PGED S1-03

Sociological Foundation of Education

SEMESTER - I

EDUCATION

BLOCK 2

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BLOCK INTRODUCTION (COURSE 3, BLOCK 2)

This is the second block of the course. It comprises of seven units. 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 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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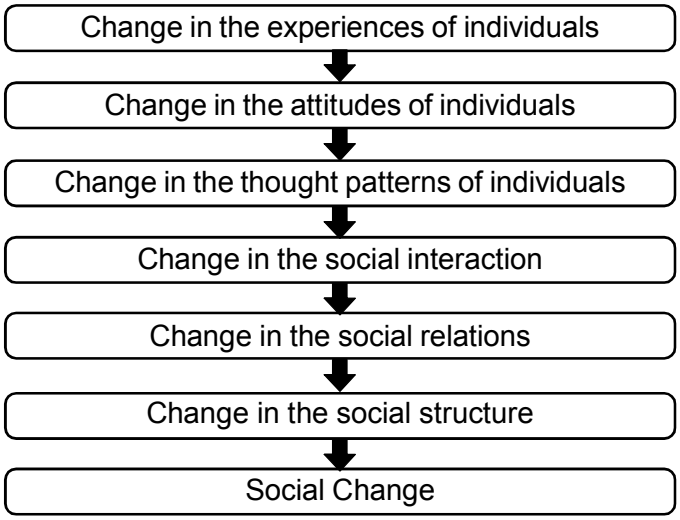
9.3.2 Nature of Social Change

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.
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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.
3) Chaliha, B., Saikia,T. and Saikia, R. (2015). *Sikshar Darshanik Vitti*. Jorhat: Vidyabhawan.
5) Randhawa, Saira (2016). *Social Control and Agencies of Social Control* (www.slideshare.net).
5) Sharmah, M. (2015). *Foundation of Education*. Dibrugarh: Banalata.
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

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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.



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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.

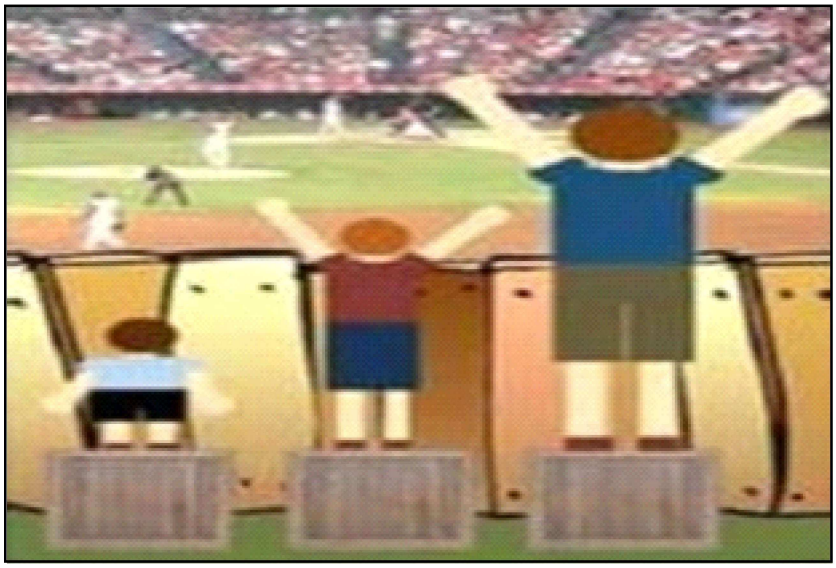


Picture: Illustrating Equity concept

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.



