Institute of Distance and Open Learning
Gauhati University

MA in Education
Semester II

Paper 201
SOCIAL DYNAMICS

Contents:

SYLLABUS

201: Social Dynamics

Unit 1 : Beliefs and Attitudes: Meaning, Nature and Development of Attitudes. Influence of Attitude on Behaviour, Fads, Mores, Folkways, Prejudices and Superstitions.

Unit 2 : Attitude Change: Resistance of Attitude to change, Attitude change through Persuasion, Propaganda, Counter Propaganda and Education.

Unit3 : Social Interaction I: Interpersonal Perception, Interpersonal response, Interpersonal Attraction, Theories of attraction, Person's Perception.

Unit 4 : Social Interaction II : Social Interaction and Education, The School as a Social System, Social Interaction in the Classroom, Teacher Student Relationship, Peer Group and Student Sub-Culture.

Unit 5 : Group Organisation and Structure: Group Size, Group Cohesiveness and Group Morale, Group Dynamics, Intergroup Conflict, Reduction of Intergroup Conflict, Leadership-Characteristics and Functions, Leadership Training.

Reference & Suggested Readings :

1. B. Kuppuswami   : *An Introduction to Social Psychology*
2. Haseen Taj   : *Social Psychology*

UNIT-1
BELIEFS AND ATTITUDE

CONTENTS

1.1 Introduction

Social psychologists most often use the term 'attitude'. They are usually ambivalent and susceptible to change. An attitude has a close relationship with behaviour. Social psychologists believe that attitude shapes the behaviour of the individual. Besides, the behaviour, attitude dependents on the folkways, mores, fads, superstitions and prejudices possessed by the individual in the society.

1.2 Objectives

After studying this Unit, you will be able to:

- understand the meaning and characteristics of attitude.
- know about the theories of attitude formation.
- analyse the relationship that exists between beliefs and attitude.
- explain the meaning of fads, mores, folkways, prejudices and superstitions.

1.3.1 Meaning and Definitions of Attitude

Attitude represent an enduring set of feelings, beliefs and behaviour tendencies which are aimed at certain people, groups, beliefs or objects.

The term 'attitude' is used by the social psychologists to mean people's virtual evaluation of the various aspects of the social world. Attitudes are not, however, uniform- either positive or negative- rather mixed with positive and negative reactions.

1.3.2 Nature and Characteristics of Attitude

In the views of Young, Sherif, Cantril, et.al., attitude consist of the following objectives:

i. 'Attitude' implies *learned characteristics* attained by the individual through his own experiences. These inborn attitudes may be based on biogenic motive but they themselves are not biogenic. For instance, your hunger is your biogenic motive but to eat vegetarian or non-vegetarian food is your learned attitude based on the influence of the family or society to which you belong.

ii. Attitude are *more or less stable*. It involves an emotional component and hence resists change. However attitude change may occur in the presence of messenger, message and receiver.

iii. An attitude *reflects the thoughts and beliefs* about the objects as well as images. These attitudes undermine the psychological world of the individual. The attitude varies with the variety of objects or thoughts or images. For instance, you might possess different beliefs and attitudes towards the different philosophical ideologies that exist. However attitudes are not infinite and limited to the psychological field of the individual.

iv. The attitudes *involve knowledge about the other group* (cognitive component), *some feelings of like or dislike* (affective component) and *a predisposition to avoid or attack* (conative component).

v. Attitude do not exist in the absence of a background. Thus attitudes *cannot be formed without the presence of an image or idea.*

vi. An attitude is *usually formed towards an individual as well as a group* as a whole.

vii. Attitudes direct the behaviour of an individual.

STOP TO CONSIDER

MAJOR DIMENSIONS OF ATTITUDE (according to Triandis)

1. Positive Affect versus Negative Affect
2. Seeking Contact versus Avoidance Contact

Positive Affect	Seek Contact
DIMENSION	
Avoid Contact	Negative affect

A positive attitude renders the person to sacrifice himself for his loved object, like sacrificing of one's own life in the need of Patriotism.

A negative attitude is related to destruction of an object, like destroying a Public bus by throwing stones.

Seeking contact, if based on a positive attitude means going towards and if it is negative, it implies going against.

Avoiding contact, whether positive or negative implies going away from the object.

1.3.3 Development of Attitude

The development and formation of attitudes has been a subject of concern for the sociologists and academicians since long. Majority of the attitudes which you hold is in fact the influence of your family and peer group. That means, attitude formation depends upon the other people being its sources. Sometimes you may also develop an attitude of the group to which you belong. Your attitudes may also be formed by the personal experiences, which are in fact more intense by nature.

Attitudes are based on three important components, namely, cognitive, affective and behavioural. The cognitive components of the attitudes are formed due to the general tendency of categorisation. For example:

categorisation of all members of a religious community by the other group as being biased or rude. The affective attitudes are formed due to the presence of a positive or negative emotion. The behavioural components of the attitudes are formed due to the social norms held by one group regarding what is right and what is wrong. The parents teaching their child about which behaviour is desirable and which is not, forms the behavioural component of attitude formation.

Almost it is believed by all the social psychologists that attitudes are learned and acquired or formed on the basis of the functions that they serve. The role of learning of attitude on its formation is discussed below:

i. **Social Learning**: Usually all the attitudes are developed through the process of social learning. Social learning refers to the process through which the individual acquires new information, behavioural forms or attitudes from others. This implies that attitudes are acquired by the interaction with the others or may be by observation of the behaviour of others merely in a social situation. Social learning involves three processes, namely, classical conditioning, instrumental conditioning or observational learning.

➢ *Classical Conditioning*: It refers to the basic form of learning in which one stimulus, which is initially neutral, acquires the capacity to evoke reactions through repeated pairing with another stimulus. Thus one stimulus becomes the signal of occurrence for the other. For instance, a young child may not have any visible emotions towards the members of a social group. However, on seeing mother showing negative reactions to the members of this social group may evoke the child to acquire a negative reaction towards that group gradually. This is the result of classical conditioning in formation of attitude.

➢ *Instrumental Conditioning:* It is a form of learning where responses that lead to positive outcomes or permit avoidance of negative outcomes are strengthened. If the children are rewarded with smiles, approvals or hugs for expression of a right view favoured by the parents themselves, their attitudes may be formed. Thus children may express a political view without even understanding it properly due to the similar attitude of their parents.

➢ *Observational Learning*: In this form of learning, the individual acquires new forms of behaviour as a result of observing the actions of others. These attitudes are formed even though the parents have no desire to transmit the specific views directly to

their children. Parents will not want their children to smoke but the child may learn it by observing the action of the parents, even though asked not to perform it. Attitudes are also formed due to the impact of media exposure known as the third-person effect. Both the adults as well as children acquire attitudes from the exposure to mass media that is, magazines, films, etc.

ii. **Social Comparison**: Have you ever thought why would the people adopt the attitudes that they hear others expressing or acquire the behaviours observed from others? This is due to the mechanism of Social Comparison. Social comparison refers to the tendency of comparing oneself with the others so as to determine whether one's view of the social reality is correct. The extent to which your views are agreed with others helps you in concluding that your ideas are correct and accurate. But here arises another question that is, whether you equally adopt all others' attitude, or is it dependent on the relationship with others?

It is a general tendency of the people to change their attitudes in order to hold the views closer to those of whom they identify or value. In the views of Terry and Hogg (1996) the adoptions of positive attitudes like using a sunscreen when outside and the intention, to do so on every occasion when going outside, depends on the group to which they identify.

Attitudes also tend to be shaped as a result of social information, combined with the tendency of one's desire to be similar with the people they like. Research findings have shown that people may hold negative views about a group without even meeting them if the group with which they identify expresses a negative view to the other group, in a pursuit to adopt similar attitudes. When you may identify with a group, you may expect to be influenced by the messages that are aimed at that group. You will not be personally influenced if you do not identify with the group to which the attitude-relevant messages are aimed at.

The role of functions of attitude on its formation is discussed below:

i. **The Knowledge Function**: The knowledge functions of attitudes are formed by aiding our interpretation of new information and influencing basic approach or avoidance responses. You will view the new information supporting your attitude as more convincing and accurate than the information that may refute your attitude.

ii. The Identity Function: Attitudes permit the expression of a central value and belief, thereby communicating about who we are. Attitudes thus serve the identity and self-expression function.

iii. The Self-esteem Function: Attitudes also serve the self-esteem function. Sometimes holding of a particular view may help you to maintain and enhance your feelings of self-esteem or worthiness. It may be your pride to avoid cheating even in the presence of an opportunity to the extent that attitudes are based on the moral principles.

iv. The Ego-defensive Function: Attitudes serve the ego-defensive principle to help the people to protect themselves from unwanted information about themselves. For instance to be accepted in the group, you may express a positive attitude towards a particular view and defend your self- view.

v. The Impression Motivation Function: Attitudes are also used to lead others to have a positive view of ourselves. When you are motivated towards impression formation, the attitudes you express will shift in order to create the desired impression on others.

1.3.4 Influence of Attitude on Behaviour

There exists a very close inter-relationship between attitude and behaviour. This relationship is enhanced by several factors, among which, a few are related to the situations in which they are activated and others are related to the various aspects of attitudes themselves. Attitudes generally influence behaviour through two different mechanisms, that is, **the theory of reasoned action** and **the theory of planned behaviour**. These mechanisms are briefly discussed below:

a. **Attitudes on the basis of reasoned thought:**
   You may be faced with some situations of life where you give a careful and deliberate thought towards your attitudes and their implications. This refers to the theory of reasoned action that suggests that a decision to be engaged in a particular behaviour is the result of a rational process that considers the behavioural options, and evaluates the consequences or outcomes of each behaviour thereby reaching at a decision to act or not to act. Thus the decision gets reflected in the behavioural intentions strongly influencing our overt behaviour.

b. **Theory of Planned behaviour:**
   The theory of Planned behaviour states that the intentions are determined by two things, namely, attitudes towards a behaviour

and subjective norms. It is in fact an extension of the theory of reasoned action, that suggests that in addition to the attitudes towards a given behaviour and the subjective norms about it, individuals also give consideration to their abilities to perform a behaviour. Thus your positive or negative evaluations of performing the behaviour as well as the subjective norms on whether others will approve or disapprove your action guide your behaviour.

c. **Attitude-to-behaviour process model:**
This theory was put forward by Fazio. It says that sometimes events activate attitudes and once the attitude is activated, it influences the perceived attitude object. At the same time the knowledge about what is the appropriate behaviour at that time is also activated. As a whole, the attitude and previous stored information shape the definition of the event and influences the behaviour. For example, if somebody suddenly cuts into your traffic lane while you are driving will trigger your attitude towards the other person and your knowledge that such act is counter-normative. Thus, the interpretation will determine you behaviour.

CHECK YOUR PROGRESS
1. What is attitude?
2. How does attitude influence behaviour?
3. What are the major dimensions of attitude?

1.4 Fads

Fad refers to the manner of conducting oneself by deviating from the usual behaviour. It lasts for a very short period of time and thus unpredictable by nature. The copying of the manner in which a film actor converses is a fad. It may be cult-type, that is based on some ideologies or craze-type that is spasmodic practices. Fads spread like a wild-fire for a short period of time and then die away.

1.4.1 Characteristics of Fads
i. They produce unstable and quick changing habits and tendency of superficial habits of judgement.
ii. Fads arise from the imitation of fashion based on public opinion.
iii. Fads grow due to human desire of recognition as well as new experiences.

1.5 Mores

The term 'mores' denotes the behaviour patterns which are not only prescribed but also accepted by the society. They fall under the category of norms. Mores are those folkways which regulate our behaviour.

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

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

Sumner applied the term 'mores' to those *folkways which are considered by the group to be essential for its welfare and existence.*

Edward Sapir viewed, "The term mores is best reserved for those customs which connote fairly strong feelings of the rightness or wrongness of mode of behaviour".

1.5.1 Characteristics of Mores

i.   Mores *regulate the social life* of the people. As such they are considered right by the people who share them.

ii. Mores have *relative persistence* and thus last longer than the ordinary folkways. Therefore, they become the conservative elements of the society in due course of time and resist changes. However, mores are not fixed and change with changing times.

iii. Mores *vary with groups*, and hence cannot be uniform; the prescribed mores of one group may be resisted in the other group. For instance, some societies follow polygamy while the others practice monogamy.

iv. Mores are *sanctioned by the values and religion*. Thus they become more powerful and binding.

1.5.2 Functions of Mores

In the views of MacIver and Page, the mores serve the following social functions:

i.   Mores determine most of the individual behaviour. They *mould the character* and restrain the tendencies of the individuals. Therefore, they act as powerful instruments of social control.

ii. Mores identify the individual with his/ her group. Thus mores are the means by which the individual gains his/her *identification* with his/ her fellow mates.

iii. Mores act as the *guardians of our social solidarity* that brings the people together and weld them into one strong cohesive group.

1.6 Folkways

The term 'folkway' was first used by W.G. Sumner in the book entitled *Folkway and Mores* in 1906. 'Folk' stands for 'people' and 'Ways' stand for 'their behavioural habits'. Thus folkways are those norms of the society to which the folk conform due to their customary nature. Folkways include the customs, conventions, usages, etiquettes, and so on and so forth. These are the several modes of behaviour adopted by man to meet the social needs.

According to Sumner, "Folkways *represent man's unique means of adapting himself to the environment*".

In the words of Gillin and Gillin, "*Folkways are the behaviour patterns of everyday life which generally arise unconsciously in a group.*"

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

Merril gave the literal definition of Folkways as, "*the ways of the folk, that is, social habits or group expectations that have arisen in the daily life of a group.*"

Therefore, folkways are your ways of eating, talking, dressing, playing, walking, greeting, working, carrying out a conversation, expression of love and affection. Your way of dressing differently according to different occasions, regular brushing of teeth, showering affection on your younger siblings, respecting elders represent the different folkways you possess.

1.6.1 Nature of Folkways

i. Folkways are the result of the group life of man, created for their sustenance and maintenance. Thus *folkways are by nature social*.

ii. Folkways are born when majority of the people constantly and regularly observe a social practice. Therefore, *folkways are repetitive in character*.

iii. Folkways originate obscurely and therefore arise automatically and unconsciously, without any advance planning. Suppose someone in your peer group starts a new hairstyle or dress style which becomes popular in due course of time and followed by majority of the people. Thus *folkways are unplanned in origin*.

iv. Folkways include an informal means of social control, which are not compulsive or obligatory though considered as necessary. For instance, if you do not take your bath regularly, you may not be punished by the Law but may become an issue of gossip or ridicule. Thus *folkways are the informal enforcement*.

v. The folkways differ from *group to group and society to society*. They are also temporal by nature and may change within the same group or same society in due course of time. Variations in folkways are seen with change in age and sex.

vi. There are *so many folkways* which is difficult to enlist. It is not possible to record all the folkways observed by the people even in the encyclopaedia.

vii. *Folkways change with the changing situations of the society*. For example the fashions related to dress or hairstyle change quite rapidly.

1.7 Prejudices

'Prejudice' forms an important area of study in Social Psychology. Etymologically, the term prejudice is derived from the Latin word, 'Prejudicm' which means "to give a judgment before the case has started", i.e. taking a decision without examination. According to Young, "prejudice is a predetermined attitude or ideas of a person toward another based upon culturalised values and attitudes". Young further opines that, "Prejudice is a composite of stereotypes, myths and legends, in which a group label symbol is used to classify, characterise and define an individual or a group considered as a totality". Drever defined prejudice as, "an attitude usually within emotional colouring, hostile to or in favour of actions or objects of a certain kind, certain persons and certain doctrines." Ogburn viewed prejudice as "a hasty judgement or an opinion formed without due examination".

1.7.1 Characteristics of Prejudice

i.   The prejudices are usually *based on those judgements* which have no choice.

ii. They are *based on the presentation of the historical facts* in a biased manner.

iii. The prejudices *show unfavourable feelings* towards the other groups.

iv. They are *those attitudes of each individual of a group towards the other group*.

v. The *individual usually justifies his formed prejudices*.

