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SOCIOLOGICAL FOUNDATIONS OF
EDUCATION



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BLOCK I:
SOCIOLOGY OF EDUCATION

Unit 1 : Concept, Nature and Scope of Sociology of Education

Unit 2 : Theories of Sociology

Unit 3 : Relationship and differences between Educational
Sociology and Sociology of Education

BLOCK- I
SOCIOLOGY OF EDUCATION
UNIT I

CONCEPT, NATURE AND SCOPE OF SOCIOLOGY OF EDUCATION

Contents:

- 1.1 Introduction
- 1.2 Objectives
- 1.3 Meaning of Sociology of Education
- 1.4 Definitions of Sociology
- 1.5 Nature of Sociology of Education
- 1.6 Scope of Sociology of Education
- 1.7 Summing Up
- 1.8 Questions and Exercises
- 1.9 References and Suggested Readings
- 1.10 Answers to Check Your Progress

1.1 Introduction:

Sociology is an applied science without which it is impossible to understand the social processes and interactions among human beings. Sociology, in fact is a subject which is the youngest of the Social Sciences. The word ‘Sociology’ has been derived from the Latin word ‘Societus’ (meaning society) and the Greek word ‘Logos’ (meaning study or science of). It can be therefore, referred to as a science or study of society. The French Philosopher, Auguste Comte first used the word ‘Sociology’ in 1837. Sociology is a comprehensive concept incorporating the study of social customs, traditions, folkways, mores, social institutions and their interrelationship with human beings. Sociology studies man’s relationship with the social environment and its changing nature. It further studies about how the society influences the education system and how education influences the society for development of better personalities among the individuals. Sociology can be defined as men or human beings in interdependence. No other social sciences try to study society in such a detailed manner. It is only Sociology that attempts or endeavours to study the society in totality. In 1839, Comte defined Sociology as the science of human association or the study of gregarious life.

1.2 Objectives:

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

- understand the meaning of Sociology of Education.
- identify the nature of Sociology of Education.
- describe the scope of Sociology of Education.

1.3 Meaning of Sociology of Education:

Emile Durkheim and Max Weber were the fathers of Sociology of Education. Sociology of Education is both a philosophical and sociological concept indicating ideologies, curricula and pedagogical techniques. It is concerned with the formal, informal and non-formal education system i.e. it includes the study of school, higher education, further education, adult education and continuing education. Sociology of education studies the functional importance of education and its relation with the various aspects of the society like economy, religion, kinship, culture, polity etc. Sociology of education aims to provide proper guidelines. According to Ottoway, “The Sociology of education may be defined as a study of the relationship between education and society.”

Thus Sociology of Education is that branch which provides a sociological base of education. It evolves new social theories based on the analysis of interactions between individuals and the various institutions, both formal and informal. According to George Payne, “Educational Sociology is the science which describes and explains the institution i.e. the social relationship in which the individual gains and organizes his experiences.” Sociology of Education makes an analytical study about the work and progress of school and its concerned members, teachers towards the development of society. Construction of the curriculum on the basis of the current needs and interests of the children is an important aspect to be focused. This aspect is given importance by Sociology of Education. The modern world demands national and international understanding for world peace. Thus Sociology of Education plays an active role in understanding the national and international culture for making the society a better place to live in. With the assistance of Sociology of Education it is possible to produce democratic citizens with moral values, ethical concepts, aesthetic feelings, knowledgeable minds, and ensuring better human relations with better motivations. It can develop creative, and positive attitude towards education and society by developing decision making and problem solving abilities among individuals.

1.4 Definitions of Sociology:

Social life of man differs from place to place and time to time. As such definitions of sociology differ from person to person and situation to situation. As social life of man is very diverse and dynamic the definition of sociology cannot be static. We cannot find or we

cannot offer one universal definition of sociology. Sociologists and social scientists have offered many definitions from their own perceptions and experiences. We may offer some of the definitions as given below to clarify our conception of sociology.

Harry M. Johnson opines, “Sociology is the science that deals with social groups: their internal forms or models of organization, the processes that tend to maintain or change these forms of organisation and the relations between groups.”

“Sociology may be defined as a body of scientific knowledge about human relationships” says J.F. Cuber.