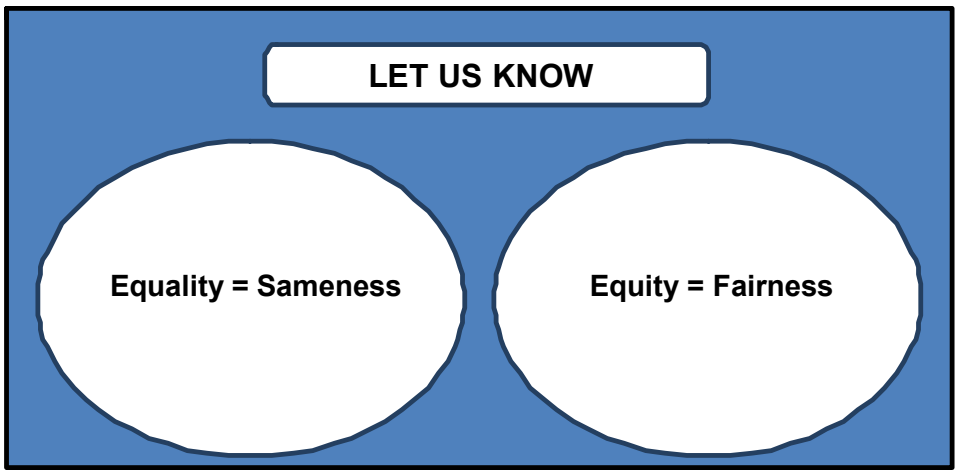
Picture: Illustrating Equality concept

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

1) Choudhary, U. S. (1986). *Issues and Advances in Education*. Ajanta Publishing House.
2) Cook, L. A., & Cook E. F. (1960). *A Sociological Approach to Education* (3rd ed.). London: McGraw Hill.
3) Dutt Suresh, N. J. (1997). *Society and Education*. Anmol Publications.
4) Gupta, V. K. (1996). *Education in Emerging Indian Society*. Jalandhar: New Academic Publishing House.
5) Mohanty. J. (1982). *Indian Education in the Emerging Society*. New Delhi: Sterling.
6) Shukla, Sureshadra Krishna Kumar (1985). *Sociological Prospective in Education: A Reader*. Delhi: Chankaya Publication.



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–

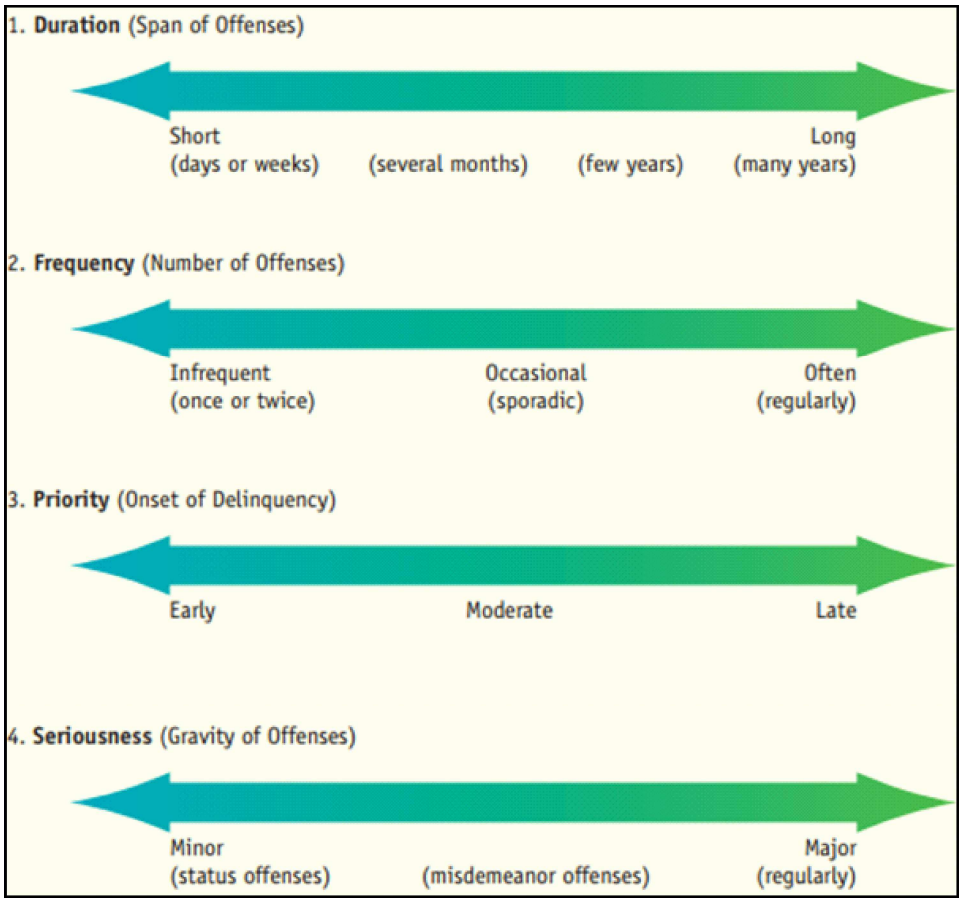


Fig. 15.1: Continua of Juvenile Delinquency

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

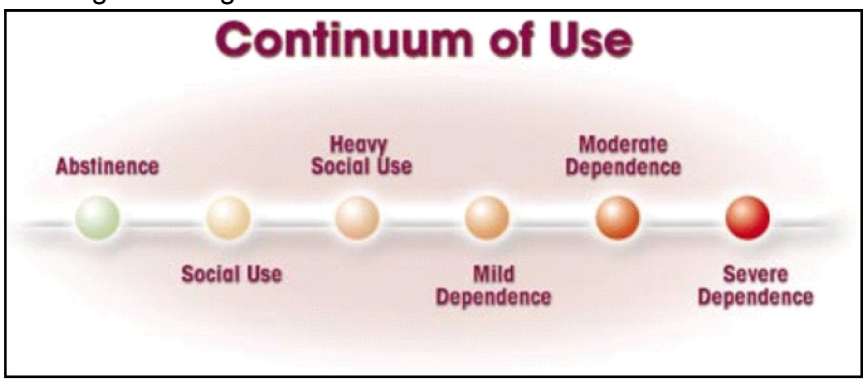
Drug abuse emerged as one of the menace for Individual and Society. It is a concern for family organisation, Public Health system and human resource development for the nation. Individual under the influence of drugs, lose his or her control on the functioning of the body and faces increasing dependence 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**

