For Counselling Dorcas Oluremi FAREO https://pdfs.semanticscholar.org/cd39/620b 178be 951c 5518557ca 172a 231e 3d113c.pdf?_ga = 2.58838829.1887380025.1511229407-239525938.1511229407 page no 342.)

Preventive measures– measures to curb drug abuse calls for a multidimensional and integrated approach involving family, schools, peers, and community. Family– the basic unit of organisation is needed to be strengthened. Communication and interaction among family members should be healthy and open so that members can share their stress and tension and do not move to use drugs in absence of family support. In schools students become the members of peer group and his freedom from family control can be misused. Most of the time these peers introduce drug to the students. Therefore, keeping an eye on Children and adolescent peers relationship is necessary. School is also having important role in designing curricular on drugs and provide drug education to children. Such curriculum should talk about the relationship that adolescence students develop and family communication. It should also include health, wellness, stress coping, life skills and job readiness. the curriculum should offer the opportunity of free and open space where through discussions students can be made to realize that the pleasure gained from drugs is momentary and negative effects that it leaves on users are much more and lasting. At school and community level counselling centres should be established so that the problems can be addressed at the right point of time. Apart from that awareness campaign to make drug free world should be organised. Government on its own should take legal recourse to solve the problem. Stringent laws, strict implementation, and prevention of trafficking and smuggling of illicit drugs can be some of the measures taken by the government.

### 15.4.4 Poverty

India is increasingly becoming global economic power. Different nations and big multinational companies are eager to come India and invest looking at the big business opportunities. But the benefit of the economic growth is not reaching all. A vast section of society (people in villages, low caste population, minorities and vulnerable sections like women) is unable to reap the benefit of this development. This unequal distribution of the benefits of the growth and development is one of the major causes of increasing gap between rich and poor. This background is relevant to discuss next two social problems– poverty and unemployment.

Poverty is defined narrowly in economic terms and broadly in larger social economic political and psychological contexts. In economic sense poverty is related to income and interpreted as the human condition when people find themselves unable to fulfill the basic needs like food cloth and shelter. This definition misses to consider the fact that poverty does not only impact the economic aspect of life but it also leads to deprivation in other spheres as well. The developmental literature on poverty developed by many, including Amartya Sen views poverty through multidimensional approach. Poverty is described as “deprivation, lack of health, education, nutritional facilities, social security, and empowerment”. It is “sustained or chronic deprivation of resources, capabilities, choices, security and power necessary for the enjoyment of an adequate standard of living” (UN, 2001). Sen focuses on well-being and capability to function in the society that gets hampered in the absence of resources. Poverty is also understood from the prism of Human Rights that considers poverty as violation of right to live with dignity. Absence of resources make it impossible.

Poverty in India is the result of different historical, socio political, and economic factors. Historically, British exploitation, deindustrialization, anti-industrial policy as well as the subordination

of Indian economy to the interest of British heavily destroyed the Indian economy. It drastically reduced the employment opportunities and led to poverty. Social structure in terms of caste and stratification favored particular communities against others that caused monetary and non-monetary sufferings. Inequality due to Social stratification, structurally deprived people from their access to the required resources and prevented them to overcome obstacles of poverty. The pace of Employment generation is not as fast as population demands while the unproductive state of agriculture and lack of modernization slow down the economic progress in agricultural sector that directly impacted people employed there. Unemployment and population explosion add fuel to the fire of poverty. Developmental planning also could not correct the imbalance distribution of the wealth. Vicious circle theory– is the interconnectedness of different factors that reinforce each other for generating poverty, also explains the poverty. It views poor as those trapped in circumstances which make it difficult for them to escape the poverty. The non-availability of resources to poor make them functionally limited in society and impact their probability to perform in different walks of life negatively. Geographical conditions also hamper the life of poor in places where availability and accessibility to resources is difficult.

Poverty has better consequences for individual and groups and impacts passes to next generation as well. Studies show that how vicious circle of poverty leaves dangerous consequences for the next generation. Poor individuals and families learn to live in poor neighborhood and attend neighborhood schools with low quality teachers and instructional environment. The dropout rate is also higher in poor section of the society. Child labour that we are going to discuss in the next unit is considered many times a result of unavoidable poverty. Due to the lack of social security health issues arise more in poor people and due to poor health services available to them, they suffer poor. Families also struggle in the want of resources they need. Problems among family members impact child

negatively. The consequences for groups can be best explained by the concept known as the culture of poverty, developed by an anthropologist Oscar Lewis. The concept suggests that poor develop a distinct value system motivating them to live in social isolation with narrow worldview. Isolation and narrowness limit their opportunity to succeed in life. Though it is true that the concept attracted number of criticism regarding its relevance and applicability in rural areas and because it put the blame of poverty on poor in place of the social structure and inequality created by it.