1.7.2 Formation of Prejudices

The formation of prejudices begins from the early childhood but it is not an innate tendency. Usually they are seen to play with each other without any discrimination but as soon as they learn to discriminate, they develop unfavourable attitudes towards the members of the other groups. This is mostly due to the influence of the family members who often teach them discrimination towards children of other race or community. Prejudices are formed on the basis of social norms, individual differences, special physical factors, diverse traditions, customs and ways of life and apprehensions of attack of one group from the other. Psychologically, prejudices result from abnormality in personality, feeling of frustration, cultural repression, complex situations, self-prestige and social conformity. Prejudices are formed due to the effect of a number of factors. The formation of prejudices is discussed below:

> **SOCIAL COGNITION**

Prejudices by and large are the results of the thinking pattern of the individual involving social categorization, schemas, heuristics and faulty memory process involved in information processing. The formation of prejudices based on the social categorization is explained below:

a. Social Categorization:

This is usually the foremost step in formation of prejudice. Usually, once your mental categories get fixed, you will tend to group the people, situations and objects on the basis of similarity of your group and disregard the differences most often by exaggerating them.

b. In-group Bias:

It refers to the typical feeling of positivity and special treatment reserved for those people considered as a part of the in-group.

c. Out-group Homogeneity:

It results from social categorization of typically using statements like, "they are all alike". The out-group members are considered to be more similar than the members of the in-group.

d. Failed rationality:

A person usually is unable to get rid of a deep-seated prejudice from his or her mind due to emotions involved and formed schemas for the out-group. Thus rationality fails when information consistent with the beliefs are recalled than that which is inconsistent.

e. Activation of stereotypes:

Stereotypes and prejudices exist in most of the individuals and they get activated instantly, thus having negative effects on the perceptions of the members of the out-group.

f. Processing of Stereotypes:

In case of the distracted, overwhelmed and non attentive individual, the stereotypes remain and get automatically triggered. However, if it is a controlled process and unprejudiced people, consideration will be given to the acceptance and rejection of stereotypes.

g. The justification-suppression Model:

This model was put forward by Crandell and Eshleman(2003) urging the individuals to express prejudice and maintain a positive self-concept. That is, if one finds valid explanation for holding a negative attitude towards a group, one may do so and justify his actions.

h. The Illusionary Correlation:

It refers to the tendency of seeing correlations between those events which are actually unrelated. It mostly occurs when the events are conspicuous. For example, media uses it to create impression in the minds of the people.

i. Integrated threat theory:

This theory was put forward by Walter G. Stephan. It is based on the assumptions that individuals operate in the context of groups, in which the group membership serves a part of the individual identity. Thus if the individual perceive the out-group as threatening in some ways, prejudice may occur.

j. Social dominance theory:

It says that a society is perceived as a group-based hierarchy. For example, if you compete for the best availability of employment, your controlling group may develop prejudiced legitimizing myths.

(16)

➤ ATTRIBUTION BIASES

The attribution bias in formation of prejudices is explained below:

a. Dispositional versus situational explanations:

Prejudices refer to the negative dispositional attributions. Pettigrew believed that assignment of certain dispositions to the whole group of people leads to attribution error. When we act in the way that confirms our prejudices, dispositional attribution is made, ignoring the situations. Thus counter stereotypic mindset must be developed among the people.

b. Expectations and distortions:

You are more likely to make a situational attribution for your performance leaving your stereotype intact if out-group members behave in the non-confirmatory way.

c. Blame Game:

It refers to the tendency of blaming the victim by the people in order to make dispositional attributions for their victimization. For instance, the tendency of the people to blame the poor for their plight in a just world.

d. Self- fulfilling prophecies:

It refers to the process in which confirmation and proof for the prejudices is found by unknown creation of stereotypical behaviour in out-group members due to one's treatment towards them.

➤ REALISTIC CONFLICT THEORY

It states that limited resources usually results in conflicts, increased prejudice and discrimination.

a. Role of Competition:

Various researches done so far in the area of Prejudice suggest that discrimination against the out- group is due to the dearth of resources. Competition and challenges with the members of the out- group results in hostility and formation of prejudices.

b. Scapegoat:

In the absence of direct competition, there is a tendency of displacement among the individuals onto the out- group which is disliked or powerless. This is the tactic of scapegoat resulting from frustration without a clear target to blame.

➤ NORMATIVE RULES

Prejudices are also the result of conforming to the normative rules of the culture.

a. Institutionalized racism:

It says that the racist attitudes prevail among majority of the population on account of living in a society with stereotypes and discrimination as its norms.

b. Institutionalized sexism:

This phenomenon exists with the large majority of the people in those societies where the racist and sexist behaviours are standardised and their normative conformity results in acceptance.

1.7.3 WAYS OF REDUCING PREJUDICES

a. Persuasive Communication:

Persuasive communication in the form of written, verbal and visual communication helps in the reduction of prejudice. However, Farley (2000) pointed out that in order to strengthen persuasive communication in reducing prejudice, the source of the message and the credibility of the source must have a long- lasting effect. The message also must be clear, precise, comprehensible, positive and well retained with its intact perspective.

b. Education:

Education reduces traditional provincialism and diminishes the fear of casual personal contact. It makes people accept the legal equality of all groups of the society and imparts knowledge information and knowledge, thereby changing the mindset of the people.

c. Inter-group contacts:

Inter-group contact is considered by the sociologists as one of the most effective means of reducing prejudice. The living together of persons from different groups helps in personal realization of lack of validity of the prejudices.

d. Simulation Activities:

Simulation is done to create a situation in which people who are usually away from normal experiences of prejudice and discrimination are made to experience some sort of discrimination. They thus have a direct experience of the irrational prejudices and learn about the feelings of the discriminated group thereby combating prejudices.

e. Therapy:

If prejudices result from the personality problems of an individual, individual as well as group therapy may be rendered. It helps in resolving the factors resulting in the formation of the prejudices.

f. Role Interpretation:

According to Secord and Backman (1964), prejudices may be reduced if the member of a minority group occupies incompatiable roles. As for example, the black people of the USA are considered lazy due to their low social position. But, if he is expected to be energetic as a co-worker, modifications will occur due to role interpretation.

g. The Consistency Game:

The technique of consistency game was used by Gandhiji to reduce the prejudices against the Harijans. He allowed Harijans to live in the ashram following all the rules and coming into close proximity with the others. Thus a favourable attitude towards the Harijans was developed by the co-workers reducing the prejudices against them.

h. The Shared Coping Approach:

This method was suggested by Allport (1958) and Sherif (1961) assuming that inter- group contact involving shared goals and shared coping to achieve these goals tends to reduce prejudices. A shared goal makes the two groups inter-dependent and promotes cohesion, thus discarding stereotypes and prejudices.

STOP TO CONSIDER

Types of Prejudices—

    i. rejudices based on colour

    ii. Prejudices based on odour

    iii. Prejudices based on strange facial features

    iv. Prejudices based on variety of costumes

    v. Prejudices based on language

    vi. Prejudices based on Culture

    vii. Prejudices based on religion.

    viii. Prejudices based on economic institutions.

    ix. Prejudices based on Politics.

    x. Prejudices based on castes.

    xi. Prejudices based on Nationality.

    xii. Prejudices based on Individual Differences.

---

4. Define prejudice.
5. What is meant by fad?
6. How is a prejudice formed?
7. Discuss about the characteristics of folkways.
8. What are the functions of mores?

1.8 Superstitions

Superstitions refer to the practices resulting from ignorance or fear of the unknown. They are the result of irrational attitudes towards the supernatural entities. For instance, the belief in the evil eye or lucky charm is termed as superstition. According to Davies, there are four forms of superstitions, namely, vain observances, divination, idolatry and improper worship of the true God. The vain observances are formed by beliefs; divination are guided and fostered by a religious group; idolatry refers to putting lucky items on work days on the important days and improper worship of the true God happens through bribing of God for success.

1.9 Summing Up

Attitudes refer to the evaluations of the various aspects of the social world. They may be positive as well as negative. They are usually formed by the influence of various factors. Attitudes influence behaviour through two different mechanisms- reasoned action and planned behaviour. The attitudes which resist change are known as prejudice. The society is also influenced by the fads, mores, folkways and superstitions.

ANSWERS TO CHECK YOUR PROGRESS

1. Refer to 1.3
2. Refer to 1.3.4
3. Refer to **Stop to consider**.
4. Refer to 1.7
5. Refer to 1.4
6. Refer to 1.7.2
7. Refer to 1.6
8. Refer to 1.5.2

SELF ASKING QUESTIONS

1. Define attitudes. Discuss about its characteristics.
2. Analytically discuss the theories of attitude formation.
3. Discuss about the relationship between attitude and beliefs.
4. What is Prejudice? How can it be combated?
5. Write a short note on superstitions.
6. Discuss the meaning and nature of folkways.
7. What do you mean by mores? Distinguish between folkways and mores.
8. What is meant by fad? What are its nature and characteristics?

1.10 References and Suggested Readings

Dr. Sharada Jain, Ritu Shastri, J.S.Chauhan. (2013). *Social Dynamics*. Noida: Vikas Publishing House.

Kuppuswamy, B. (2008). *Elements of social Psychology*. Delhi: Konark Publishers Pvt.Ltd.

Mathur, D. S. (2007). *Social Psychology*. Agra: Vinod Pustak Mandir.
Robert A. Baron, Dann Byrne, Nyla R. Branscombe. (2008). *Social Psychology*. New Delhi: Pearson Prentice Hall .

Vidya Bhusan, D.R. Sachdeva. (2008). *An Introduction to Sociology*. Allahabad: Kitab Mahal.

————x————

UNIT: 2
ATTITUDE CHANGE

Structure:

2.1 Introduction

We are social beings. We are characterized by our social nature and we cannot live in isolation. Being a member of the social group we are influenced by the other members of the group and so are they. We have to establish social contact and communication with them as we are to lead a social living. We have to survive among many. There are individual differences among people. We all are same creatures of the one Super Power, still we live different ways of life. The song, the actor, the food, the cloth liked by one person may not be liked by his/her friend. Individual attitude differs from one another. The society in which we live, the family members around whom we live, the occupation that we profess-influence a lot in our individual lives. Besides these factors, attitude is another most powerful factor that bears a lot in one's socio-individual life. In this unit we will discuss on attitude and factors and process related to attitude change.

2.2 Objectives

After going through this unit, you will be able –
- *to know* the meaning of attitude
- *to know* about attitude change

- *to identify* the factors resisting attitude change
- *to comprehend* attitude change through persuasion
- *to know* the meaning of propaganda.
- *to understand* the relationship between propaganda and education.

2.3 Meaning of Attitude Change

Attitude:

Before discussing attitude change, you must have an idea about attitude. We all have attitude which makes us different from others. An attitude is a tendency to react in a certain way towards a designated class of stimuli or an object. In the field of psychology, attitude is a psychological or mental construct. It is an emotional entity that signifies a person's individuality. The attitudes are complex in nature, and they are acquired through experiences. It is a process of responsive expression towards a person, an object, a thing or a situation. This kind of expression in turn influences the individual's thought and action.

Thus it can be said that attitude implies individual's overall evaluation of the world. It is a kind of decision making process concerning likes and dislikes, positives and negatives and so on. Thus evaluation of an object or person in the form of attitude may range from extreme positive to extreme negative. For example, you may like and support a particular politician and there may be some other politicians whom you extremely dislike. The significant characteristics of attitude are that, attitudes are summary evaluation of an object that has cognitive, affective as well as psycho-motor components. Thus, an attitude is actually an enduring (stable) system of cognitive component, feeling component and action tendency component indicated towards an object, event or person. Cognitive component relates to beliefs, feeling component relates to emotions and action tendency component (behavioral component) relates to the actions; and all these are related to object, events or persons. Thus attitude has a well defined object of reference and the degree a person's attitude may vary from favorable to unfavorable.

STOP TO CONSIDER

An attitude is a tendency to react in a certain way towards a designated class of stimuli or an object. In the field of psychology, attitude is a psychological or mental construct. It is an emotional entity that signifies a person's individuality. The attitudes are complex in nature, they are acquired through experiences. It is a process of responsive expression towards a person, an object, a thing or a situation.

The concept of attitude originated in the United States, Allport described it as "Probably the most distinctive and indispensable concept in contemporary American social psychology." The term attitude was intensively used by **Thomas and Znaniecki**. In 1918, they published their monumental study of the Polish peasant in America and in this study this term was greatly made use of.

Definition:

Gardon Allport has defined attitudes as a "mental and neural set of redlines, organized through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related."

STOP TO CONSIDER

The term attitude was intensively used by Thomas and Znaniecki in 1918.

Characteristics of Attitude:

From the above discussion we can derive many characteristics of attitudes. Some of them are given below–

- Attitudes are learnt by the individual through his own experiences.
- Attitude can be positive or negative regarding a person, object or action.
- They are not innate or inborn. They may be dependent on our biogenic motives but they themselves are not biogenic for example, hunger is biogenic motive. But eating of vegetarian or non vegetarian food is dependent on our learnt attitudes.
- Attitudes are more or less stable. They are lasting. But they are also subject to change provided there is proper atmosphere.
- The attitudes have no existence without background. This means that without the images or ideas the attitudes cannot be formed.
- The attitudes can be framed regarding individuals and groups. A person can form an attitude of hatred on hostility or affection towards another individual. He can also form similar attitudes towards the group as a whole.
- Attitudes are important as they affect people's perception of the world and their behaviour.
- There are many factors that affect individual's attitude formation like their psychological condition, family, economic and social condition.

Attitude Change:

In the study of social psychology, attitude change is an important area of discussion. You have come to know that attitude is the way of people's perception regarding an object, person or event. Attitude has a great impact on one's life. The conception and characteristic of attitude, it is clear, is related to people's belief and views. They are not stable. They are influenced by psychological, social, emotional as well as economical factors. Moreover, they are constructed by the cognitive and affective component. As such they are subject to change. Attitudes change occurs at anytime. Attitude ranges from positive to negative. Change in attitude occurs when a person alter his/her choice from negative to positive, or from slightly positive to very positive or from having no attitude to having one. Thus it can be said that attitude change is a process of modification and alteration in the existing perception or attitude towards a person or object or any event.

Attitude change is a topic of interest not only to psychologists but also to politicians, industrialists, social workers, clinicians and teachers. The politician wants his opponents to become his friends. The industrialist wants to get the approval of buyers for products produced by his factory. The social workers want that they develop negative attitudes among the people about social evils. The clinician is interested in developing in his patient a desirable attitude towards his health. And teacher efforts one in direction of forming positive attitudes towards socially approved objects. Thus everyone tries that there occur attitudinal change. However it is not an easy task. It is possible that some special events may change the attitudes without much effort as for examples at the time of Chinese attack on India in 1962 the Indians attitude towards Chinese underwent a change from that of brotherhood to enmity. The recent Pulawama attack has also changed the attitude of Indian towards Pakistan terrorism from negative to extremely negative.

STOP TO CONSIDER

Attitude change is a process of modification and alteration in the existing perception or attitude towards a person or object or any event. Attitudes change occurs at anytime.

2.3.1: Types of Attitude Change:

Change in attitude is natural. As it is psychologically complex process, it is not stable. There are various factors responsible for attitude change. Attitude change is mainly categorized into two types-

1. Incongruent Attitude Change
2. Congruent Attitude Change

   Let's discuss these two types of attitude change-

1. Incongruent Attitude Change

This kind of attitude change is opposite in direction. That means it is the type of attitude change wherein the changes takes place in opposite direction to the existing attitude. It is a type of attitude change ranging from positive (existing) to negative or negative (existing) to positive. You can understand this type of attitude change with an example: if a vegetarian person has negative attitude towards meat and fish consumption and avoid these kinds of food, but later on if he/she comes to know that consumption of red meat and fatty fish are rich in vitamin and these are essential for human health, he/she changes attitude and develops positive attitude towards that. This type of attitude change is called incongruent attitude change.