In the words of Maclver and Page, “sociology is about social relationship, the next work of relationship we call society”

In the words of Max Weber, “Sociology is the science which attempts the interpretive understanding of social action in order thereby to arrive at a casual explanation of its causes and results”

Giddings explains, “Sociology is an attempt to account for the origin, growth, structure and activity of society by the operation of physical and physical causes working together in the process of evolution”

According to Gillin and Gillin, “Sociology in its broadest sense may be said to be the study of interactions arising from the association of living beings”

Fairchild says, “Sociology is the study of the relationships between man and environment”

Beanet has defined sociology as “Sociology is the science of collective behaviour”

According to Roucek, “As a science sociology aims to discover, through empirical research, knowledge about the social life of man and its relations to the factors of culture, natural environment, the functioning of the group, culture, changes, and the effect of different patterns of culture on personality”.

The above definitions make it clear that sociology is concerned with society and its process of information, causes of information, aims and objectives, principles, laws and future mission. Sociology discusses in details about man’s place in society, role in society, different activities that manifest man’s behaviour, attitude, values, customs, traditions etc. Sociology in brief is a science of society and man’s place in social life. It studies in details about man’s social behaviour for the benefit of self and society as well.

However, sociology in its broadest sense studies the human interactions and interrelations, their conditions and consequences systematically. Overall, Sociology is the study of the processes of social interactions with each other where the individuals exist in groups because of interactions with each other. Sociology is an observational science that studies actual social phenomenon or social facts.

STOP TO CONSIDER :

The French Philosopher, **Auguste Comte** first used the word 'Sociology' in 1837. **Sociology** makes a detailed study about how an individual influences other individuals and how society influences an individual in his proper development.

Emile Durkheim and Max Weber were the fathers of Sociology of Education. Sociology of Education plays an active role in understanding the national and international culture for making the society a better place to live in.

CHECK YOUR PROGRESS:

Q.1. Who first used the word 'Sociology'?

Q.2. State whether the following statements are true or false:

- a) Sociology is not an applied science. (True/False)
- b) Sociology helps in understanding the interrelation between social environment and man. (True/False)
- c) Sociology has no relation with personality development of people. (True/False)

Q. 3. Define Sociology.

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1.5 Nature of Sociology of Education:

On the basis of the above discussions, we are now able to know the nature or salient features of Sociology of Education. They are as follows:

- Sociology of Education applies the sociological principles in the educational field.
- It is both a philosophical as well as sociological concept.
- Sociology of Education studies school organization and the relation between schools and social structure, i.e. social class, family and neighbourhood.
- It is a vibrant and diverse field that enquires into how various social forces shape the policies, practices and outcomes of schooling.
- It is concerned with the relation of education with economy, polity, religion, culture, kinship etc.
- Sociology of Education analyses the interaction of individuals and various educational institutions i.e. formal, informal and non-formal.

- It helps to understand the responsibilities of teachers in the community as an instrument of social progress.
- Sociology of Education solves the various social and educational problems emerging in the society.
- Sociology of Education always seeks to bring out suitable ways for upliftment and progress of the society with quality education.

1.6 Scope of Sociology of Education:

Scope of sociology means the extent of the area of sociology. It means the specific aspects and areas with which sociology has very close relationship. What does sociology do? How it performs its duty? What are the areas sociology covers? The answers of all these questions help us to know the scope of sociology in details.

Scope of Sociology of Education is very wide and comprehensive. It includes the study of everything covering society and education. Sociology of Education covers the study and role of social groups like family, school, community, religious institutions, club, state etc. It includes the study about how education helps people to develop better personality and bring social order. Education acts as an agent of cultural transmission from one generation to the other. Education through its processes provides better ways, methods and means for modification of cultural environment. These aspects are also included in the scope of Sociology of Education. Analysis of interactions taking place between teacher-student, teacher-teacher, student-student, teacher-administrator and student-administrator relationship comes under the scope of Sociology of Education. Age, teacher's status, attitudes of knowledge, image of teacher in society, mode of standardization, etc. governs teacher-taught relationship. The interaction between student-student can be made intimate and deeper by providing extra-curricular activities like drama, dance, music, literary activities, games and sports etc. A good relationship between the teacher and administrator will promote the interest and professional efficiency of both the teacher and the administrator. It makes the people realize about the importance of society and its inseparable influence on education without which no society can function smoothly with proper peace and order. Sociology of Education has, under its scope the framing of appropriate curriculum in keeping with the social phenomenon and its dynamism. It points out the sociological perspective of education and need of co-operation between education and other social *sub-systems* to build a society with qualified personalities or better human beings. Sociology of Education includes the function of bringing about positive and desirable changes in the society with the help of appropriate ways, means and methods. Sociology of Education is very helpful in promoting social control, social order and its smooth functioning.