Poverty can be tackled by increasing Savings and investments. The benefit of growth and development should reach common man. It should be a balanced development and not a jobless growth. Development of an efficient and skilled man force is essentially required to speed up the progress so that poor can reap the benefits of the development. Social security system is to be strengthened. Promotion of small scale industry and agro based industry will surely work for eradication of the poverty. Poverty alleviation programmes started by the government should reach needy people. Disparity increased because the cream of the community took all the benefits and left poorest people to suffer. In place of one time aid, sustained aid should be provided. Corruption is required to be controlled as non-eligible beneficiary are getting benefit. Leakage should be stopped. Technology should be included for removal of malpractices. Administrative focus should be on planning and implementation.

### 15.4.5 Unemployment

Unemployment is a situation in which capable and willing to work individual between the age group of 15-59 years are not gainfully employed (does not receive any material rewards in lieu of work done by him/her) either as paid employed or self-employed during the particular reference period ranging from one week to one month to one year. The situation is also described as involuntary unemployment. This definition excludes those who are not willing to

work and those who do not belong to the above mentioned age group in general like children (up to 14 years of age) and senior citizens.

The various types of Unemployment shows the nature of Unemployment. Structural, functional, Cyclical, disguised, seasonal, voluntary, and underemployment are the major types. Structural unemployment is related to the changes in the structure of the economy that leads to the unemployment. Frictional unemployment is the time gap that individual workers take in shifting from one organisation to other organisations. Cyclical unemployment is caused by the cyclical ups and downs that the economy faces due to the factors like inflation, deflation, recession, depression etc. disguised unemployment is more visible in agricultural sector where small piece of land Holdings involves more number of hands than required, thus creating unemployment for extra hands. Seasonal unemployment can be explained as the sector of economy which provides employment only in certain fix seasons/periods and after that persons involved in that sector become unemployed. Voluntary unemployment is situation where people themselves are not willing to work because of any reason. And underemployment is the condition when employee remains underutilized in terms of time and skills.

The various types of Unemployment are the result of the combination of factors responsible for creating unemployment. A cyclic representation of causes explains it well. It is agreed that the level of production directly impacts the level of unemployment and production itself depends on the demands of the produced items in the market. The demand increases or decreases as per the level of income of the people. This income level is determined by the employment and employment again depends on production. This shows that unemployment is affected by the cyclic nature of causes. Other than it, personal reasons also affect individual' preference to take up a particular job or avoid it. For example one gets demotivated to join a work if it does not meet the level of one's perceived social status. Population that grows faster in comparison to the creation of

job opportunities, slow, imbalance and jobless growth, lack of investment, decline in the cottage and small scale industries, immobility of people are some of the other reasons creating unemployment. At last low standard of education is seen a big reason for unemployment as it does not develop skillful candidates for being absorbed in economic sectors.

Unemployment bears serious consequences for all the stakeholders. Unemployment disturbs people, causes depression and affects one's family and social relationship. It prompts individual to get involved in unlawful activities for livelihood. The interest of the family dependent on the earning of individuals starts getting hurt as low wages are not sufficient to meet the demands of the family members. Unemployment is one of the causes of the poverty as basic amenities of life can be earned through money earned by productive work. When poverty comes as a result of involuntary unemployment, other family members including children have to join hands to earn bread and butter for family, thus paving way for child labour.

To eliminate the ill caused by the unemployment, employment generation must be a priority of the government. Other measures that can be suggested includes the encouragement to self-employment, overhauling of vocational courses being offered, identifying skills, modifying curriculum and providing training according to the industrial demands, augmentation of productivity and income levels of the poor population. (Ahuja, 2015). Education can play a role here. Education is thought as a process to equip learners with skills and competencies that helps learner for easy transition from education to work life. It also helps learners to survive in the competitive work environment. Against this conceptualization, education is not able to deliver what it is expected to. Curriculum is unrelated to life, coaching the mind of only small minority through higher education, faulty implementation, outdated curriculum are some of the factors that prevent education to make student employable.