The same with a case of a drinker, the person who have positive attitude (liking) towards drinking alcohol if he comes to know that lose drinking excessive of alcohol is not helpful for his health, it may cause health problems as well as he may lost his life, the person may change his attitude and develop negative attitude towards alcohol. If you lost trust on someone or if someone betrays you, then also your positive attitude towards that particular person (friend, family member, colleague so on) is altered to negative one. This is type of attitude change is known as incongruent attitude change.

STOP TO CONSIDER

Attitude change is mainly categorized into two types-
   1. Incongruent Attitude Change
   2. Congruent Attitude Change

Original Attitude: Positive   **Original Attitude: Negative**

Changed/Altered Attitude: Negative   **Changed/ Altered Attitude: Positive**

Fig: 2.1: Incongruent Attitude change

SELF ASKING QUESTIONS

2.Give examples of some incongruent attitude change.

---

2. Congruent Attitude Change

The other type of attitude change is congruent attitude change. It is quite opposite to the incongruent attitude change. It is a kind of attitude change wherein the existing attitude changes in the same direction instead of opposite direction. The significance of this kind of attitude change is that the attitude is further strengthened towards the particular object or event or person. For example: positive attitude becomes more positive or negative attitude becomes more negative. Let's take an example: You like photography. That means you have positive attitude towards photography, if you come to know that now a days photography is considered as most popular and widely accepted profession, then your attitude towards photography will be strengthened and you will change your attitude towards it from positive to more positive. This will encourage you to devote more time to photography and adopt it as your profession.

Similarly, you may have negative attitude towards a particular boy or person in your locality or society, when you will come to know that he is a gambler or a rapist, your attitude will change from negative to more negative. This kind of attitude change is known as congruent attitude change.

Original Attitude: Positive   **Original Attitude: Negative**

Increased Positivity   **Increased Negativity**
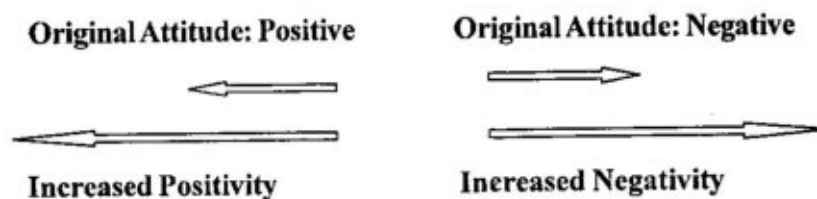
Fig:2.2: Congruent Attitude change

SELF ASKING QUESTIONS
1. Give examples of some congruent attitude change.

STOP TO CONSIDER

In incongruent type of attitude change, change takes place in opposite direction to the existing attitude. It is type of attitude change ranging from positive (existing) to negative or negative (existing) to positive. Congruent attitude change is a kind of attitude change wherein the existing attitude changes in the same direction instead of opposite direction. The significance of this kind of attitude change is that the attitude is further strengthened towards the particular object or event or person.

2.3.2: Bases of Attitude Change (process)

There are some factors (process) associated with the attitude change. These are given below–

1. Compliance

Compliance occurs when one person accepts the influence of another person or a group because he expects that he will get favourable response from the other person. Thus compliance is an important factor in attitude change. For example, a student gives these answers to the questions in an examination which are to the liking of the examiners. He does not express his personal opinion or view. This he does because of the compliance. It is also to be kept in mind that in many situations the change in the attitude which occurs due to compliance and because of the pressure applied for compliance is superficial. There is domination of the person who forces compliance.

2. Identification

Identification is said to occur when a person adopts that behaviour which has been elicited from another person or group because that behaviour provides a satisfying and self-defining relationship with the other person or group. For example a student accepts the philosophy of his teacher because he wishes to be like his teacher. The attitude which is formed by the process of identification has the confidence of the individual.

3. Internalization

The third process which occurs in attitude change is internalization. This process takes place when a person accepts the influence because the behaviour which is being motivated has unanimity with his value system. An attitude is internalized because the person believes that the attitude is a useful and right representative of reality. For example, a student accepts the result of an experiment became the experiment has been properly planned and executed and the result obtained are consistent with the results obtained in other investigations which were conducted on similar topics. The student who accepts the results because of the above reason continues to believe in them even after his examination.

STOP TO CONSIDER

The three fundamental factors/processes associated with attitude change are-compliance, identification and internalization.

2.4: Resistance of Attitude to change

Till now, we have discussed about the concept of attitude, attitude change, its types and processes. Change in natural. The various environmental and psychological factors may lead a person to change their attitude towards any person, object or events. But, it is important to note that one of the most important characteristic of attitude is its strength. It refers to attitude persistence. It implies resistance to change. Resistance to attitude change refers to the factors , processes which discourages attitude change. The stronger attitude signifies its persistence. Change is always inevitable so it is resistance to change. It is basic human nature of people to try and keep their values and customs and culture constant. It is simply human nature to counter any change and maintain the attitude.

The attitude formed and produced by the high effort cognitive effort are stronger than those produced by low cognitive effort. The attitude associated with belief, thought, values are less likely to change. For example if you have a strong faith on your friend or you are accustomed to your family culture and value, you will resist change, the attitude towards your friend or family values because these are marked by cognitive component like belief. Resistance to attitude change is an important area of discussion. The resistance to attitude change may be either overt or implicit.

STOP TO CONSIDER

One of the most important characteristic of attitude is its strength. It refers to attitude persistence. It implies resistance to change. The stronger attitude signifies its persistence.

Types of Resistance to Attitude Change

Resistance to attitude change may be of the following three types-

1) **Logical resistance:** This kind of resistance primarily arises from the time people adapt and adjust to changes. For example, when Smartphone became common, people have to shift from traditional telecommunication to digital communication. This naturally takes time and people to adapt to change.

2) **Psychological resistance:** According to this category, the resistance occurs mainly due to mental and psychological factors. Individuals often resist changes for reasons like fear of the unknown, habit formation, less tolerance to change, dislike towards the particular object or event etc.

3) **Sociological resistance:** This resistance to attitude change relates not to individuals but to the common values and customs of people or groups. Individuals may be willing to change their attitude but they will not do that due to pressure from the group, family members or any other organization of which they are

members. For example, if students' union protests against new management rules or instructional issue, all students face the pressure to protest together.

Reasons for Resistance to Change

In order to facilitate transitions and changes, it is essential to identify the reason for resistance to attitude change. Such resistance to change is common in nature. The following are some common but major reasons for resistance to attitude change-

- People generally find it convenient to continue thinking, feeling and doing something as they have always been doing the same.
- People find it difficult to change attitude as it is characterized by their cognitive as well as affective components.
- Changes generally bring about alterations in a person's way of life, his/her perspective, action and influence. Hence, the people to whom such changes are meant for will be affect negatively, thereby they will always resist that change.
- People who are adamant on maintaining values, cultures, tradition and customs instead of taking and adopting new ones will always resist changes. This can happen either due to their insecurities, fear or lack of gravity of the new one. For e.g. people always resist changes in the custom, rituals followed in the marriage of any religion due to fear of incompleteness, fear of God etc.
- Emotion is also responsible for resistance to change. People are emotionally attached with some person, object or situations in such a way that prevent them to change their attitude towards those. For example a mother or a sister can rarely change their attitude to her son or brother even after knowing his bad habits or action and so on. The same with the case with buying or selling a house or used cars.

STOP TO CONSIDER

There are mainly three types of resistance to attitude change-logical, psychological and sociological.

SELF ASKING QUESTIONS

What are reasons or factors for resistance to attitude change?

2.5: Attitude change through Persuasion

You have come to know that attitude is an individual's overall evaluations or feelings towards a person, idea or object and events. Attitude may be typically positive or negative. Attitudes are influenced not only by external forces, but also by internal influences. Attitude can be changed. There are

many factors responsible for attitude change. When our thinking, feelings are in conflict with regard to a particular person or object, we change our attitude towards the same. Change is natural but there are many more techniques used to remove the resistance to change or change or reshape the existing attitude towards a person, object or situation. Some of the important techniques used for attitude change are- speeches, seminar and persuasion. Attitude change through persuasion is of great importance. Let's make a discussion on that-

Before going in detail about attitude change through persuasion, you must have a clear concept about **persuasion.** Persuasion is a communication intended to change attitude of person, group or audience towards an object or idea or any event. It is a communication tool designed to bring desirable changes in the attitude of people or group of people. It is a process by which a communication or source of communication attempts to convince people to change their attitude towards someone or something. It means a kind or type of behaviour by which a person prepares other person or persons to accept his views. We may also call it, as such, a skill which is employed by a person to persuade other person or persons. This skill may be based on reason. But the acceptance of one's opinion may take place without any reasoning on intellectual discussion.

Generally the speech, seminar, advertisement, political campaign, anti-smoking, anti-alcohol campaign and other campaign etc. carry persuasive message. For example the speech delivered by political leader in the campaign meeting during the election period influence the audience and they are convinced to alter their attitude (positive) towards then or to the opponent party (negative); The speech delivered by the motivational speakers like Simerjeet, Sandeep Maheshwari (present popular motivational speakers among the youth) generally influence the youth and they are convinced to alter their negativity towards life, career, friend and family to positivity. It is so because the speech delivered by these persons or information provided by such sources carry persuasive message.

The Elements of Persuasion for Attitude change

Persuasion is considered to be a powerful tool in changing attitude. There are four factors of persuasion, some central to the message, others more peripheral. These are –

1. **The communicator or the source-** It is the person who provides the message. Communicator includes a person or a group of persons or other audio or video (film, advertisement, short story, documentary etc) or written source (newspaper, book or story, novel, etc.) that conveys persuasive message.

2. **The message or communication-** It refers to the contents of persuasion. It is information shared with the audience with a view to change their attitudes.

3. **Message processing or Process-** It refers to how the message is communicated. The environment and physical condition of the place where the message is provided determines its effectiveness.

4. **The audience or the recipients-** The person who receives the message. The personality traits, age, sex, educational qualification as well as social class of the audience determine the effectiveness of persuasion.

SELF ASKING QUESTIONS

What are the primary elements of persuasion that are used for attitude change?

Two Routes of Persuasion for Attitude Change

In choosing persuasion tactics for attitude change two routes are available: one is central route to persuasion and the other is peripheral route to persuasion. These routes can be considered as the way of attitude change. These routes are based on model presented by psychologists-Leon Festinger and Carl Hovland. The routes are-

1. The Central Route Persuasion

According to this route, persuasion that occurs when interested people focus on the arguments and respond with favourable thoughts. It emphasizes on the content of the message. It stresses on presenting the content in a logical and rational way which can convince the audience.

This route of persuasion is applicable for those who think and accept change logically rather than being influenced by communicator. Therefore the changed attitude is long lasting. Recently the television companies are taking up central route persuasion by advertising in the newspapers and television the comparative merit of their products. They present a chart to argue why people should purchase their product which involves better and more sophisticated technology. Computer, mutual fund advertisement takes the central route to persuasion. They offer cogent information that aims to stimulate favorable cognitive responses.

2. Peripheral Route Persuasion

As per this route, persuasion occurs when people are influenced by incidental cues, such as a speaker's attractiveness. In this route people do not engage themselves in thinking on the issues. It focuses on the peripheral

to the theme or content of the persuasion. It stresses on the characteristics of the communicator, his personality as well as the situation where persuasion takes place. The changed attitude is temporary, with the change of influence of the communicator it can change. The soft drink or beauty products advertisements take the peripheral route by showing famous cricket players or film actors or actresses drinking or using their products like Pepsi or Thumps up, Lakme, Clinic Plus shampoo, etc. Peripheral route associates their products with glamour, pleasure and good moods.
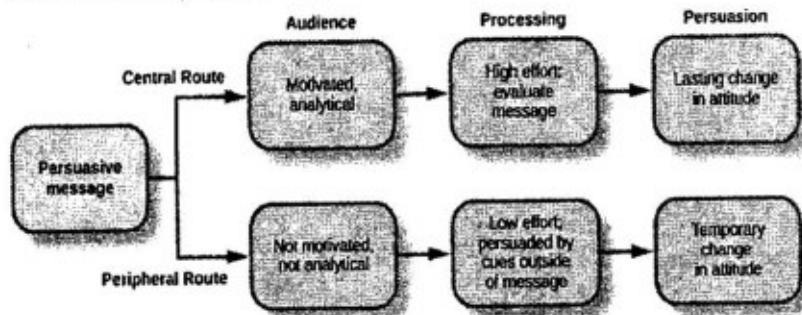

Fig 2.3: Two routes of Persuasion

STOP TO CONSIDER

The two routes of Persuasion are: Central route persuasion which use logical and rational thinking on the part of the audience and peripheral route which stresses on the attractiveness of communicator.

SELF ASKING QUESTIONS

6. What are the ways or means of attitude change?

2.6 Meaning of Propaganda

In the discussion of attitude change, one important area besides persuasion that cannot be left untouched is propaganda. Propaganda is a powerful instrument that controls human beings. It has both positive and negative effects. It may lead to the destruction of the world through wars. It can also be fruitfully used for establishing peace and harmony in the world. Thus, to social psychologist, a clear understanding of the various aspects of the problem of propaganda is of much use. The propaganda is an attempt to force the people to change their attitudes or opinions.

Origin of the word

The term propaganda has its roots in the Latin word "**propagane**". It means to fasten down layers, shoots or slips of plants for the purpose of reproduction, hence to generate, reproduce and generally to extend or

increase. The word "propaganda" was first used in a modern sense with the papal establishment in 1633 of the "Congregatio de propaganda fide" to foster Roman Catholic missions. It simply meant to convey religious message.

STOP TO CONSIDER

The term propaganda has its roots in the Latin word **"propagane"**. It means to fasten down layers, shoots or slips of plants for the purpose of reproduction, hence to generate, reproduce and generally to extend or increase.

It owes its breeding to those people or the societies which are interested in moulding the opinions, attitudes or the beliefs of the other people or societies in their own favour. The propaganda is thus an attempt to force the people to change their attitudes or opinions. It can be said that propaganda is a mode of communication used to manipulate or influence the opinion of a group to support a particular idea or belief or virtue or assumption. If a political party promotes their party and its vision over the other party, like BJP or Congress prompting their own vision for a new INDIA freed from problems like immigration and corruption over the other is an example of propaganda. With the changes of time propaganda has taken the form of film, speeches, campaign, advertisement or music and so on.

The word propaganda is used in two senses: broad sense and special sense. Firstly from the broad perspective, propaganda refers to publicity, advertisement implemented to change the opinion and attitude of people by using the tool of suggestion.

From the special perspective, it means a deliberate effort to manufacture and produce some popular opinion and views as well as attitude, and thereby, to control mass conduct. Propaganda is the propagation of ideas, opinions and attitudes. The fact about propaganda is that the real purpose of it is not made clear to the hearer or reader. The propaganda is used to spread the opinions or ideas among those people whose opinions etc. are to be moulded. Through Propaganda, the opinions etc. are put before the people in such a manner that they least suspect that the efforts are being made to bring a change in their belief system, opinion formation or attitude development. Propaganda is the conscious creation in the interest of group survival and social control.

Characteristic of propaganda:

The above discussion helps us to derive the features of propaganda-

- Propaganda is a powerful instrument of control and of influencing human beings.

- The propaganda is used to spread the opinions or ideas among those people whose opinions etc. are to be moulded.
- They are narrow in their goal.
- They are specific interest oriented.
- Propaganda is the conscious creation in the interest of group survival.
- The propaganda is an attempt to force the people to change their attitudes or opinions.
- Propaganda is a mode of communication used to manipulate or influence the opinion of group to support a particular idea or belief or virtue or assumption.
- The real purpose of propaganda is not made clear to the hearer or reader.

STOP TO CONSIDER

Propaganda is a powerful instrument that controls human beings. Propaganda is the propagation of ideas, opinions and attitudes. It has both positive and negative effects. The propaganda is thus an attempt to force the people to change their attitudes or opinions.

Devices and process of Propaganda:

According to **Miller**, there are seven devices and processes of Propaganda. They are as follows.