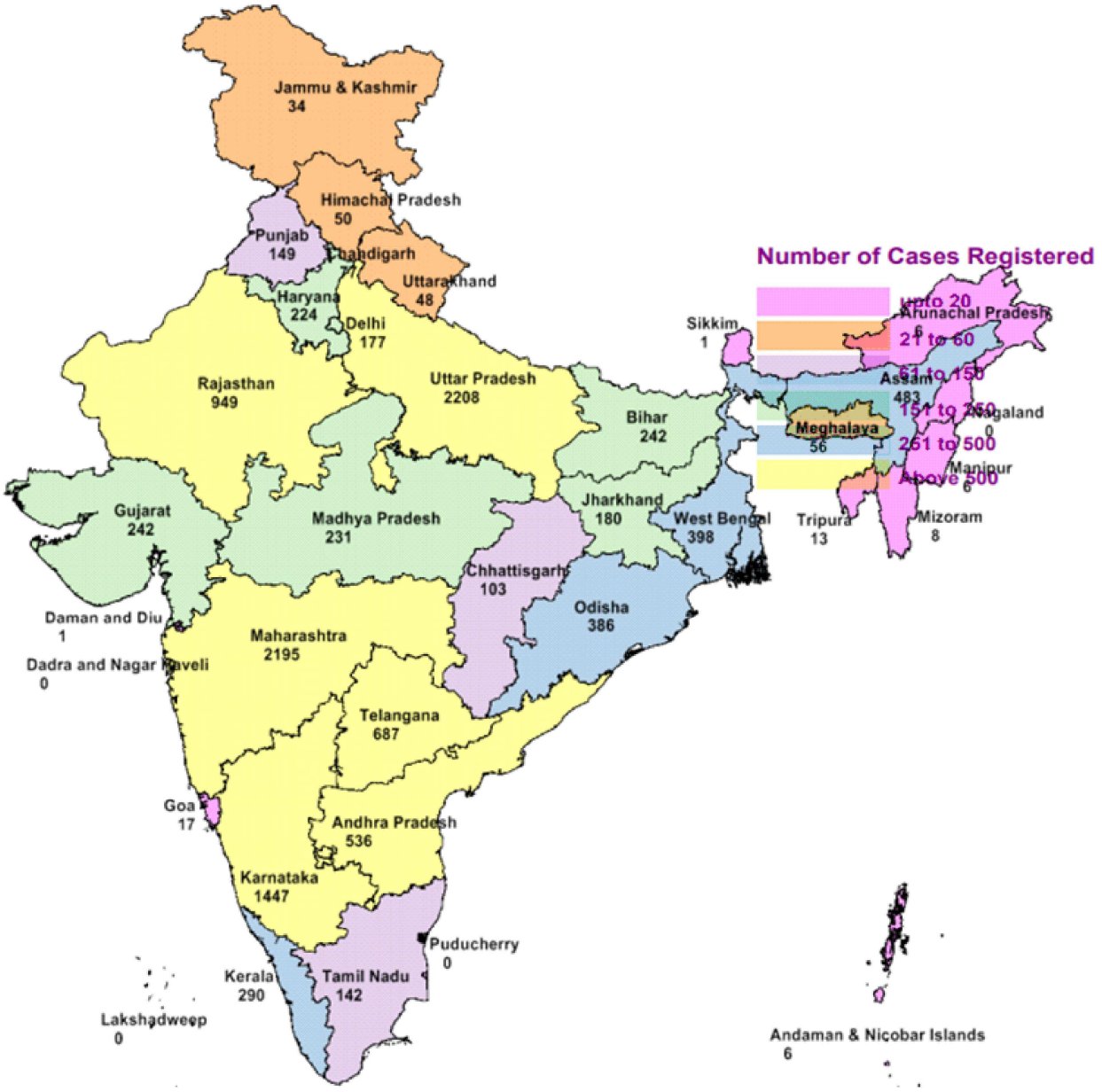
Note: '-' implies sezo value in previous year. % Var. – refers the Percentage Variation during 2015 over 2014
"@ implies data collected in 2014 for the first time

(*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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