STOP TO CONSIDER:

SOCIAL SUB-SYSTEMS- Subsystem of the society means the different organizations like family, groups, neighbourhoods, clubs, religious institutions and other social structures of the society working for the development of the community.

CHECK YOUR PROGRESS:

Q.4. Define Sociology of Education.

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Q.5. Mention three characteristics of Sociology of Education.

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1.7 Summing Up:

- The word ‘Sociology’ has been derived from the Latin word ‘Societus’ (meaning society) and the Greek word ‘Logos’ (meaning study or science of). It can be therefore, referred to as a science or study of society.
- Sociology is an applied science studying the origin, development, organization and functioning of human society.
- Sociology of Education deals with the analysis of relationship between social class, culture, language and socio-economic conditions of the family impacting upon the children.
- Educational Sociology is that branch which focuses on the importance of relationship between education and society. It identifies the problems affecting both education and society and also brings forth suitable solutions for such problems.

1.8 Questions and Exercises:

1. Define sociology of education. State its characteristics.
2. Discuss the scope of sociology of education in the present day context.

1.9 References and Suggested Readings:

- 1) Bhatia K.K. (2013) *Sociological Foundations of Education* Kalyani Publishers, New Delhi-110002.

- 2) Sachdeva D.R. and Bhushan Vidya (1980) *An Introduction to Sociology* Kitab Mahal, 15, Thornhill Road, Allahbad.
- 3) Safaya R.N. and Shaida B.D. (1992) *Development of Educational Theory and Practice* Dhanpat Rai & Sons, Jalandhar –Delhi.

1.10 Answers to Check Your Progress:

Answer no.1- The French Philosopher, Auguste Comte first used the word ‘Sociology’ in 1837.

Answer no.2- a) False.b) True. c) False.

Answer no. 3- According to J.F. Cuber “Sociology may be defined as a body of scientific knowledge about human relationships”.

Answer no.4- According to Ottoway, “The Sociology of education may be defined as a study of the relationship between education and society.”

Answer no.5- The three characteristics of Sociology of Education are as follows-

- a) Sociology of Education applies the sociological principles in the educational field.
- b) It is both a philosophical as well as sociological concept.
- c) Sociology of Education studies school organization and the relation between schools and social structure, i.e. social class, family and neighbourhood.

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UNIT-2

THEORIES OF EDUCATIONAL SOCIOLOGY

Contents:

- 2.1 Introduction
- 2.2 Objectives
- 2.3 Functionalism Theory
- 2.4 Conflict Theory
- 2.5 Interactions Theory
- 2.6 Summing Up
- 2.7 Questions and Exercises
- 2.8 References and Suggested Readings

2.1 Introduction:

A theory is a root that enables us to understand the base, facts and information regarding any concept. The ideas, perspectives, principles, definitions, opinions, viewpoints, causes, problems and solutions of Educational Sociology given by educationists, psychologists and experts from time to time are called theories of Educational Sociology.

2.2 Objectives:

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

- discuss the theories of Educational Sociology, particularly,
- functionalism Theory, Conflict Theory and Interactions Theory.