1. Name-calling device

This device is utilized by first giving a bad name to the object and then asking the people to make a judgment about it.

2. The glittering generality device

This device is used by the Propagandist by putting his own views, opinions on programmes in the best possible light. He idealizes his programmes, talks about his good faith and makes out a case which gives him the position of a sympathetic, affectionate, just and truthful person. His programme is thus, viewed with much appreciation.

3. The transfer device

In this device, the Propagandist attaches some universality to his policies. He puts them in such a light that the people get the nation that gods or church or some suspension power approve of his policies.

4. The testimonial device

This is very frequently used in business advertisements. In this device, the Propagandist spreads the views or opinions of some highly liked or respected programs.

5. The plain folk device

This type of device is one which is liked by the public in general. The symbol of two bullocks adopted by the Congress Party in the past for its election may be put in this category. The bullocks are the most useful and greatly loved animals to agriculturists in our country. By adopting this symbol, the appeal of Congress reaches to the simplest of the village folks.

6. The card stacking device

This device is the one which has been greatly used by Hitler in the last war. It is also very shrewdly used by the Pakistanis. The Propagandists try to turn the attention from truthful facts to those which are deceptive and untrue.

7. The band-woven device

In this device, efforts are made to convince people that majority like the things which the propagandist is putting before them.

SELF ASKING QUESTIONS

1. What are the devices adopted for propaganda?

2.7 Counter-Propaganda and Education

In the discussion of the topic attitude change through the techniques like persuasion and propaganda, one related term is counter propaganda. As the name suggests, it refers to the process of countering propaganda. As you have found that propagandas are used to manipulate and influence people to support a particular vision or belief, it is essential on the part of the audience and masses to counter the negative propaganda.

Counter-propaganda

It is a kind of communication that consists of techniques and methods to convey the message to oppose propaganda. Though counter-propaganda is associated with propaganda as both broadcast message to target group or audience yet, counter-propaganda is different from that of propaganda in terms of its defensive and responsive nature. Counter-propaganda is employed in the context with a view to counter existing propaganda. Unlike the propaganda, counter- propaganda is unique on its reliance on the factual messages.

Origin of the word

The word counter-propaganda had originated in the middle of 16th century in the vocabulary of the Jesuit order. The word was used to propagate the "Catholic faith "in response to encroachment of Protestantism.

Generally propaganda aims at communicating a controlled message to a target audience or group of members. Again, counter-propaganda is employed to communicate a message that describes the conveyed message or the propaganda as false and thereby instructs and alerts the target audience to think or act in a manner that counters the propaganda message. To make the process of counterpropaganda effective and a successful one, it is essential to target the same audience or group to whom the propaganda was conveyed or employed.

According to Herbert Romerstein (Director of the office to counter soviet Disinformation and Active Measures, US), "Counterpropaganda is carefully prepared answers to false propaganda with the purpose of refuting the disinformation and undermining the protagonist".

STOP TO CONSIDER

Counter-propaganda is a kind of communication that consists of techniques and methods to convey the message to oppose propaganda. The word counter-propaganda had originated in the middle of 16th century in the vocabulary of the Jesuit order.

Elements of Counter-propaganda:

There are some elements of counter-propaganda which differentiate it from propaganda. The elements are-

1. Basis in Truth: Counter-propaganda always broadcast true and reliable message for moral and practical reasons.
2. Clarity: The messages conveyed to audience are clear in nature that enables it to counter the false propaganda.
3. Knowledge of the audience: As the objective of counter-propaganda is to influence an audience to reject a propaganda message, it must touch upon the elements of culture, belief and emotion that will result in such action. For this, counter-propaganda must have knowledge of the audience.
4. Employed rapidly: The objective of counter-propaganda is to counter the false propaganda. Therefore, it must employ the message rapidly so that audience can contradict the message of propaganda.

SELF ASKING QUESTIONS
1. What are the elements of counter-propaganda?

Education and counter-propaganda:

From the above discussion, it is clear that counter-propaganda is defensive and responsive technique to counter the false message conveyed by propaganda. As such counterpropaganda acts as a corrective measure for the audience to take logical and rational decision regarding the propaganda. In that sense counter-propaganda takes the educative form for bringing desirable changes in masses. There is much relevance of the term education in the field of education.

As a student of education, you very well know that education is the most powerful instrument of bringing desirable changes in man. It is the power which enlightens men with the power of knowledge. The role of education is not confined to knowledge, but it also enables individuals to apply that knowledge in real life situation. Education empowers man with the power of decision making, problem solving and living life with dignity. As such education and educational institutions acts as counter-propaganda institution with the potential to transform the power structure of society.

Education as counter-propaganda-

Education acts as the counter-propaganda as it can remove the false claims of the propaganda and make general masses to be aware of that. The following points will help you to understand how education can play a significant role as counter-propaganda-

- Education can mitigate the darkness of ignorance which mitigates the wrong perception of propaganda.
- Education can help audience to think and accept logically the propaganda.
- Education can counter the propaganda by making masses aware of the inherent goal of protagonists.
- Education enables the audience to judge between the positive and negative propaganda.
- Education can counter propaganda by enabling masses to analyze the propaganda critically.
- Educational institutions act as counter-propaganda institutes by providing masses the training on the social and current issues.
- Education enables people to form self-respect which prevents them from being mislead.

Thus, we can say that education plays the role of counter-propaganda as it provides a safe and reliable source of message regarding value, belief and vision by countering the false and misleading messages of propaganda.

CHECK YOUR PROGRESS

1. Discuss why education is considered as counter-propaganda with appropriate examples.

2.8 Summing Up

Coming to the last part of this unit, it can be said that this unit tries to give you some idea about attitude change. The unit has also thrown light on the different concepts related to attitude change like: attitude change through persuasion, propaganda, counter-propaganda. Thus we can summarize the unit as-

- An attitude is a tendency to react in a certain way towards a designated class of stimuli or an object.
- An attitude is actually an enduring (stable) system of cognitive component, feeling component and action tendency component indicated towards an object, event or person.
- **Gardon Allport** has defined attitudes as a "mental and neural set of redlines, organized through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related."
- Attitude change is a process of modification and alteration in the existing perception or attitude towards a person or object or any event. Attitudes change can occur at anytime.
- Attitude change is mainly categorized into two types: Incongruent Attitude Change and Congruent Attitude Change
- **Incongruent attitude change** is the type of attitude change wherein the changes take place in opposite direction to the existing attitude.
- **Congruent attitude change** is quite opposite to the incongruent attitude change. It is a kind of attitude change wherein the existing attitude changes in the same direction instead of opposite direction.
- The three fundamental factors/ processes associated with attitude change are: compliance, identification and internalization.
- One of the most important characteristic of attitude is its strength. It refers to attitude persistence. It implies **resistance to change**. The stronger attitude signifies its persistence.
- There are mainly three types of resistance to attitude change: logical, psychological and sociological.
- People generally find it convenient to continue thinking, feeling and doing something as they have always been doing the same.
- People find it difficult to change attitude as it is characterized by their cognitive as well as affective components.
- **Persuasion** is a communication intended to change attitude of person, group or audience towards an object or idea or any event. It is a communication tool designed to bring desirable changes in the attitude of people or group of people.

- The Elements of Persuasion for Attitude change: **the communicator or the source, the message or communication, message processing or Process and the audience or the recipients**
- The two routes of Persuasion are: Central route persuasion which use logical and rational thinking on the part of the audience and peripheral route which stresses on the attractiveness of communicator.
- The term propaganda has its roots in the Latin word **"propagane"**.
- It means to fasten down layers, shoots or slips of plants for the purpose of reproduction, hence to generate, reproduce and generally to extend or increase.
- The propaganda is an attempt to force the people to change their attitudes or opinions. It can be said that propaganda is a mode of communication used to manipulate or influence the opinion of group to support a particular idea or belief or virtue or assumption.
- Devices and process of Propaganda are: Name-calling device, the glittering generality device, the transfer device, etc.
- Counter-propaganda is a kind of communication that consists of techniques and methods to convey the message to oppose propaganda. The word counter-propaganda had originated in the middle of 16th century in the vocabulary of the Jesuit order.
- The Elements of 54 are : Basis in Truth, Clarity, Knowledge of the audience, Employed rapidly.
- Education acts as the counter-propaganda as it can remove the false claims of the propaganda and make general masses to be aware of that.

2.9 References and Suggested Readings

Bhardwaj Gopal(2011): *Foundation of Social Psychology,* Pearson Education India.

Mathur.S. S(2007): *Social Psychology,* Vinod Pustak Mandir Agra

Singh Arun Kumar(20015): *Social Psychology,* PHI learning

———×———

UNIT- 3
SOCIAL INTERACTION-I

CONTENTS

3.1 Introduction

We exist in a world where communication and interaction is an inseparable aspect. Transmission of knowledge of our cultural heritage, many historical facts, new and updated information of the current world, social issues and prospects to the young generation is possible only with the help of communication process be it verbal or non-verbal. Communication and interaction are the important aspects to express one's thoughts, feelings, emotions etc. Verbal and non-verbal communication, reinforcement, questioning, reflecting, explanation, listening, self-disclosure are included in the interpersonal perception. To understand others we must observe and interact with them. We attribute or perceive a person on the basis of our own conception of personalities. Making judgements of others have become a part of our daily lives. With the help of such judgements we also predict future behaviour of others in different situations. We categorize people as "good or bad" on the basis of our own values. Interpersonal Perception happens to be a process where we have an opportunity to understand others on the basis of our own conceived and perceived things about the social world. According to **Kenny 1991**, "Interpersonal perception ensues in a systematic manner through social relations model." In order to perceive an individual's behaviour, interpersonal communication requires a two way

interaction, i.e. sender and receiver. Perception of others becomes easy when there is face-to-face interaction as immediate feedback or response can be achieved. Perceiving others get more clarified through the expressions, gestures, voices, body movements etc. In order to have better understanding of others, firstly we ourselves have to learn to improve our perception of things, places, people, ideas etc. Interpersonal relationships depend much on how we perceive and interpret others. Interpersonal Perception is important to know why we judge others and how people judge us. Perception may be active or passive. Active perception refers perceiving something through conscious observation and questioning. Whereas, Passive perception means perceiving things without conscious effort. Interpersonal messages consist of meanings derived from personal observations and experiences. Effective interpersonal interaction strengthens the relationships through the sharing of meaning and emotions. To perceive others interpersonal communication assists us to understand the social environment along with the world environment in a better way. It also helps us to think, evaluate, perceive and modify our behaviour and also others' personalities. Interpersonal relationships evolve over time through our knowledge, experiences and environmental factors. Interpersonal perception strengthens the established bondings, if the reciprocation of feelings is positive. Along with this Interpersonal Attraction assists us to know about the power, causes and conditions of attraction or attachment. Certain factors influence people to get attracted to someone. They may be both physical and psychological. To perceive others it is essential to get a response or feedback from an interaction. Positive feedback would lead to a positive maintenance of enduring relationship. Whereas, negative feedback leads to discontinuation of a relationship. Perception of persons requires some systematic forms and techniques in order to understand the true nature or behaviour of an individual in the social environment. To live harmoniously in the society and the world we must understand each other and be truthful as far as possible. This would obviously help in perceiving every member of the society in a positive way with positive vibes.

3.2 Objectives

After going through this unit, you will be able to:
- Discuss the meaning of Interpersonal Perception.
- Identify the Components of Interpersonal Perception.
- Discuss the Interpersonal Response.
- Describe the Interpersonal Attraction.
- Identify the Theories of Attraction.
- Describe the Person's Perception.

3.3 Interpersonal Perception

Interpersonal means a discussion or something happening between two persons or among several people. And perception means having an opinion of something or someone. Perception is the process by which we become aware of ourselves, the things and people around us. It is a continuous opportunity to understand oneself and others in a better way. Thus Interpersonal perception refers to the understanding of someone's attitudes and behaviour in various social situations by an individual. It is a way to find out meaning from the people in our environment and our relationships with them. According to **Baron and Byrne**, 1977, "Interpersonal Perception is an active process (or a set of processes) through which we seek to know and understand others." "Interpersonal Perception" is an important area of Social psychology. This area studies the beliefs and images that people have while interacting with each other. This area emphasizes on the interaction between at least two actual people. 'Actual' here refers to two physically present individuals rather than being Intrapersonal (interaction with the self). Depending on the verbal and non-verbal cues, this theory examines the various judgements people make about one another. During verbal communication people perceive an individual with the help of language and the amount of energy they use to utter the words or tone of voice. Non-verbal cues include people's facial expressions and body movements during the conversation. Usually verbal and non-verbal go hand in hand while we interact with others. This helps to understand an individual easily and make a perception of his personality. The study of Interpersonal Perception also gives us an idea of the factors like bias and perceived personality. Because the timing and technique to perceive someone differ from person to person. Some people perceive an individual at the very first meeting itself, while some people take much time to understand and perceive. For instance there are some labels we put to people in fact at our first meeting as "friendly", "hostile", "reliable", "co-operative", "untrustworthy", "rude", "smart", "well-mannered" etc. But these may not always be true as the behaviour of people differs from place to place, time to time and person to person. Interpersonal Perception studies how personalities shape such kinds of judgements. Thus Interpersonal Perception means the process of making meaning from things we experience in people and our relationships. This field stresses on the improvement of specific interpersonal skills by critically analyzing the unique personality of individuals on the basis of their own strengths and weaknesses.

STOP TO CONSIDER

Interpersonal Perception means making various judgements about people on the basis of the verbal and non-verbal cues from an interaction.
The study of Interpersonal Perception also gives us an idea of the factors like bias and perceived personality on forming perception.

3.3.1 Components of Interpersonal Perception

Interpersonal Perception is a process of developing attitude and opinions regarding someone's personality. In order to have interpersonal perception certain components like selection, organization and interpretation are mandatory. These are discussed below-

a) **Selection-** It means responding to a stimulus or the things we notice while interacting with someone. Many events and phenomena are going on in and around us in the world; but it is not possible for us to respond or attend to everything we see. We perceive and remember things selectively due to variety of factors like personalities, beliefs, culture etc. In this stage our brain decides as to which stimuli we should attend to or what to ignore. Our attention is dependent on the intensity, repetition, contrast or change, motives, interest, needs, physiological limitations, expectations, unexpected and unusual things. In this process of selection we stress our attention on certain incoming sensory information. Our five sense organs become active and we respond to that particular stimulus which stands out to attract our mind. In this process we receive information about someone or something through our senses be it sight, sound, smell, taste or touch. Various other factors also influence our mind while attending to a stimulus.

b) **Organization-** It is the second process where we classify, organize and systematize each stimulus we receive in our minds and get an idea of that particular individual we interact with. After selecting an object of response our minds set off a series of reactions. Here we organize the collected information based on our innate and learned cognitive patterns. We put the gathered data into some compartments for easy management of perceiving things. After this we figure out the compartments and ascribe meaning to them. For example, if we are interacting with someone but the other person is having no eye-contact, we may ascribe the meaning that may be he is not interested or not honest in the interaction. The types of organization include physical constructs, role constructs, interaction constructs and psychological constructs.

c) **Interpretation-** Third process of Interpersonal Perception is Interpretation which refers to assigning meaning to what we have

responded and organized. Interpretation means categorizing the sensed and organized information of others. We interpret the data in a way that gives meaning to our perceived knowledge about the existing world. Interpretation depends on relational satisfaction, personal moods, past experience, assumptions about human behaviour, expectations and knowledge.

Without these three aspects it would have been difficult to make a clear perception of an individual. However it depends on the individual to select, organize and interpret according to their personal opinions. People having positive attitude towards life view and perceive things in an optimistic way. On the contrary people having negative attitude towards life always develop pessimistic opinion of others. They may stereotype their thinking and always expect others to behave with them in the way they want. Stereotyping means having a fixed perception (positive or negative) on others and we do not want to change the opinion. For example if we have very close friends we always have a positive attitude towards them and we do not want to believe any negative opinions others ascribe upon them.