### 15.4.6 Cybercrime

Crime is a legal concept and a form of anti-social behaviour that goes against the public morale and level of acceptance. It is act or omission that is prohibited by law and violation of which invites panel consequences. Any act or omission is considered crime when through it harm is intended and that act or omission has been declared illegal for which punishment is already prescribed. When crime is committed in cyberspace (virtual space connected with network) with the help of Internet, telecommunication network using computer devices as instrument or object of crime or both to inflict harm upon computer, individual, organisations, state or all of them, that is called cybercrime. "During the 10th United Nations Congress on the Prevention of Crime and the Treatment of Offenders, two definitions were developed: Cybercrime in a narrow sense (computer crime) covers any illegal behaviour directed by means of electronic operations that target the security of computer systems and the data processed by them. Cybercrime in a broader sense (computer-related crimes) covers any illegal behaviour committed by means of, or in relation to, a computer system or network, including such crimes as illegal possession and offering or distributing information by means of a computer system or network".

(*Source:* Understanding Cybercrime: Phenomena, Challenges And Legal Response, Dr. Marco Gercke, 2012 http://www.itu.int/ITU-D/cyb/cybersecurity/docs/Cybercrime%20legislation%20EV6.pdf)

The nature of the crime in the cyber world is different from conventional crimes in terms of velocity, jurisdiction, level of impact, complexities as well as the global nature of cybercrime crossing the boundaries of the nation states.

Crimes that are specifically related to cyber world are many and list is increasing day by day. In the following table, some of the major cyber-crimes are explained.

| Sl. No. | Types | Explanation |
|---|---|---|
| 1 | Child Pornography | Creating, publishing, transmitting, browsing, of materials that display children in sexually explicits acts and obscene manner. |
| 2 | Cyber Stalking | Following the online movements of a person with different intentions. |
| 3 | Computer Forgery | Forgery of documents/ records electronically. |
| 4 | Corporate Espionage | Theft of trade secrets through illegal means. |
| 5 | Cyber Terrorism | "The premeditated, politically motivated attack against information, computer systems, computer programs, and data which result in violence against noncombatant targets by sub-national groups or clandestine agents." (FBI) |
| 6 | Hacking | "gaining unauthorised access to a computer system, programs or data and steal data without permission." |
| 7 | Hate Speech | Writing or posting on Internet with bias towards gender, religion, nationality, disability, sect, creed, religion, social or political views, class, profession, or physical attributes and aiming at intimidating an individual or groups of persons, defaming or inciting violence or riots. |
| 8 | Money Laundering | Hiding the real source of origin of money which is illegal and diverting it into other business that make it appear illegal. A money launderer can use IP hiding |

| | | |
|---|---|---|
| | | practices to conceal his identity and try to conceal audit trail. |
| 9 | Phishing | Fraudulent process of acquiring sensitive information such as username, passwords and credit card details by disguising as a trustworthy entity in an electronic communication. (*Source:* Seminar And Workshop On Detection Of Cyber Crime And Investigation, Justice K.N.BASHA, Judge, Madras High Court, http:// www.tnsja.tn.nic.in/article/ Cyber%20Crime%20by%20KNBJ.pdf) |
| 10 | Spoofing | It is the act of disguising one computer to electronically "look" like another compute, in order to gain access to a system that would be normally is restricted. (*Source:* Seminar And Workshop On Detection Of Cyber Crime And Investigation, Justice K.N.BASHA, Judge, Madras High Court, http://www.tnsja.tn.nic.in/article/ Cyber%20Crime%20by%20KNBJ.pdf) |

**Table 18(A)**

**Patterns of Cases Reported and Persons Arrested under IT Act during 2013 – 2015 and Percentage Variation during 2015 over 2014**