2.3 Functionalism Theory:

Emile Durkheim was the founder of this Theory. Functionalism Theory compares the society with the human body where each part of the society works in co-ordination with the other like the parts of the body do. When there is disorganization in the organs there occurs malfunctioning of the body. Similarly the society is a complex system of interrelated social, political parts and institutions such as family, education, religion, leisure, economy, media, sports etc. If these parts get weakened the stability of the society also gets weakened. However all the interrelated parts work on the reorganization of the system to bring back the balance. This theory believes that primary role of education is to preserve and pass on knowledge and skills to the next generation. The more knowledgeable the person, the more liberal he is. Functionalism Theory emphasizes on the importance of social segments with respect to education. It stresses that a society can run smoothly only if there is proper order

and valuable social qualities like discipline, co-operation, moral values etc. It believes that society is an organization where the structured social relationships act on the education system for an upgraded society adapting itself to the dynamic society. Functionalism Theory opines that the school has to bear the responsibility of preparing the younger generations to become effective member of the society as well as efficient citizens of the nation. As the society changes with the passage of time, so also the people, especially younger section of people must be taught to understand their role and responsibility towards their changing social environment and cope with its dynamism. This role of the students ought to be taught in the miniature society i.e. school itself. The students can be taught social and moral values with the social system that exist in the educational institution. Functionalism Theory stresses on the fact that a society can continue to live only if there is a desire among its members to work co-operatively for its progress. This theory draws our attention to the functional system of education and its impact on the society. It seeks to develop individuals with qualities fit for the existing society and coping with the dynamism.

The advantage of Functionalism Theory is that it socializes the members of the society with shared values and norms. The interrelation of the various segments of the society compels the members to work co-operatively or else there would be disorder and chaos in the society. It emphasizes on the need to work in the society as the human body does with the co-ordination of different organs for maintaining balanced functioning of the body.

But the limitation of this theory is that it fails to understand the greater and divergent interest and ideologies of social groups. It cannot recognize the needs of the social groups who have differences in opinions. Moreover, this theory does not do any research on what and how things are being taught in the educational institutions. Functionalism Theory ignores the powerful historical and economic factors that have influenced social events and social relationships.

STOP TO CONSIDER:

Emile Durkheim was the founder of Functionalism theory. This Theory emphasizes on the importance of social segments with respect to education. It stresses that a society can run smoothly only if there is proper order and valuable social qualities like discipline, co-operation, moral values etc. It believes that society is an organization where the structured social relationships act on the education system for an upgraded society adapting itself to the dynamic society.

CHECK YOUR PROGRESS:

Q.1 Who was the founder of Functionalism theory?

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Q.2 Write the importance of Functionalism theory.

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2.4 Conflict Theory:

Karl Marx, the great German theorist and political activist introduced this Conflict Theory. This Theory believes that society is in a constant struggle over scarce resources. It is obvious to have class conflict in the society as our society is always controlled to a great extent by the dominant group. Various interested groups like ethnicity, gender, social class are all struggling for power and opportunities in the society. The inequality in the society brings conflict and unhealthy competitions for power and wealth in the society. This theory makes a study on how the struggle for resources holds the society together. The elite groups or the 'Haves' always create advantage for themselves from the resources they possess, even if their actions create problems for those who struggle for resources, power and wealth. The society is full of divergent social groups having different interests, opinions and ideologies. These ideologies or opinions of the different social groups cannot be easily changed and turned to one social group that has same interest and principles towards the society. The submissive group always has the least chances to express or work out their plans, procedures and processes that hold for the society. Conflict Theory draws our attention towards the differences among the classes- Upper, Middle and Lower. As the name of the classes is, so are their respective aspirations, life chances, social rewards according to order and access of power. According to this Theory, conflict continues to occur in our society because the ideologies for the education system are provided by the dominant group and thus the submissive group has no other option but to follow them. However, this theory also believes that sometimes class differentiation does not create disorder and chaos in the society. Instead, it brings out some effective solutions to some burning problems emerging in the society. Marx believes that the poor and disadvantaged people suffer mostly regarding achieving equality in any field of the society as compared to the rich people. The submissive class of people always has to struggle a lot to achieve a status or position in the society because our society is stuck in the belief that the dominant groups are born to suppress the submissive group.

The merit of Conflict Theory is that it draws our attention to the serious inequalities of power and uneven distribution of resources. It emphasizes on the need for equal social, political and economic power among the people irrespective of caste, creed, sex, religion, language etc. It seeks moral ends making it clear that the term ‘Universality’ has been misused by most of the people (the dominant group) and the submissive group is to unmask the false meaning of Universality where only the ‘haves’ are enjoying and the ‘have-nots’ are suffering.