STOP TO CONSIDER

In order to have interpersonal perception certain components like selection, organization and interpretation are mandatory.It depends on the individual to select, organize and interpret according to their personal opinions.Stereotyping means having a fixed perception (positive or negative) on others and we do not want to change the opinion.

CHECK YOUR PROGRESS

Q.3.Name some components of Interpersonal Perception.Q.4. Explain briefly the Interpretation component of Interpersonal Perception.

3.4 Interpersonal Response

Interpersonal communication requires responses and feedback, be it positive or negative. Self-awareness is a necessary aspect to perceive and respond to others and make the interaction a strong one. In order to understand ourselves we have to listen to others, actively seek information about ourselves, see our different selves, and be more open to others. Interpersonal responses are impacted by how we perceive others. Interpersonal response

is the way how we react to one another while communicating with each other. Our response may depend on our mood, time, place and person. As we grow our interpersonal responses also grow with time. We may have changing attitudes towards one another if we better understand the meaning of perception. Perception is not a destination. It is just a process that continues with time. Interpersonal response can also be defined as observable, expressive units of face-to-face social behaviour. These responses are natural or automatic. We always expect to gain positive response from people with whom we interact. But the result may not always be rewarding. We might get unexpected negative attitude from the opposite side. The endurance of a relation depends highly on the positive response and attitude of the people. Whenever we find some misbehaviour from any relation it leads us to think of many negative thoughts making the relation an undesirable and unhealthy one even with our very close people. So response from an interaction decides whether the relation will be long lasting or short lived. Interpersonal response gives us idea about how people react and respond to each others in different situations of interaction. It helps in perceiving personalities from the social environment. Interpersonal response is an important aspect to be studied as it would give deeper insights into social relationships to eliminate the differences among people. The negative attitudes among people can be reduced by teaching them how to respond in a well behaved manner while having a cordial interaction among people. The Interpersonal response can be made more effective and positive with the help of some skills. These skills include listening, questioning, understanding gestures and body movements. Understanding Interpersonal Response today has become important for us because these may give many generalizations for easier formation of perception regarding human nature as to how people respond in various physical, social and psychological situations.

STOP TO CONSIDER

Interpersonal response can be defined as observable, expressive units of face-to-face social behaviour. The Interpersonal response can be made more effective and positive with the help of some skills including listening, questioning, understanding gestures and body movements.

SELF ASKING QUESTIONS

Q.5. Interpersonal Responses are natural or automatic. (Write True or False)

3.5 Interpersonal Attraction

During our lifetime we build many interpersonal relationships with our family, friends, co-workers, business partners etc. These Interpersonal relationships may be long term or short lived. While interacting with the people we may have a desire to get close to some people due to their strong personalities. This feeling of having a positive liking towards someone means interpersonal attraction. Interpersonal attraction leads to four types of relationships- Friendships, close relationships, romantic relationships and consummate relationships. According to **International Encyclopaedia of the Social & Behavioural Sciences, 2001,**" Interpersonal Attraction is traditionally defined in social psychology as a positive attitude or evaluation regarding a particular person, including the three components conventionally ascribed to attitudes: behavioural (tendency to approach the person), cognitive (positive beliefs about the person) and affective (positive feelings for the person)." Interpersonal attraction is the attraction between people which leads to the development of romantic relationship or positive attitude. It is the desire to approach other people. We are attracted to those with whom we are comfortable and can share our attitudes, opinions, values, beliefs and we may even get into a committed relationship with them. People have a tendency to look for those people who are similar to them because "Likes attract Likes" and we feel easy with the known than the unknown ones. People who regularly meet and have no negative feelings for each other tend to be comfortable and familiar and thus attraction increases. On the contrary disagreement on some important issues between two people or more may reduce attraction. We evaluate our thoughts and actions by comparing ourselves with others and if we find some similarities we get attracted to them. Attraction is not similar to perception as it involves views of what is and what is not considered beautiful or attractive. Interpersonal attraction is the positive opinion about another person like love, liking, friendship, lust, admiration, affiliation, etc. This attraction may occur due to many reasons like physical attractiveness, proximity, complementariness, reinforcement, familiarity, similarity in attitudes and personality, reciprocity, liking norms, rewards and costs, frequency of eye-contact, personality, human bonding etc. Physical attractiveness generally includes Behaviour, Kindness, Sensitivity, Intelligence, Modesty, Sociability etc. Interpersonal attraction means the extent to which one person likes, dislikes or hates someone. While getting attracted to someone, emphasis must be given about the factors related to attraction and the qualities one chooses suitable for him. Interpersonal attraction is the force between two people bringing them together which develops friendship or other types of relationships. This attraction is a two-way process involving not only the person who is attracted but also the attractor.

3.6 Theories of Attraction

Theories mean the ideas evolved to explain people about some facts and phenomenon. Theories are based on many principles, ideologies and researches. The Theories of Attraction study about the causes and conditions that lead people to love or like someone. It has been found in social psychology that the close relationship among individuals is an important factor to get attracted and lead a happy life. The Theories of Attraction are described below-

a) **Cognitive Theory**-This theory believes that for attraction to happen between two people or more, an object of communication is mandatory. Cognitive researchers believe that the extent to which people perceive another person as similar to themselves might attract a person. There is a saying that "opposite attracts" but it may not always be true. The reason behind is that the similar characteristics of a person attract the other person more rather than the dissimilar ones. The main element of this theory is "Cognition" which means "any knowledge, opinion or belief about the environment, about oneself, or about one's behaviour that a person might hold." A balanced attraction occurs if the relation is positive. And thus if the relation is negative and indifferent, attraction might become imbalanced and non-balanced respectively.

b) **Reinforcement Theory**- This theory emphasizes on the stimuli and response for attraction to happen. Reinforcement theory states that people get attracted and follow them whose behaviour leads to positive or desirable consequences. In simple sense it goes to mean that whenever one person interacts with another person, if he finds something reciprocating and rewarding then the relationship becomes positive thereby leading to attraction and continuation of the relationship. Similarity leads to positive affect and thus increases attraction. People also get attracted to those people whom they

think are associated with rewards. Reinforcement sometimes may also attract person indirectly. That means one person may not like the other person whole heartedly but he might get attracted to him only for the rewards associated with him.

c) **Social Exchange Theory-** This theory was developed by socialist George Homans. According to this theory behaviour of people depend on the society we live in. We develop social qualities and behaviour through interaction and exchange of views with the society. In this exchange process we always try to gain beneficial behaviour with minimum difficulties. People always evaluate as to which behaviour and relation would be rewarding or fulfilling. Reward refers to positive elements like acceptance, validation and companionship. The rewarding relationship will be continued and the risky social relationships will be avoided. This is human nature which has been reflected in this theory. As social beings people seek for a give and take relationship. It is not so that every time the give and take amount would be equal from both the sides, but we continue those relationships where we find more benefits and abandon the risky ones. The level of satisfaction and understanding determine the endurance of a relationship.

d) **Equity Theory-** Equity theory was first developed by J. Stacy Adams in 1960s. This theory highlights that people expect equal reciprocation of relationship. They hope to attain a fulfilling relation with those they are closely associated with or attracted to. Most people get contented if they share equality in feelings, thoughts and positive relationships. They are happy if they get what they deserve- no more or no less, just a balanced benefit. We claim for equality in personal and social rights. Same is the case with equity theory that we like to live in a society where the relationships are maintained with well-balanced social norms having equal approach towards the social members. People become happy and comfortable when they achieve the perceived benefits. Except some people, most of us do not desire to be over benefitted from any kind of relationships. Neither do we desire to be under benefitted. All we want is to get equal response and feedback. Being over benefitted may make us feel shameful or guilty. And again being under benefitted may make us angry, sad and revengeful. If equality is not maintained in a relationship, then it is sure to be abandoned.

e) **Evolutionary Theory-** This theory of attraction states that opposite sex attraction happens when one finds the physical features of the other to be healthy and attractive. Studies show that men and women

(49)

search some prominent qualities in each other so that these qualities can be passed on to their offspring. For example men get attracted to those women who have facial and body symmetry. Again women are attracted to those who are very masculine in their looks like muscular body, strength, aggression etc.

These theories have given us deeper insights into human nature, causes and conditions of attraction.

STOP TO CONSIDER

Theories of Attraction include Cognitive Theory, Reinforcement Theory, Social Exchange Theory and Equity Theory. The close relationship among individuals is an important factor to get attracted and lead a happy life.

SELF ASKING QUESTIONS

Q.8. Explain the Cognitive theory of Attraction.

3.7 Person's Perception

A person's perception is the scientific way of gathering information or opinion about another person when we interact or meet someone. This means an exploration of how people think of another person. We form an image in our mind of someone by interacting with him. The perception may be positive or negative depending on our personal factors of choice. Bias is an important aspect to help us in some situations to understand and perceive some people. Because in this world full of complex behaviours, we often get confused with which behaviour to name as positive or negative. Thus we form some prejudices against someone or something that would make way for us to perceive a person easily to an extent. However it is also necessary to give importance on social situations while perceiving someone or something. Often we perceive persons on the basis of physical appearance and attractiveness. We perceive someone as friendly, social, warm, poised and well-adjusted if he is more attractive physically. But this may not be true always. However sincerity, integrity and honesty cannot be judged on the basis of looks. Our perception of persons mostly depends on the stereotype with the ingroup and outgroup. We always have a positive impression on people we love (ingroup) and have a negative thought on those (outgroup) who do not show good manners towards us. We have a favourable light on people having similar personality traits with us rather than those who differ from us. Person's Perception includes four main elements viz: observation, attribution, integration and confirmation. Moreover facial expressions, tone of voice, hand gestures and body postures or movements affect in perceiving another person.

Four main components of Person Perception

Perception is the organization, identification and interpretation of sensory information to understand the environment. Person perception is a way to understand the attitudes, behaviour, impressions of others. The components of Person Perception have helped people understand about the techniques, skills or ideas of perceiving others systematically and effectively. Observation, Attribution, Integration and Confirmation are the four basic elements of Person Perception. They are described below-

a) **Observation-** Observation refers to notice something or someone. We notice the person, situation and the behaviour that one exhibits, to form an image of a person in our mind. Observations provide us many data or information about an individual. It is also evident that people often observe and judge others on the basis of their physical appearance like height, weight, hair texture, skin colour, dressing sense, tone of voice etc. although they are not socially accepted values. An individual's cultural background also tells much about his personality.

b) **Attribution-** This means expressing an individual's personality through the behaviour shown by him. After observation attribution process is involved. Here the collected and already formed images and data in mind are brought to give some meaning as whether the person's attitude or behaviour is positive or negative. Attribution rationalizes the causes of behaviour a person shows in certain situations. In this component of person perception we try to use the collected information of the social environment and make judgements of other's behaviour.

c) **Integration-** Integration is the way to systematize and combine the meaningful behaviour to form an individual's image of personality. However the dispositions made about a person are personal as the perception technique of every person may vary on the basis of time, place and person. Most people tend to perceive a person at the first meeting itself as they might believe the saying that "First impression is the last impression." Therefore it is essential for a perceiver to take some time in perceiving others by emphasizing other related social, physical, emotional and mental factors etc. Overall, Integration means trying to meet the expectations with the reality.

d) **Confirmation-** After observation, attribution and integration the step that includes regarding person perception is confirmation. Normally confirmation means registering the collected data in mind about something or someone accurately and vividly with least

mistakes. The confirmation component of person perception makes a judgement of what one believes and what behaviour is expressed by an individual during an interaction. Positive feedback makes the data more confirmed. That means if one's expected behaviour matches his actual behaviour, then he would be perceived to have truly a good personality.

STOP TO CONSIDER

Persons Perception means an exploration of how people think of another person. Observation, Attribution, Integration and Confirmation are the four basic elements of Person Perception.

People often observe and judge others on the basis of their physical appearance like height, weight, hair texture, skin colour, dressing sense, tone of voice etc. although they are not socially accepted values. An individual's cultural background also tells much about his personality.

CHECK YOUR PROGRESS

Q.9. Write briefly about the Observation component of Person Perception.

Q.10. What is Attribution of person perception?

3.8 Summing Up

1) Interpersonal Perception means the process of making meaning from things we experience in people and our relationships.

2) Verbal and non-verbal communication, reinforcement, questioning, reflecting, explanation, listening, self-disclosure are included in the interpersonal perception. To understand others we must observe and interact with them.

3) Interpersonal response is the way how we react to one another while communicating with each other.

4) People often observe and judge others on the basis of their physical appearance like height, weight, hair texture, skin colour, dressing sense, tone of voice etc. although it is not a socially accepted value.

5) Without the three aspects- Selection, Organization and Interpretation it would have been difficult to make a clear perception of an individual.

6) People tend to look for those who are similar to them because "Likes attract Likes" and we feel easy with the known than the unknown ones.

7) While getting attracted to someone, emphasis must be given about the factors related to attraction and the qualities one chooses suitable for him.
8) Theories of Attraction include Cognitive Theory, Reinforcement Theory, Social Exchange Theory, Equity Theory and Evolutionary Theory.
9) A person's perception is the scientific way of gathering information or opinion about another person when we interact or meet someone. This means an exploration of how people think of another person.
10) Person's Perception includes four main elements viz; observation, attribution, integration and confirmation. Moreover facial expressions, tone of voice, hand gestures and body postures or movements affect in perceiving another person.

3.9 References and Suggested Readings

1) Chadha N.K. (14th December 2012) *Social Psychology* Laxmi Publications.

2) Sachdeva and Bhushan Vidya (1980) *An Introduction to Sociology* Kitap Mahal, 15, Thornhill Road, Allahabad.

3) Singh Arun Kumar, (2015) *Social Psychology* PHI Learning Publisher

3.10 Model Questions

Q.1. Write briefly on Interpersonal Perception.

Q.2. Explain about Interpersonal Response.

Q.3. How does Interpersonal Attraction take place? Explain.

Q.4. Explain the Theories of Attraction.

Q.5. Describe about Persons Perception.

Q.6. Discuss the components of Person Perception.

3.11 Answers to check your progress/Possible Answers to SAQ

Answer no.1- According to **Baron and Byrne**, 1977, "Interpersonal Perception is an active process (or a set of processes) through which we seek to know and understand others."

Answer no.2-True.

Answer no.3- Selection, Organization and Interpretation are some of the components of Interpersonal Perception.

Answer no.4- Third process of Interpersonal Perception is Interpretation which refers to assigning meaning to what we have responded and organized. Interpretation means categorizing the sensed and organized information of

others. We interpret the data in a way that gives meaning to our perceived knowledge about the existing world.

Answer no.5- True.

Answer no.6- According to *International Encyclopaedia of the Social & Behavioural Sciences, 2001,*" Interpersonal Attraction is traditionally defined in social psychology as a positive attitude or evaluation regarding a particular person, including the three components conventionally ascribed to attitudes: behavioural (tendency to approach the person), cognitive (positive beliefs about the person) and affective (positive feelings for the person)."

Answer no.7- Interpersonal attraction may occur due to many reasons like physical attractiveness, proximity, complementarity, reinforcement, similarity in attitudes and personality, reciprocity, frequency of eye-contact, personality, human bonding etc.

Answer no.8- Cognition theory believes that for attraction to happen between two people an object of communication is mandatory. Cognitive researchers believe that the extent to which people perceive another person as similar to themselves might attract a person. The main element of this theory is "Cognition" which means "any knowledge, opinion or belief about the environment, about oneself, or about one's behaviour that a person might hold." A balanced attraction occurs if the relation is positive. And thus if the relation is negative and indifferent, attraction might become imbalanced and non-balanced respectively.

Answer no.9- Observation refers to notice something or someone. We notice the person, situation and the behaviour that one exhibits to form an image of a person in our mind. Observations provide us many data or information about an individual. It is also evident that people often observe and judge others on the basis of their physical appearance like height, weight, hair texture, skin colour, dressing sense, tone of voice etc. although they are not socially accepted values. An individual's cultural background also tells much about his personality.