| SL | Crime heads under IT Act | Cases Registered | | | % Var. | Persons Arrested | | | % Var. |
|---|---|---|---|---|---|---|---|---|---|
| | | 2013 | 2014 | 2015 | | 2013 | 2014 | 2015 | |
| 1 | Tampering Computer Source Documents (Sec. 65 of IT Act) | 137 | 89 | 88 | -1.1 | 59 | 64 | 62 | -3.1 |
| 2 | Computer Related Offences(Sec. 66 to 66E of IT Act) | 2,516 | 5,548 | 6,567 | 18.4 | 1,011 | 3,131 | 4,217 | 34.7 |
| 3 | Cyber Terrorism@(Sec. 66F of IT Act) | - | 5 | 13 | 160.0 | - | 0 | 3 | - |
| 4 | Publication/Transmission of Obscene/Sexually Explicit Content(Sec. 67 to 67C of IT Act) | 1203 | 758 | 816 | 7.7 | 737 | 491 | 555 | 13 |
| 5 | Intentionally not Complying with the Order of Controller(Sec. 68 of IT Act) | 13 | 3 | 2 | -33.3 | 3 | 4 | 3 | -25 |
| 6 | Failure to Provide or Monitor or Intercept or Decrypt Information(Sec. 69 of IT Act) | 6 | 2 | 0 | -100 | 7 | 0 | 0 | - |
| 7 | Failure to Block Access any Information Hosted etc.@ (Sec. 69A of IT Act) | - | 1 | 0 | -100 | - | 0 | 0 | - |
| 8 | Not Providing Technical Assistance to Govt. to Enable Online Access@(Sec. 69B of IT Act) | - | 0 | 3 | - | - | 0 | 0 | - |
| 9 | Un-authorized Access/Attempt to Access to Protected Computer System(Sec. 70 of IT Act) | 27 | 0 | 8 | - | 17 | 0 | 4 | - |
| 10 | Misrepresentation/Suppression of Fact for Obtaining License etc. (Sec. 71 of IT Act) | 12 | 5 | 4 | -20 | 14 | 13 | 2 | -84.6 |
| 11 | Breach of Confidentiality/Privacy(Sec. 72 of IT Act) | 93 | 16 | 20 | 25 | 30 | 13 | 6 | -53.8 |
| 12 | Disclosure of Information in Breach of Lawful Contract@(Sec. 72A of IT Act) | - | 2 | 4 | 100 | - | 5 | 2 | -60 |
| 13 | Publishing/Making Available False Elect. Signature Certificate (Sec. 73 of IT Act) | 4 | 0 | 3 | - | 8 | 0 | 0 | - |
| 14 | Create/Publish/Make Available Electronic Signature Certificate for Unlawful Purpose(Sec. 74 of IT Act) | 71 | 3 | 3 | 0 | 51 | 5 | 3 | -40 |
| 15 | Others | 274 | 769 | 514 | -33.2 | 161 | 520 | 245 | -52.9 |
| **Total Offences under IT Act** | | **4,356** | **7,201** | **8,045** | **11.7** | **2,098** | **4,246** | **5,102** | **20.2** |

Note: '-' implies sezo value in previous year. % Var. – refers the Percentage Variation during 2015 over 2014
"@ implies data collected in 2014 for the first time

(*Source:* Crime in India 2015 Compendium, National Crime Records Bureau Ministry of Home Affairs Government of India, page no- 163 http://ncrb.nic.in/StatPublications/CII/CII2015/FILES/Compendium-15.11.16.pdf.)

It is the general notion that cybercrimes are increasing related to above mentioned types and in other categories. The latest data taken from NCRB also suggest the same. The first table among the following two tables show patterns of reported cases and arrest made on that basis during the period 2013-2015 while second one shows the distribution of registered cases among different Indian states.

CASES REGISTERED UNDER CYBER CRIME CASES DURING 2015

(All India 11,592)



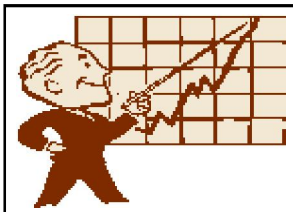

(*Source:* Crime in India 2015 Compendium, National Crime Records Bureau Ministry of Home Affairs Government of India, page no- 165 http://ncrb.nic.in/StatPublications/CII/CII2015/FILES/Compendium-15.11.16.pdf.)

21st century is driven by the technology and world is becoming connected through network. One cannot avoid using network but

can be careful in one's use. "Saileshkumar Zarkar, technical advisor and network security consultant to the Mumbai Police Cyber crime Cell, advises the five "P" mantras for online security, viz., Precaution, Prevention, Protection, Preservation and Perseverance. A netizen should keep in mind the following things–

a) To prevent cyber stalking avoid disclosing any information pertaining to oneself. This is as good as disclosing your identity to strangers in public place.
b) Always keep backup volumes so that one may not suffer data loss in case of virus contamination.
c) Always keep a watch on the sites that your children are accessing to prevent any kind of harassment or deprivation in children.
d) It is better to use a security programme that gives control over the cookies and send information back to the site as leaving the cookies unguarded might prove fatal.
e) Web site owners should watch traffic and check any irregularity on the site. Putting host-based intrusion detection devices on servers may do this.
f) Use of firewalls may be beneficial.
g) Web servers running public sites must be physically separate protected from internal corporate network.