This theory has been criticized on the ground that the individuals are not given proper chance to improve their situation. Conflict Theory ignores the importance of race, ethnicity, gender, disability, age and many other factors when people want to identify themselves and relate to other members in the society. This theory assumes that all aspects of social life are determined economically and is shaped by the needs of having capital in society and profit motive.

STOP TO CONSIDER:

Karl Marx, the great German theorist and political activist introduced this Conflict Theory. This Theory believes that society is in a constant struggle over scarce resources. This theory makes a study on how the struggle for resources holds the society together. The elite groups or the ‘Haves’ always create advantage for themselves from the resources they possess, even if their actions create problems for those who struggle for resources, power and wealth.

CHECK YOUR PROGRESS:

Q.3 Who introduces the theory of conflict?

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Q.4 Write the merits of Conflict theory.

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2.5 Interactions Theory:

This Theory was put forward by Max Weber, the German Socialist and Economist. According to this theory the subjective rather than objective aspect of the society is given importance. Subjective aspect here means relationship and interaction between groups-peers,

teacher-student, teacher-principal, focussing on the attitude and achievement of students, on students' values, on their self concepts and their effect on aspirations. This theory is concerned with the individual's role in creating the society. Interactions, especially symbolic interactions, for example, words, gestures, body language, facial expressions etc. influence the way people interact and influence each individual and impact society. However, the meaning and importance of such symbols may vary from culture to culture and generation to generation. Standards, norms, acceptable behaviour etc. are developed through interaction and these are constantly changing in nature. Interactions Theory studies how individuals interact with their social environment. Moreover, it throws light on the relationship between socio-economic status and achievement of the students. Interactions Theory believes that the method of participant observation for studying the social relations is useful. By practically interacting with the individuals in the society and observing the situation it gives a real understanding of the social actions and interactions among the individuals.

The merit of Interactions Theory is that it allows individuals to have freedom of choice and action in a democratic society. It provides the individual with moral responsibility rather than being externally motivated by fixed norms.

The disadvantage of this theory is that the method used by the researchers of this theory is considered to be unsystematic. Interactions Theory excludes outside influences of social structures. It ignores socio-economic categories and class structures.

STOP TO CONSIDER:

This Theory was put forward by Max Weber, the German Socialist and Economist. According to this theory the subjective rather than objective aspect of the society is given importance. Subjective aspect here means relationship and interaction between groups-peers, teacher-student, teacher-principal, focussing on the attitude and achievement of students, on students' values, on their self concepts and their effect on aspirations. This theory is concerned with the individual's role in creating the society.

CHECK YOUR PROGRESS:

Q.5 Who put forward the theory of Interactions?

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Q.6 Write the merits and demerits of theory of Interactions.

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2.6 Summing Up:

Functionalism Theory stresses on the fact that a society can continue to live only if there is a desire among its members to work in unity for its progress. This theory emphasizes on the functional system of education and its impact on the society.

The **advantage** of Functionalism Theory is that it socializes the members of the society with shared values and norms. The interrelation of the various segments of the society compels the members to work co-operatively or else there would be a disorder and chaos in the society. But the **demerit** of this theory is that it fails to understand the greater and divergent interest and ideologies of social groups.

Conflict Theory has its roots in the ideas of Karl Marx. Marx believes that the poor and disadvantaged people suffer mostly regarding achieving equality in any field of the society as compared to the rich people. The submissive classes of people always have to struggle a lot to achieve a status or position in the society because our society is stuck in the belief that the dominant groups are born to suppress the submissive group.

The **merit** of Conflict Theory is that it seeks moral ends making it clear that the term 'Universality' has been misused by most of the people (the dominant group) and the submissive group is to unmask the false meaning of Universality where only the 'haves' are enjoying and the 'have-nots' are suffering.

The Conflict theory has been **criticized** on the ground that it ignores the importance of race, ethnicity, gender, disability, age and many other factors when people want to identify themselves and relate to other members in the society.

Interactionism Theory draws our attention to the fact that interactionists believe in the method of participant observation for studying the social relations. By practically interacting with the individuals in the society and observing the situation it gives a real understanding of the social actions and interactions among the individuals.