Answer no.10- Attribution means expressing an individual's personality through the behaviour shown by him. Here the collected and already formed images and data in mind are brought to give some meaning as whether the person's attitude or behaviour is positive or negative. Attribution rationalizes the causes of behaviour a person shows in certain situations.

———×———

UNIT-4
SOCIAL INTERACTION- II

CONTENTS

4.1 Introduction

Education is a life-long dynamic process that provides all round development of an individual. It helps an individual to adjust to any situation in life. To lead a peaceful and harmonious life it is very essential to adjust, interact and communicate with the members of the society. Without interaction it is not possible for people to express their thoughts on any issue. Social interaction should not exist in society alone. It must also be a part and parcel of formal educational institutions. Social interaction in the institutions would help to achieve the desired educational objectives successfully. Teachers, students, administrators, associated members can work together with active participation through social interaction and have mutual respect and understanding among each other. Co-operation among them would promote quality education that focuses on educational needs, as needs keep changing with time. The school is a social system where all the representatives of the

society exist and work in unity to achieve goals of education. Therefore social interaction is of utmost importance in the classroom i.e. interaction between teacher and students, students and students. Besides, social interaction must also take place between administrator-teachers, teachers-teachers, administrator-students etc. Teacher-student relationship, peer group and student sub-culture promote effective and positive social interaction if properly maintained.

4.2 Objectives
After going through this unit, you will be able to:
> *discuss* the meaning of Social Interaction and Education.
> *identify* the School as a Social System.
> *describe* the meaning of Social Interaction in the Classroom.
> *understand* the Teacher Student Relationship.
> *discuss* about the Peer Group.
> *understand* the meaning of Student Sub-Culture.

4.3 Social Interaction and Education
Erving Goffman said, "Social Interaction is the process by which we act and react to those around us. In a nutshell, social interaction includes those acts people perform toward each other and the responses they give in return." Social Interaction generally means the communication that takes place between two people or more than that both verbally and non-verbally. It is a way to express and understand feelings, share knowledge and information. It helps in bridging many social gaps and solving various social problems with sound discussions and solutions. Without social interaction it would have been impossible for a society to move forward with understanding and cooperation. Social Interaction has led to development and progress in the social, physical, mental, spiritual, moral and economical aspects. Most importantly preservation of language, literature, culture and education has become effective with social interaction. Social Interaction provides completeness to the field of education because without interaction among students, teachers, parents, administrators and the members associated with the educational system and institutions, the desired educational objectives cannot be achieved. Education is bound to be a social system because it is the process of sharing knowledge and information through formal, informal and non-formal ways. Social Interaction is a part and parcel of education system. Close relation exists between social interaction and education which is clear from the education system we observe in our society. It is through social interaction and communication that the curriculum of our educational institutions has been able to meet the educational needs of the students in

particular and society at large. As education is a dynamic process so is social interaction. Social interaction may vary from time to time and place to place but the aim remains the same i.e. sharing feelings, knowledge and information. Thus social interaction is a process of reciprocal stimulation or response between two people. It develops competition, interaction and influences social roles and status and people for social relationships.

The social interaction process consists of five categories according to Erving Goffman. They are Exchange, Competition, Co-operation, Conflict and Coercion. Among these categories, Exchange is an important category in the education system where information and knowledge are exchanged between students and teachers, teachers and teachers, students and students. Healthy competition among students and teachers can lead to a quality based education system. Moreover co-operation can help to achieve the desired educational goals of teachers and students by co-operative activities.

STOP TO CONSIDER

Social Interaction generally means the communication that takes place between two people or more than that both verbally and non-verbally. Education is bound to be a social system because it is the process of sharing knowledge and information through formal, informal and non-formal ways.

SELF ASKING QUESTIONS

Q.1. Define Social Interaction. Q.2. Social interaction is not a process of reciprocal stimulation or response between two people. State True or False.

4.4 The School as a Social System

We are very familiar to the line-"School is a miniature society." In fact this sentence is quite acceptable because school is a part of the social system coming from the society for the benefit of the society itself. As the large society comprises people with different religion, race, language, caste, creed, sex etc., same is the case with school. The school consists of the representatives coming from the society. The school has within its boundary the teachers, students and associated members coming from different socio-economic backgrounds and belonging to different religion, race, language, caste, creed, sex etc. Although they are different from each other in these aspects yet their aim is the same i.e. to achieve education for themselves and for the benefit of the society at large. The members of the society have the common aim of living in peace and unity with each other and in making

all round development through co-operative activities. Similarly, the students and teachers in school aim to create a learning society that would be productive for the society. The quality of education depends on the quality of society we live. On the other hand the quality of society can develop only with the help of education. Thus society and school are dependent on each other for the progress and development of individuals and members of the society. The school reflects the society. However, in the ancient times school was not common among people, because people used to teach their children through the daily inter-personal relationship and inter-social relationship of the community they lived in. The children learned the daily activities and social life pattern by imitating their elders in the society. The religious institutions like temple, church, mosque acted as the agencies of providing education to the children. But with the growth of civilization, people became aware that a formal institution is very necessary and inseparable for the society to teach the children in a systematic way that could meet the demands in keeping with time and situation.

There is a close relation between school and society. School has been created for serving the needs of the society and thus it can be called a special social institution. Along with providing formal education, school is also an important place for social learning. It is a systematic and organized unit of society. Therefore, the curriculum of the school should be as such that it meets the needs of the students in partial and the nation or community at large.

STOP TO CONSIDER

Society and school are dependent on each other for the progress and development of individuals and members of the society.

SELF ASKING QUESTIONS

Q.3. State your views on "School called a miniature society."

4.4.1 Functions of the School with regard to Society

Some of the important functions of the school in relation to the society are described below-

a) The school transmits traditions, culture, values, custom, folkways etc. to the young generation and maintains the continuity of social life.

b) The school trains the students in such a way that they work together to promote culture and civilization.

c) The students acquire knowledge, habits and skills to live peacefully in the society through curricular and co-curricular activities in the school.

d) The school provides knowledge on democratic ideals, rights and duties of citizens to the students which help them to participate actively in the political field for a better change and development of the society.

e) The school not only provides knowledge on adjustment to the students within the school but also provides post school adjustment. That means students are given training to lead their professional, public and private lives in a balanced way.

f) The higher values of social life are inculcated among the students. They are taught about the importance and need of truth, beauty and goodness.

Therefore School and Society is a two way process, one depending on the other. This mutual and healthy inter-relation between school and society creates a desirable environment for all-round development of the children's personalities.

STOP TO CONSIDER

The school not only provides knowledge on adjustment to the students within the school but also provides post school adjustment. That means students are given training to lead their professional, public and private lives in a balanced way.

SELF ASKING QUESTIONS

Q.4. Mention two important functions of school in relation to the society.

4.5 Social Interaction in the Classroom

Social interaction is the practice of communication among the students and teachers in the classroom. Social interaction in the classroom deals with interaction of three types. They are—Teacher-student, teacher-students, and students-students. In this interaction there is more scope for the students to learn actively in a free classroom environment. The students have better opportunities to ask and answer various questions related to their studies, take decisions about the learning process, participate in discussions, initiate conversations etc. In the social interaction process of classroom the learning environment becomes student-centered. Teachers are equally responsible for interaction in the classroom but students may make control over the learning process during the respective periods. Positive discussions among the teacher and students create a healthy and structured learning environment. This interaction is very helpful which promotes participatory learning, tasks,

adequate student talking time, respect for ideas and thoughts of others in the classroom and critical thinking. There are numerous methods and ways of making social interaction in the classroom positive, motivating and effective. Among them mention may be made of group discussions, classroom assignments, projects, peer interaction, free play, other useful activities etc. The free learning environment boosts positivity and motivation among the learners to work actively to gain quality knowledge with sound interaction. Social interaction in the classroom removes the monotony and dullness of traditional teaching-learning process and creates an innovative, interactive, interesting and effective classroom learning environment. Thus social interaction in the classroom is an inevitable aspect.

STOP TO CONSIDER

Social interaction in the classroom deals with interaction of three types. They are— teacher-students, students-teacher, students-students.

SELF ASKING QUESTIONS

Q.5.Social Interaction in the classroom develops critical thinking. True or False.

4.6 Meaning of Teacher Student Relationship

Family is the first institution that teaches and introduces the child to the knowledge of the external world. After the family, the school is the place where the child learns formally. In this formal learning situation there is connection and communication between the teacher and students. This positive connection is called teacher-student relationship. After the bond with family and parents, the students establish a cordial and respectful relation with their teachers. The students acquire knowledge about every aspect of life from the teachers, be it curricular, co-curricular or high moral values of life. The personalities of teachers highly influence the lives of students. Teachers must, therefore, be persons with knowledge and great values. The positive relation between the teacher and the students helps in building the personality of students and contributes their academic, personal and social growth. The teacher-student relation can be made stronger by effective communication. That means the teaching-learning environment should be such that the students feel free and easy to discuss any matter related to their academic, personal and social lives with their teachers. The teachers in return must provide necessary suggestions to the students to overcome their respective problems and guide them towards achieving their goals in

life. That is why said that a teacher should be a friend, philosopher and guide to the students. Both the teacher and students would benefit commensally if teachers follow it practically. However, it is not an easy task to always maintain a good relation with each and every student of the class because every student does not have the same attitude towards the teachers. This stands as a major hindrance in the relation between the teacher and students. Therefore it is the responsibility of the teachers to deal with the students individually by doing a proper psychological study of the students. The teacher must check or monitor the needs and progress of the students carefully.

The relationship between the teacher and the students is not same at all stages of education. It differs with time and levels of education. In the primary level, the teacher acts as a mother and teaches the students every little thing possible involving curricular, co-curricular and moral values of life. But in the secondary and higher levels of education the teachers become more professional and are more concerned in completing the courses in due time. They have little time to think of providing moral values. The relationship between teacher and student will be stronger if the teachers understand the students and also find out time to provide them guidance in their physical, mental, social, cultural, economic, personal and spiritual aspects etc. Another problem disturbing the relation between the teacher and students is the class size. The larger the class size, the lower the interaction between the teacher and students. The class size should be kept small so that a close understanding with enough time could be established between the teacher and the students. This would give emotional security to the students and they would feel that their self esteem is being respected. **Aristotle** once said, "Those who educate children well are more to be honoured than who produce them; for those only gave them life, those the art of living well." The most important aspect in the teaching learning process is the presence of cordial relation between the teacher and the students. Teacher-student relationship means the academic and also non-academic relation between teachers and students. Without the relation between these two poles of education, it is impossible to achieve the desired educational goals and objectives. Teacher and students are the inseparable parts of education system. One without the other is useless. Teachers are those who enlighten and influence the lives of students and students try to imitate the qualities and morals of their teachers. Thus a good relation between teacher and students is mandatory for the greater success of educational achievement of the students and also the teachers. Also, the educational objectives of our nation will be complete with a balanced relation between these two poles. A positive Teacher-Student relationship helps the student for his all round development.

4.6.1 Ways to make relation between Teacher and Student stronger

The relationship between the teacher and the students can be made stronger and effective through the following-

a) **Constant Communication-** The communication between the teacher and the students must be consistent without long gaps, because regular interaction with the students will only provide the teachers proper understanding of the students' psychology. Generally it is not possible to understand each and every individual problem of the students in the classroom but constant communication with the students may provide some effective solutions to overcome the problems as a whole which will make way for sorting out individual problems too.

b) **Emotionally-Safe Learning Environment-** The classroom environment should be emotionally safe. It should be an open learning environment where every individual student feels free and safe to put forward his/her opinions, thoughts, ideas etc. on the related subject-matter of the class. They should be free from the fear of being criticized or ridiculed by others in the classroom if they ask or answer any questions. The teacher and other students in the class should answer or comment on an individual student's question with patience and respect.

c) **Mutual Respect-**The teachers and students in the classroom must have mutual respect for each other to achieve targeted educational goals. The keenness of the teacher to help the students academically will automatically earn her respect from the students. This trust and feedback would promote learning environment. Balanced praise, approval and motivating words on the part of the teacher would surely help the students to maintain the respect and cordial relation with the teacher.

d) **Equality-** To maintain a sound teacher-student relationship, it is of utmost importance to treat every student equally in every aspect. Partiality on the part of teachers and focusing on only some of the favourite students will create chaos in the classroom. Thus teachers

must be free from exercising partiality. Being impartial would promote powerful relation between the teacher and the students.

CHECK YOUR PROGRESS

Q.7. Suggest a way to promote teacher-student relationship.

4.7 Peer Group

Peer group is a social group that includes people of the same age, class, occupation, education, interest, background or social status. In this group people influence each other through their thoughts, behavior, attitudes towards life, their beliefs etc. An individual can be a member of several peer groups like friends, schoolmates, classmates, sports team, clubs, coworkers, playgroups etc. Peer groups are very important in the process of socialization as people in this group interact with each other and share their feelings, thoughts, expectations and aim at achieving some specific goals beneficial to their groups. Each peer group has its own rules and regulations, expectations, hierarchies and behavior. Peer groups provide the children with an opportunity to understand the social relationships and work actively to bring out productive and beneficial results for all the members involved in the peer group. Children tend to be a member of a peer group in which he is accepted even if the group may involve in negative and unproductive activities. In the peer group there is no control and pressure from other groups as such. The members of these groups feel free to talk about their school, career, likes, dislikes, expectations of life and various other issues. Peer group influences us to be the person who we are. Peer groups can be healthy when there is a positive influence coming out from the group and benefiting each member. The healthy relation among the peer members can develop positive attitude towards society, life, social welfare activities, productive works etc. Moreover, a good peer group protects its members and prevents them from involving in negative and illegal activities. Peer group values each individual in the group and due to this an individual feels respected and valuable which boosts up his self-esteem. Peer groups give support, company, information, advice, guidance etc. mutually and makes the individual feel less lonely. High quality friendships in the peer group can motivate the members to achieve success in their lives in all aspects and also influence other groups to follow them. Social interaction becomes

healthy with the help of peer groups and develops a social network. However, the peer groups involving in unhealthy activities may also influence the members negatively, especially children and adolescents who may get confused and marked by the group. Thus it is essential for a person to choose the group in which he fits in with regard to his goals and expectations. The peer group may change from time to time and situation. Peer groups help to reinforce cultural norms for their members by demonstrating successful and unsuccessful ways of participating in culture. Peer groups support and direct the teenagers to acquire knowledge and work for the larger benefit of the society co-operatively.

STOP TO CONSIDER

Peer group is a social group having people of the same age, class, occupation, education, interest, background or social status. Peer groups give support, company, information, advice, guidance etc. mutually and makes the individual feel less lonely.

SELF ASKING QUESTIONS

Q.8. What do you mean by a peer group?

4.8 Student Sub-Culture

Subculture means the smaller groups of people evolving from the larger social groups with some distinct norms and values different from the majority. Subculture in education may refer to any group of students who share similar characteristics like same gender, religion, language, caste, same race, same ethnic identification, socio-economic status, physical or learning disabilities or special education students etc. In other words, student subculture means a small group of students within the broader mainstream culture with similar expectations, rules, values, practice, beliefs etc. This subculture share varied topics of their interest like about books, language, paintings, religion, artistic activities, ideological values, gender roles, social values, norms, burning social problems and their solutions etc. Example of student subculture may include group of students having interest in literature or artistic activities, sports lover, book lovers, interest in social welfare activities etc. Student subculture may develop a sense of responsibility among its members to acquire knowledge and information about every possible subject and understand the aims and objectives of education practically. The members of the student subculture would be very supportive to each other as their viewpoints on life are similar. As a result, there would not be any problem to get any educational activity done through their active participation. Co-

operation on the part of the student members would lead to greater educational achievements without hampering their values and beliefs etc. The members can exert positive influence upon each other and develop socially useful personalities. As the students in their subculture group always look forward to promote and emphasize on their thoughts, beliefs etc. it is necessary for the teachers, administrators, parents and members associated with education to uplift their positive beliefs, expectations, achievements, educational needs. If any negative beliefs are found to exist in the student subculture groups immediate action must be taken to check them.