(*Source:* Seminar And Workshop On Detection Of Cyber Crime And Investigation, Justice K.N.BASHA, http://www.tnsja.tn.nic.in/article/Cyber%20Crime%20by%20KNBJ.pdf.)



**CHECK YOUR PROGRESS**

**Q.1:** Define social problems.

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**Q.2:** What change is made through the amendment in the Juvenile Justice Act 2015 related to the age of juvenile?

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**Q.3:** Discuss the concept of child labour.

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**Q.4:** What are the different types of drugs that can be abused?

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**Q.5:** Explain the narrower and broader meaning of poverty.

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**Q.6:** Highlight the consequences of unemployment.

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**Q.7:** On what basis, an act or omission will qualify to be called as crime?

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## 15.5 LET US SUM UP

- Social problems are the issues that shake the consciousness of the society and Nation because of their gravity and urgency that are involved there.
- The problems we discussed in this unit need the attention of family, school, educational institutions, society, and government.
- It is the collective responsibility of all to understand these problems and stand for the addressing issues in integrated and time bound manner.



## 15.6 FURTHER READING

1) Ahuja, Ram (2015). *Social Problems in India*. Rawat Publications.
2) Keneth, Henry (1978). *Social Problems: Institutional and Interpersonal Perspectives*. Illinois, London: Scott, Fopresman and Company.



## 15.7 ANSWERS TO CHECK YOUR PROGRESS

**Ans. to Q. No. 1:** Social problems are viewed as threat to society. They are also described as the situations that are claimed to be undesirable, harmful, determinantal and bearing negative consequences for the society by a considerable and substantial number of people.

**Ans. to Q. No. 2:** Juvenile Justice Act 2015 allows juveniles to be tried for heinous crimes if they are in the age group of 16 to 18 years. Lowering

down the age got parliamentary sanction under public pressure even though Justice Verma Committee and a Parliamentary Committee recorded their disagreement for lowering down the age of juvenile for the purpose of trail.

**Ans. to Q. No. 3:** Child labour refers to work that:

a) is mentally, physically, socially or morally dangerous and harmful to children;

b) and interferes with their schooling by:

- depriving them of the opportunity to attend school;
- obliging them to leave school prematurely; or
- requiring them to attempt to combine school attendance with excessively long and heavy work. (ILO)

**Ans. to Q. No. 4:** The drugs that can be abused are stimulants (stimulates the central nervous system), hallucinogens (alters the sensory processing unit in the brain), narcotics (relieves pains, induce sleeping), sedatives (relieves stress and anxiety), and tranquilizers (produces calmness without bringing drowsiness).

**Ans. to Q. No. 5:** In narrower sense, poverty is related to income and interpreted as the human condition when people find themselves unable to fulfill the basic needs like food cloth and shelter. In broader sense, poverty is understood through multidimensional approach and described as “deprivation, lack of health, education, nutritional facilities, social security, and empowerment”.

**Ans. to Q. No. 6:** Unemployment bears serious consequences for all the stakeholders. Unemployment disturbs people, causes depression and affects one’s family and social relationship. It prompts individual to get involved in unlawful activities for livelihood. The interest of the family dependent on the earning of individuals starts getting hurt as low wages are not sufficient to meet the demands of the family members.

**Ans. to Q. No. 7:** Crime is an act or omission that is prohibited by law and violation of which invites panel consequences. Any act or omission is considered crime when through it harm is intended and that act or

omission has been declared illegal for which punishment is already prescribed.



## 15.8 POSSIBLE QUESTIONS

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

**Q.1:** Describe the stages in which social problems develop.

**Q.2:** Discuss the difference between the legal and sociological definitions of juvenile delinquency.

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

**Q.1:** Elaborate the issue of child labour in India in the light of recent data.

**Q.2:** What are the measures do you suggest to prevent drug abuse?

**Q.3:** Enumerate the causes of poverty.

**Q.4:** What are the various types of unemployment?

**Q.5:** Differentiate between conventional crime and cybercrime.

*** ***** ***



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