The **merit** of Interactionism Theory is that it allows individuals to have freedom of choice and action in a democratic society. The **disadvantage** of this theory is that the method used by the researchers of this theory is considered to be unsystematic.

2.7 Questions and Exercises:

1. Discuss functionalism theory. State its merits and limitations.
2. Discuss Conflict theory. On what ground the theory has been criticised?
3. Discuss Interactions theory? State its merits and limitations.

2.8 References and Suggested Readings:

- 1) Bhatia K.K. (2013) *Sociological Foundations of Education* Kalyani Publishers, New Delhi-110002.
- 2) Sachdeva D.R. and Bhushan Vidya (1980) *An Introduction to Sociology* Kitab Mahal, 15, Thornhill Road, Allahbad.
- 3) Safaya R.N. and Shaida B.D. (1992) *Development of Educational Theory and Practice* Dhanpat Rai & Sons, Jalandhar –Delhi.

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UNIT-3

RELATIONSHIP AND DIFFERENCE BETWEEN SOCIOLOGY OF EDUCATION AND EDUCATIONAL SOCIOLOGY

Contents:

- 3.1 Introduction
- 3.2 Objectives
- 3.3 Meaning of Educational Sociology
- 3.4 Relationship between Education and Sociology
- 3.5 Difference between Sociology of Education and Educational Sociology
- 3.6 Summing Up
- 3.7 Questions and exercises
- 3.8 References and Suggested Readings
- 3.9 Answer to Check your Progress

3.1 Introduction:

Education and sociology has very close relationship. Education helps to bring changes towards individual life and thereby towards society. Society establishes different types of educational institutions to spread among the masses. With the help of education changes come towards the society. Man make society for secured life and society makes man for the progress of social life. There is interconnection between man and society. Without man society cannot exist and without society man cannot maintain disciplined life. The influence of society on man is very powerful and the role of man in the process of information of society is very important. For the progress of both man and society there is the need of harmony. Without harmony between man and society nothing good can be achieved for the good of whole human race. Man should think and work for the good of self and society and society should ensure discipline and happiness in social setting and in all social institutions and in all parts of the life.

3.2 Objectives:

After going through this unit you will be able to:

- understand the meaning of educational sociology
- relationship between Education and Sociology
- differentiate between Sociology of Education and Educational Sociology

3.3. Meaning of Educational Sociology:

Educational Sociology is a branch of applied Sociology. It studies the function of education in the cultural transmissions from one generation to the other. It is a relationship between the educational system and other social systems. In other words, it studies the relationship of education with the different aspects of society viz- social control, social stratification, social mobility, social order and other important processes. Educational Sociology emphasizes on the role of all the forms of education- Formal, Informal and Non-formal in the welfare activities of the society. It greatly helps in pointing out the social and educational problems and thereby bringing about appropriate solutions for positive outcomes. Educational Sociology assists in promoting harmony and peace of the dynamic society. To live in a society it is very essential for the individuals to have social, cultural, political, moral, and spiritual adjustment. Adjustment in these aspects can be successfully imbibed in the minds of the people through the concept of Educational Sociology. Moreover, Educational Sociology develops positive attitude in the people towards the family, region, state, community and nation with adequate knowledge regarding social skills and behaviour pattern. This type of Sociology is always concerned with preparing developed personalities who can ensure smooth functioning of the society. Educational Sociology can be called as a research oriented subject as it deals with many new problems associated with education and social life. Educational Sociology further refers to specially two main aspects. One is 'Education as Society' where it is believed that education acts as a strong instrument in analyzing the social structures. Whereas, the other aspect includes 'Education in Society' which reveals that education emphasizes on the educational functions and roles to promote social unity, progress and eradication of social conflicts.

STOP TO CONSIDER:

Educational Sociology has two main aspects-

- (a) 'Education as Society' and
- (b) 'Education in Society'

3.4 Relationship between Education and Sociology:

Emile Durkheim was the first person who indicated the need for a sociological approach to education. He considered education "to be essentially social in character and in its functions and that as a result the theory of education relates more clearly to sociology than any other science." He emphasized that education is not a static phenomenon, but a dynamic and ever-changing process.