STOP TO CONSIDER

Subculture in education may refer to any group of students who share similar characteristics like same gender, religion, language, caste, same race, same ethnic identification, socio-economic status, physical or learning disabilities or special education students etc.

CHECK YOUR PROGRESS

Q.9. What is student sub-culture? Q.10. Give some examples of student subculture.

4.9 Summing Up

➢ Social interaction is a process of reciprocal stimulation or response between two people. It develops competition, interaction, influences social roles and status and people for social relationships.

➢ The quality of education depends on the quality of society we live in. On the other hand, the quality of society can develop only with the help of education. Thus society and school are dependent on each other for the progress and development of individuals and members of the society.

➢ The school transmits traditions, culture, values, custom, folkways etc. to the young generation and maintains the continuity of social life.

➢ Social interaction in the classroom deals with interaction of three types. They are:-teacher-student, teacher-students, students-students.

➢ After the bond with family and parents, the students establish a cordial and respectful relation with their teachers. The students acquire knowledge about every aspect from the teachers, be it curricular, co-curricular or higher moral values of life.

> The personality of teachers highly influence the lives of students. Teachers must therefore be persons with knowledge and great values.

> An individual can be a member of several peer groups like friends, schoolmates, classmates, sports team, clubs, coworkers, playgroups etc.

> Peer groups are very important in the process of socialization as people in this group interact with each other and share their feelings, thoughts, expectations and aim at achieving some specific goals beneficial to their groups.

> Student subculture means a small group of students within the broader mainstream culture with similar expectations, rules, values, practice, beliefs etc.

> Student subculture share varied topics of their interest like about books, language, paintings, religion, artistic activities, ideological values, gender roles, social values, norms, burning social problems and their solutions etc.

4.10 References and Suggested Readings

1) Agarwalla Sunita (2017) *Sociological Foundations of Education* Aditya Book Distributors Panbazar, Guwahati-1

2) Sachdeva and Bhushan Vidya (1980) *An Introduction to Sociology* Kitap Mahal, 15, Thornhill Road, Allahabad.

3) Shaida B.D. and Safaya R.N. (1992) *Development of Educational Theory and Practice* Dhanpat Rai & Sons, Jalandhar-Delhi.

4.11 Model Questions

Q.1. Discuss the idea of school as a social system.

Q.2. Discuss how the teacher-student relationship can be made stronger.

Q.3. What does social interaction in classroom mean?

Q.4. Explain the teacher-student relationship.

Q.5. What is peer group? Mention the merits of peer group.

Q.6. What is student subculture? Discuss.

4.12 Answers to check your progress

Answer no.1:- According to Erving Goffman, "Social Interaction is the process by which we act and react to those around us. In a nutshell, social interaction includes those acts people perform towards each other and the responses they give in return."

Answer no.2:- True.

Answer no.3:- -"School is called a miniature society" because school is a part of the social system coming from the society for the benefit of the society itself. As the large society comprises people with different religion, race, language, caste, creed, sex etc., same is the case with school. The school consists of representatives coming from the society.

Answer no.4:- Two functions of school in relation to society are as follows-

a) The school provides knowledge on democratic ideals, rights and duties of citizens to the students which help them to participate actively in the political field for a better change and development of the society.

b) The school not only provides knowledge on adjustment to the students within the school but also provides post school adjustment. That means students are given training to lead their professional, public and private lives in a balanced way.

Answer no.5:- True.

Answer no.6:- Teacher-student relationship means the academic relation between teachers and students. Without the relation between these two poles of education, it is impossible to achieve the desired educational goals and objectives.

Answer no.7- The classroom environment should be emotionally safe. It should have an open learning environment where every individual student feels free and safe to put forward his/her opinions, thoughts, ideas etc. on related subject-matter of the class.

Answer no.8:- Peer group is a social group having people of the same age, class, occupation, education, interest, background or social status. In this group people influence each other through their thoughts, behavior, attitudes towards life, their beliefs etc. An individual can be a member of several peer groups like friends, schoolmates, classmates, sports team, clubs, coworkers, playgroups etc.

Answer no.9:- Subculture means the smaller groups of people evolving from the larger social groups with some distinct norms and values different from the majority. Subculture in education may refer to any group of students who share similar characteristics like same gender, religion, language, caste, same race, same ethnic identification, socio-economic status, physical or learning disabilities or special education students etc.

Answer no.10:- Examples of student subculture may include groups of students having interest in literature or artistic activities, sports lover, book lovers, interest in social welfare activities etc.

———x———

UNIT- 5
GROUP ORGANIZATION AND STRUCTURE

Contents:

5.1 Introduction :

When there are two or more persons who are involved in interaction, then it is called group. In social life, people can not live in isolation therefore group life is one of the essential part of social living. It is characterized by a number of people being united with similarity of aims and purposes. A group is formed in order to realize certain aims, motives and purposes. A group can be distinguished from that of crowd which is disorganized and disintegrated. So, a group is a collection of people in which different individuals have social relationships with each other. A group is also composed by the same people in interaction. The formation of the group is not dependent on merely the collection of people.

5.2 Objectives :

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

- *define* and understand the concept of social group
- *understand* the characteristics of social group
- *understand* the concept of group formation
- *understand* the concept of group structure
- *identify* the types of social group
- *understand* the concepts of group cohesiveness, group morale, group dynamic and group size
- *identify* the determinants of group morale
- *understand* the concept of inter group conflict
- identify the causes of intergroup conflict
- *understand* the leadership, its qualities and the functions
- *understand* the types of leadership and method and techniques of leadership training

5.3 Concept and Definition of Social Group :

A social group is defined as two or more people who identify with one another and have a distinctive pattern of interaction. As human beings we continually come together to form couples, family, friend circles, neighbourhood, religious institutions, educational institutions and numerous small and large associations or organisations. Whatever the form, groups encompass people with shared experiences, loyalties and interest. In short, while maintaining their individuality the members of the social group also think of themselves as a special "we" feeling. Social group is a mental phenomenon rather than a physical entity. It requires three things for its formation:

1. Reciprocal stimulus
2. Response
3. Mutual awareness or the consciousness of interaction.

Stop to Consider

Bogardus writes, "A social group may be thought of as a number of persons, two or more, who have some common objects of attention, who are stimulating to each other, who have a common loyalty and participate in similar activities."

Definitions:

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

Check Your Progress

1. What is social group ?
2. Give a comprehensive definition of social group.

5.4 Characteristics of Social Group :

1. A social group consists of two or more than two persons.
2. There must be interaction among the group members.
3. There must be a permanent kind of relationship among the group members.
4. There must be a kind of value system among the group members.
5. There is a "we" feeling among the group members of a social group.
6. There is similar attitude among the group members of the social group.
7. The solidarity of a group depends on the frequency, the variety and the emotional quality of the interaction of its members.
8. Generally groups are formed to achieve group goals and objectives.

Check Your Progress

Mention four fundamental characteristics of a social group.

5.5 Group Formation :

When, why and how does a collection of individuals become a group is an interesting question. The driving force behind is to trace the appearance of essential properties or characteristics that distinguish a human group. There are certain essential conditions for the formation of a structured group in our society. These are:

1. An initial social situation where the different persons come in proximity to each other is the most elementary condition. Here they encounter each other and as such there must be interaction taking place.
2. There must be motivation for repeating such interaction among the members.
3. A structure or organisation must develop with the view to assign different roles and statuses to the members.

4. Different rules, traditions, values and norms need to be developed.
5. Interaction and presence of each of the members start reflecting the important properties of a group, which later on becomes regularities and patterns.

5.6 Group Structure :

Structure of a group indicates the way the members of a group are in relation to each other. As such different groups are structured on a number of characteristic relationships they share among each other. There may be many structures within the group as :

1. **Socio-metric structure**:

   Also called the friendship structure, it refers to the pattern of liking and disliking among members of the group. Friendship increases group cohesiveness and conformity. It becomes easy for the members to become more productive, efficient and effectively follow group traditions.

2. **Power structure**:

   Power determines the status and prestige of the members of a group. Such a structure is based on distribution of authority and influence within the group. The more powerful a member is, he earns more social prestige. He enjoys a higher rank and respect than members of other ranks.

3. **Communication structure**:

   Some groups are more communicative than others. The degree to which the members feel free to express to each other regarding group issues or personal problems forms the base of a communicative group structure. It increases organisational quality and group efficiency.

4. **Work structure**:

   Such groups are structured on the basis of division of labour among the members of the group. It does not consider personal interests and motivation among the members. Rather it tries to achieve task specialisation by carrying out different categories of tasks through the members. It increases work efficiency among the members.

1.7 Types of group:

Groups vary in size, purpose and degree of intimacy among its members. The bases of classification of groups are many and varied. Different criteria have been used by different sociologists and writers which has been discussed below:

First classification made by popular **American Social Psychologist Charles Horton Cooley** as-

a. **Primary Group:** The primary group is one of the smallest group in the society. Here face to face informal social interaction is always possible. For eg: Family, peer group, friend circle etc.

b. **Secondary Group:** A secondary group is one which is large in size where face to face informal interaction is not always possible. For eg: School, student union, labour union, political parties, small and large association, religious organisation.

PRIMARY GROUP	SECONDARY GROUP
1. Primary group is small in size.	1. Secondary group is large in size.
2. It is an organised whole.	2. It is an unorganised whole.
3. Here, face to face interaction is possible.	3. Here, face to face interaction is not possible.
4. Informal interaction among the members is possible.	4. Always formal interaction takes place among the members.
5. Relatively long period of interaction takes place among the members.	5. Interaction is less enduring among the members.
6. The members share a permanent kind of relationship.	6. Mostly, the members share a temporary kind of relationship until the goal is achieved.
7. The members have a common goal and purpose.	7. Here the members too have a common goal and purpose.
8. The Leader of the group is normally the father of the family.	8. There is an appointed Leader of the group.
9. Every group has a common value system.	9. Common value system is shared by all the members.
10. To enter in a primary group, no agreement is required.	10. To enter in a secondary group, there needs an agreement.

Check Your Progress

Differentiate between Primary Group and Secondary Group.

Another famous psychologist **W.G. Sumner** divided social group into:

a. **In-group or we-group:** According to Sumner, "In primitive times, the individuals were living in small groups, they used to develop some kind of relationship with each other so that they might have more security. They usually developed the friendship or the neighbourly or the kinship type of relationship. All these groups which were having these kinds of relationship with each other were known as In-groups. That means the group which an individual belongs or feels that he belongs is known as In-group. For eg: Own family, peer group, religious group, own caste etc. That means the growing individual feels himself to be a part and parcel of a family or the playgroup amongst whom he lives and grows, identifies himself with these group and so a sense of "we-feeling" is developed. At first it is confined to the family, then community and then to the nation.

Characteristics of the In-group:

1. All the members of this group usually have common ideals, common morals and common code of conduct.
2. They have faith in each other and work in co-operation.
3. The members of the in-group remain united by some emotional ties.
4. There is fellow feeling among its members.
5. In an in-group, there may also be many hidden out-group, particularly if the in-group is a large one.

b. Out-group:

The groups which do not have the friendship or the kinship or the neighbourly kind of relationship are known as out-group. That means except In-group the rest of the groups are Out-groups. The concept of In-group and Out-group are overlapping as there may be so many Out-groups in a big In-group, for eg- if India is a big In-group, their may be many out groups based on – different classes, different castes, different religion, different languages, different races, different political views, different ideologies, different professions etc. Also the same group may sometimes fall in In-group and sometimes in Out-group.

Characteristics of Out-group:

1. Between In-group and Out-group, there is no friendly, no neighbourly and kinship type of relationship.
2. The Out-group is one with which the individuals do not have anything in common with the In-groups.
3. The members of the In-group have an attitude of enmity against the Out-group. For eg: other nations.
4. In In-group and Out-group relationships are sometimes overlapping.
5. The relationship amongst the members of both the In-group and Out-group is kind of formal.

Stop to Consider

The concept of In-group and Out-group are overlapping as there may be so many Out-groups in a big In-group, for eg- if India is a big In-group, their may be many out groups based on – different classes, different castes, different religion, different languages, different races, different political views, different ideologies, different professions etc. Also the same group may sometimes fall in In-group and sometimes in Out-group.

Famous social psychologist Herbert Miller has classified social group as:

a.   Horizontal group:

A horizontal group is that group where a person can be a member of many groups at a time simultaneously, For eg: Groups of teachers, singers, dancers, musicians, politicians, social workers, poets etc. Because a teacher can be a singer, a dancer, a social worker, a philosopher, a writer etc.

Characteristics:
1.   There is co-operation among the group members.
2.   There is no social distance and disintegration in horizontal group.
3.   There is common code of conduct among the members in this group.
4.   There is a 'we' feeling among the members of the group.

b.   Vertical group:

A vertical group is one where a person can be a member of any one group at a time. For eg: Boy's group – Girl's group, Men's group – Women's group, Literate group – Illiterate group, Rich group – Poor group, Wise group – Foolish group, Intelligent group – Dull group, Employed group – Unemployed group, Civilized group – Uncivilized group etc. Because a person can't be a member of both the groups at a same time of vertical groups.

Characteristics:
1.   There is normally less co-operation among the members of the vertical groups.
2.   Vertical group shows social distance and disintegration in society.
3.   There is lack of unity among the members of vertical groups.
4.   There is lack of co-ordination between the vertical groups.
5.   There is lack of common code of conduct between the vertical groups.

Kretch and Crutchfield have divided social group as:

a.   Psychological group:

Kretch and Crutchfield defined a Psychological group as two or more people who bear a specific psychological relationship to one another. Here, members

(74)

influence the behaviour of the other individual. For eg: Family, friend's circle, students and teachers etc.

Characteristics:
1. In a psychological group, the members have intimate face to face relationship with each other.
2. All the members must exist as a group in psychological field of each individual, i.e, be perceived and reacted to as a group.
3. The various members must be in dynamic interaction with each other.
4. In this group, each member influences the behaviour of the other members.
5. This group is small in size.

b. Social Organisation:

Kretch and Crutchfield used the terms "Social Organisation" to describe the other type of group. According to them, the social organisation refers to specific groupings of actual people. eg: committee, associations, organisations etc. This groupings possess the following characteristics:
1. There should be some common cultural products such as buildings, religious books, prayers, songs etc.
2. There must be a collective name or symbol.
3. There are some distinctive action patterns (rules and regulations).
4. There should be a common belief system.
5. There should be some enforcing agents or techniques (head of the institute).

Some sociologist and social psychologist also divided social groups as –

a. Organised group:

An organised group is one where all group members are being united with each other, work in co-operation, help each- other, interact with each -other and have a permanent kind of relationship among the group members. In an organised group, the group members work for a definite goal or purpose with their leader. For eg: family, educational institution, religious institution, political parties, labour unions, student unions and all other small and large organisations and associations.

Characteristics of Organised group:

1. There is formal as well as informal pattern of interaction and relationship among the group members.
2. There are common aims and interest among the members.
3. In some of these groups, members have personal and some kind of permanent relationships with each other.
4. Relationship among the members is spontaneous.
5. Social interaction or intimate face to face relationship among the members not always possible in this group.

b. Unorganised group:

An unorganised group is one where the members are not united, not working in co-operation, not helping each other, normally not interacting with each- other and there is no relationship among the group members. In an unorganised group there is no definite goal and purpose. The unorganised groups form without a leader. For eg: mobs, strikers, crowds etc.

Characteristics:

1. Disorganised groups are characterised by not being organised. They form quickly and dissolve very soon.
2. There is no leader in an unorganised group.
3. Such groups have no aims, goals and purposes.
4. Members do not work in co-operation.
5. Members are not united.

Check Your Progress

Differentiate between Organised group and Unorganised group.

5.8 Group Cohesiveness:

Cohesiveness is the important property of a group. Cohesiveness is the strength of the forces that keep the group together. If a group is highly cohesive it remains intact even when it is faced by many adverse circumstances. So cohesiveness is that feeling which keeps the people in one group. It is that resultant force which keeps the members within the group. Group cohesiveness may be the strongest link which binds together many sub-groups from falling apart. For eg: the family will be a well- knit group if the husband and wife love and respect each other and if there is mutual love between the parents and children. Even if there is temporary separation, even if there is illness or such other misfortunes, the group will function with great cohesion. On the other hand, if the relationship between

the parents is not satisfactory, all the individuals may be nominally living together and hostile sub-groups may be formed within the family.

Thus, the group may be united and highly cohesive or it may break down and go to pieces, as it were. This is true not only of the family but also of all kinds of group right up to the level of nation. There are many Motives which promote group cohesiveness like: the need for affiliation, achieving group goals and need for power and status. But it must be borne in mind that these very factors may also destroy the cohesiveness of the group. For eg: the desire of the father in the joint family to have power and status and the way in which he loves the members of the family may promote cohesiveness. But the desire of the sons and daughters-in-law to have power and status may lead to a break-up of the joint family.

Some of the characteristics of group cohesiveness are:
1. The group cohesiveness is individualistic or personalised.
2. Cohesiveness can be created in a group quickly and temporarily.
3. Group cohesiveness may be the strongest link which binds together many sub-groups or it may be so weak that all the sub-groups fall apart.
4. The need of affiliation, achieving group goals and need for power and status are various motives which promote group cohesiveness.
5. Cohesiveness promotes greater co-operation among the members, because they have a shared goal or a group goal.
6. Persons with common interests join together to attain the goals common to them.

Stop to consider

Group cohesiveness can be measured through the following steps:
1. By asking direct questions to group members.
For eg: Do you like your group?
　　　　Do you like your group members?
2. By asking indirect questions to the group members.
For eg: Whom do you like most?
　　　　Who is your best friend in the group?

5.9 Group Morale :

Group morale is an important characteristic of a social group. Group morale refers to the team spirit or the quality of unity of the group. For the survival of the group, the group morale is one of the most important necessity.

According to Blum, group morale is a bi-product of the group and it is generated by the group. It can be said to be the individual's acceptance of the goals of the group.

Allport has defined morale as an individual's attitude in a group endeavour.

Hence, by the group morale, we mean the quality of the unity and solidarity in the group, the co-operation which exists among its members, the way in which the group as a whole reacts to a particular situation and so on.

Group Morale can be high or low depending upon the actions of the group members. The more cohesive a group, the high will be its group morale. Certain indicators are criteria of High Group morale can be summed up as follows:

1. A group can possess high morale if there is unity in the group through internal cohesiveness rather than through mere external pressure.

2. There must be less amount of conflict within the group members. Each member should be able to accept the views and opinions of other members.

3. The group members must be able to handle the inner conflicts by themselves in the group. In other words, group problems must be solved inside the group rather than making it an external issue.

4. Change in the social environment and social situation is a natural phenomenon. These changes influence the groups as well. The group members must be able to adjust with these changing environment and situations to possess a high morale.

5. There must be liking among the group members in the group. More the mutual liking the better the group will be.

6. The members must have similar types of goals in the group and every member must collectively work to achieve it.

Determinants of Group Morale:

As mentioned earlier, group morale depends upon the actions of the group members. To state it broadly, group morale can be determined by, to which degree it is able to satisfy the motivational, emotional and cognitive needs of the group members. With regards to this, the main determinants of group morale can be discussed as follows:

I. Structure of the group:

The structure of a group influence the group morale to a large extent. If, the very base of a group or its

organisation is strong enough that group will have a high morale and vice versa.

II. Function of the group:

The function of the group also determines the morale of the group. If the functions of a group are performed properly by the group members then that group is likely to have a high morale. But, if, the functions are not carried out properly the group is destined to have a low morale.

III. Positive goals:

For good morale, a positive goal is essential. A positive goal also develops a positive attitude among the group members and will to act together towards the goal.

IV. Satisfaction of secondary needs:

Every individual tends to satisfy certain secondary needs. These are their needs for self-expression, prestige, recognition etc. If, these secondary needs of the group members are fulfilled within the group, its morale becomes high.

V. Sense of advance towards goal:

Group morale is also determined by the willingness of the group members to advance towards achieving the objectives of the group.

VI. Level of aspiration and level of achievement:

The level of aspiration and the level of achievement should be taken into consideration while enhancing the morale of the group. However, it is important that the group should start with moderate aims and as it progresses towards their achievement, the level of aspiration should increase.

VII. Time perspective:

Time perspective is an important determinant of group morale. If there is a long time range perspective before a group, it will have a high morale. But not only this if there will be high morale in the group its members will like it to continue for a longer period of time.

VIII. Equality of sacrifice or gain within the group:

Equality of sacrifice or gain refers to the fact that, each and every member must contribute towards the welfare of the group and similarly each and every member must be able to enjoy the achievements of the group.

5.10 Group Dynamics:

Small groups have existed since the time of the first human family and mankind. The social process by which people interact face to face in small groups is called group dynamics. Like medicine, group dynamics has two points reference –

  i)   The area of research, means where the term "Group dynamics" is in common use.

  ii)   The area of practice, means which is infrequently called group dynamics.

<div align="center">Or</div>

  i) The theoretical aspect

  ii) The practical aspect

Kurt Lewin was the founder of the group dynamics movement in 1930 at the University Of Lowa. He popularised the term, and made significant contributions to bring research and theory in group dynamics. That means in Group Dynamics, Lewin tried to establish a relationship between experimental study and theoretical analysis. Lewin considered that groups are concrete and can be studied experimentally. He made the experimental study of small groups and was able to throw light on the basis of such studies on large scale social processes. He characterised the group as "Dynamical Whole". By "Dynamical Whole", he meant that if a change in the state of any sub-part of the group is brought, the state of other sub-parts is affected. And this conception of the group as a "dynamical whole" has helped him in propagating his idea about research known as group dynamics.

Characteristics of Group Dynamics :

1. Group dynamics is based on empirical research i.e, research based on observation and experience.
2. The aim of group dynamics is to study the psychological and social forces associated with groups.
3. It is very much concerned with the relationships among the group members.

4. It depends on the communication system among the group members.
5. Group dynamics provides the scope to choose the leader of the group.
6. It is a complex and flexible process.

5.11 Group Size :

Group size implies the number of the members in a group. A group size may be small or large. Group size plays a very important role in a group. The famous social psychologist George Simmel has described the process of group dynamics and their relationship in relation to two and three members group. According to Simmel two members group can be termed as the DYAD. The first principal of DYAD is that this type of groups are unstable by nature. Because if one member withdraws the membership than the group will collapse.

Secondly in DYAD, there is a strong emotional bond exist among the group members. For eg : husband and wife relationship.

Simmel named 3 members group as the TRIAD. The nature of the TRIAD is –

i) These groups are more stable than the DYAD. Because if any one member withdraws the membership from the group, the group will exist.

ii) But regarding emotional bonding it is less than DYAD. That means increasing the members in a group the possibility of existence is more and emotional attachment becomes less.

Importance of group size :

1. Group size plays a very crucial role regarding group dynamics.
2. Group size helps in developing more relation among the group members, because larger the group size, development of more different relation.
3. Group size is related to group relationship. It strengthens the inter-relationships of the group.
4. Group size is also related with emotional bonding and unity of the group. Because smaller the group size, high emotional bonding and the group will be highly united.
5. Group size is related or helps in the interaction within the group. Because larger the group size, more different patterns of interactions will develop.
6. It is related with the group's existence because large groups are more stable than small groups.

5.12 Inter-Group Conflict:

Man is a social being. He is the member of any group throughout his life. Generally a man is a member of more than one group. Whenever people or groups interact with each other and that their actions affect one another, conflict is a natural phenomenon. Conflicts occur between individuals, between groups and between nations. Hence there are interpersonal conflicts, intergroup conflicts and international conflicts. In fact no organisation can be thought of without any type of conflicts in it. It is another matter that in some cases they may be minimal, in some immense, in some very harmful and in some advantageous.

Conflict is the deliberate attempt to oppose, resist or coerce the will of another or others. The conflict is classified into two parts –

a. Direct conflict: Direct conflict is visible and generally we can visualise this conflict in class war.

b. Indirect conflict: In the indirect conflict, the difficulties are created indirectly. For eg: business competition.

When there is an intergroup conflict, group can be perceived as good or bad. One's own group is good and other is bad. The consequences of the intergroup conflict are –

1. A benevolent act may not necessarily be perceived with trust and a conciliatory act may be viewed with suspicion; it will be assumed that there must be some motive behind the benevolent act.

2. Another consequence of intergroup conflict is the restriction of communication. Groups between which there is less and less communication tend to become more and more distant from each other. This lead to an increase in the divergence of the respective group norm, which in turn further intensifies group conflicts.

5.13 Causes of Intergroup Conflicts:

1. Prejudice:
2. Cultural and religious factor:
3. Aggressive behaviour:
4. Competitive reward structure:
5. Barrier in communication:
6. Economic condition:
7. Race factor:
8. Political factor:
9. Class and Caste System :
10. Village factions:

5.14 Reduction of Intergroup Conflicts:

> As prejudice is the basis for intergroup conflict, so it will be better to remove the ill prejudices by effective educational programmes.
> Another method of reducing group conflicts is to reduce personal suspicion to hostility and also removing the feeling of deprivation.
> By changing group norm also, group conflict can be reduced. As because there is conflict when there are two sets of group norms.
> Conflict can also be reduced through negotiations. In this process both parties should determine the area of their disagreement and show greater willingness to solve them.
> Expansion of proper education to remove illiteracy, ignorance, superstition etc.

5.15 Leadership:

We define leadership as the ability to influence a group toward the achievement of a vision or set of goals. In a group, there are some who are more active and can take the charge over the other members of the group. Leader must be able to motivate successfully its members by understanding the psychology of the group. Leaders are generally thought to possess extraordinary personal abilities. Leadership is the special quality of an individual to lead the country or society or group properly.

Stop to consider

According to Good's Dictionary of Education, "Leadership is the ability and readiness to inspire, guide or manage others."

Qualities of a leader:

- A good leader must be able to plan before hand the set objectives and targets and how to strategise policies to achieve them.
- He must be the focus of group behaviour co-ordinating tasks among the members.
- A leader must have efficient skills in communication to exert influence over others.
- He must have efficient decision making skills. His decisions must reflect the ethos of the group.

- A good leader must be active. He must be active as well as an immediate participant in all activities of the group.
- A good leader must be legal. He must obey the rules and regulations of the group and legally perform all the activities. He must have a control over the behaviour of the members through periodical checking.
- He must have loyalty towards the group. Because this quality is very much essential for long life of the group. If all the members have this sense then there develops a better intimacy and cooperation which is most important in group life.
- A good leader must be dynamic. He must be adaptable with changing social situations and try to acquire new thing and eliminate the outdated ones.
- Awareness is very much essential to be a good leader. Because without awareness of leader, the group will break down easily.

Types of leader:

There are different types of leaders generally found in our society. Among them three main types are:

1. **Democratic leader:**

   A leader who is friendly and believes in the capacity of the other members is called a democratic leader. They are fundamentally motivated in his leadership by tolerance, conciliation etc. For eg: The political leaders, head of the family etc.

2. **Authoritarian leader:**

   Authoritarian leader is characterised by the degree of dominance. He is dominant, aggressive etc. He believes in value of discipline, forcefulness etc. He must follow strict rules and regulations to manage all members for smooth functioning. For eg: Military leaders, strict father of the family etc.

3. **Charismatic leader:**

   Charismatic leadership implies personal power of leadership helps in arousing special popular loyalty for a public figure. In this form of leadership, people ascribe a semi divine power of leader. The charismatic leader is usually endowed with the capacity of inspiring blind devotion and mass behaviour. eg: Social reformers, religious prophets etc.

Functions of a Leader:

1. The leader as an executive
2. The leader as a planner
3. The leader as a policy/decision maker
4. The leader as an expert
5. The leader as internal group representative
6. Controller of internal relationships
7. Leader as a mediator
8. Leader as a role model
9. The leader as a symbol of the group
10. The leader as an ideologist

Stop to consider

- **The leader as a father figure:**

The leader is considered as a father figure in the group. He may consider all the members like his child and in turn expect respect from them. Therefore, the leader, as a father, should understand and try to solve all problems of the members.

- **Leader as a problem solver:**

Leader acts as a source of solution to all problems existing inside the group. He should be a trouble shooter for both personal as well as group problems. For this he should maintain an empathetic relation with other members.

Training of leadership:

Some of the effective means of leadership training in school may be discussed below:

- Use of academic activities:

The teacher should regularly organise activities like debate, discussion, symposium, extempore speech, just a minute competition etc which help in development of leadership qualities among children.

- Art and music:

Education can make necessary provisions for art and music by arranging dancing, singing, art competition etc. These help in development of qualities like activeness, energetic, cooperation etc among children which are important qualities of good leader.

- Games and sports:

By encouraging students to take part in different games and sports, teacher should try to develop qualities like legitimacy, activeness, liberal, responsibility etc which are the important quality of a good leader.

- Scout and NCC:

By including scout and NCC in school curriculum and making it compulsory for all students, school can provide leadership training to students. Because students here develop the sense of discipline, sense of co-operation, self confidence etc which are the important qualities of a good leader.

Stop to consider

Apart from the role of school in leadership training for students, some general methods can also be applied for leadership training. They are:

Lecture Method, Discussion Method, Role Playing Technique

5.16 Summing Up

> A social group is defined as two or more people who identify with one another and have a distinctive pattern of interaction.

> Structure of a group indicates the way the members of a group are in relation to each other.

> In in-group all the members of this group usually have common ideals, common morals and common code of conduct.

> A horizontal group is that group where a person can be a member of many groups at a time simultaneously.

> A vertical group is one where a person can be a member of any one group at a time.

> An organised group is one where all group members are being united with each other, work in co-operation, help each-other, interact with each -other and have a permanent kind of relationship among the group members.

> An unorganised group is one where the members are not united, not working in co-operation etc.

> Cohesiveness is the important property of a group. Cohesiveness is the strength of the forces that keep the group together.

➤ Group morale is an important characteristic of a social group. Group morale refers to the team spirit or the quality of unity of the group.

➤ Group size implies the number of the members in a group. A group size may be small or large. Group size plays a very important role in a group.

➤ Inter group conflict implies when there is a conflict between groups

➤ Leadership is the special quality of an individual to lead the country or society or group properly.

5.17 Question and Exercises :

* **Short answer questions :**
    1. What do you mean by social group ?
    2. What is group formation ?
    3. What is group structure ?
    4. What do you mean by cohesiveness, group morale, group dynamics and group size ?
    5. What is inter group conflict ?

* **Long answer questions :**
    1. Explain the concept and nature of social group.
    2. Define social group. Explain the different types of social group with examples.
    3. What do you mean by group cohesiveness ? Does group cohesiveness can be measured ? Explain with example.
    4. Explain the determinants of group morale.
    5. What do you mean by inter group conflict ? Discuss its factors.
    6. Discuss the different types of leaders with examples. How a leader can be trained ? Explain

5.18 References and Suggested Readings :

Brown F. J. (1961) " *Educational Sociology* " Second Edition, Prentice-Hall, INC, Englewood Cliffs, N.J. Charles E. Tuttle Company, Tokyo

Elliot Mabel Agnes & Merrill Francis Eilsworth (1961) *"Social Disorganisation"* Herper Publishe, Pvt. Ltd.

Mathur, S.S: *A Sociological Approach to Indian Education,* Vinod Pustak Mandir, Agra 2

Ogburn William F. and Nimkoff Meyer F. (1979) : *"A Handbook of Sociology"* Eurasia Publishing House (PVT) LTD. Ram Nagar, New Delhi-55

Rao, C.N. Shankar. (2013): *"Sociology of Indian Society"*. S.Chand and Company Pvt. Ltd, New Delhi.

Ruhela, S.P. & K.V. Vyas, *Sociological Foundations of Education* in Contemporary India, New Delhi, Dhanpat Rai Publishers, 1969

Saikia, Polee (2019) *Sociological Foundations of Education,* DVS Publishers, Panbazar, Guwahati

————×————