Educational sociology is a discipline which studies education sociologically, with the premise that it recognizes education as a social fact, a process and an institution, having a social function and being determined socially. Educational sociology could appear only when it accepted the social nature of education.

3.5 Difference between Sociology of Education and Educational Sociology:

Although these two branches- Sociology of Education and Educational Sociology seem to have the same meaning, they do not mean the same at all. They indeed differ from each other. Sociology of Education is concerned with the impact of the social and public institutions along with human experiences on the education system. This branch includes the study of formal, informal and non-formal agencies like higher education, further education, continuing and adult education. Sociology of Education emphasizes that education is a strong instrument to develop the potentialities of the children according to their needs. It is a branch which is not applied; it is a field of specialization. Sociology of Education always attempts to evolve and implement new and desirable theories and principles regarding education as a social system.

On the other hand, Educational Sociology is concerned more with the social system existing within the educational institution. It covers the study of the ways and methods of education that provides quality development in children with the help of our culture and social customs, traditions and all that comes under the social aspect. Educational Sociology is an applied science that uses sociological principles to in the field of education. It attempts to attain the predetermined objectives of the school and community. It also seeks to identify the problems of society and education by providing effective solutions to overcome such odds. Educational Sociology does an in-depth research in the field of education and people related to the field of education are mostly benefitted by this important branch of study.

3.6 Summing Up:

Educational Sociology has two main aspects. One is 'Education as Society' where it is believed that education acts as a strong instrument in analyzing the social structures. Whereas, the other aspect includes 'Education in Society' which reveals that education emphasizes on the educational functions and roles to promote social unity, progress and eradication of social conflicts.

Educational Sociology develops positive attitude in the people towards the family, region, state, community and nation with adequate knowledge regarding social skills and behaviour pattern.

CHECK YOUR PROGRESS:

Q.1 What are the main aspects of educational sociology?

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Q.2. Sociology of Education and Educational sociology are interrelated to each other. Discuss the statement.

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3.7 Questions and exercises:

Q.1. Explain the meaning of Educational Sociology.

Q.2 Differentiate between Sociology of Education and Educational Sociology.

3.8 References and Suggested Readings:

- 1) Bhatia K.K. (2013) *Sociological Foundations of Education* Kalyani Publishers, New Delhi-110002.
- 2) Sachdeva D.R. and Bhushan Vidya (1980) *An Introduction to Sociology* Kitab Mahal, 15, Thornhill Road, Allahbad.
- 3) Safaya R.N. and Shaida B.D. (1992) *Development of Educational Theory and Practice* Dhanpat Rai & Sons, Jalandhar –Delhi.

3.9 Answer to Check your Progress:

Answer to Q.6- Educational Sociology is a branch of applied Sociology. It studies how education helps in the cultural transmissions from one generation to the other. It is a relationship between the educational system and other social systems. In other words, it studies the relationship of education with the different aspects of society viz-social control, social stratification, social mobility, social order and other important processes. Educational Sociology applies the sociological principles and methods to sort out educational and social problems with effective solutions. Educational Sociology has two main aspects. One is 'Education as Society' where it is believed that education acts as a strong instrument in analyzing the social structures. Whereas, the other aspect includes 'Education in Society' which reveals that education emphasizes on the educational functions and roles to promote social unity, progress and eradication of social conflicts.

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BLOCK II: CULTURE

Unit 1 : Concept, Nature and functions of culture

Unit 2 : Types of culture

Unit 3 : Multiculturalism, Culture and Personality

Unit 4 : Social Change

BLOCK- II CULTURE

UNIT -1:

CONCEPT, NATURE AND FUNCTIONS OF CULTURE

Contents

1.1 Introduction

1.2 Objectives

1.3 Concept of Culture

1.4 Nature and Characteristics of Culture

1.5 Functions of Culture

1.6 Summing up

1.7 References and Suggested Readings

1.8 Model Questions

1.9 Answer to check your progress/Possible Answers to SAQ

1.1 Introduction

Many a time, we use the word culture very frequently. Culture is the image of a society. As a learner of education, it is very much essential for you to know about the basic concept of culture. Each of us belong to a particular society and bear some cultural characteristics, which makes us different from others. In the school, we witness variety of culture under one frame. It is one of the important area of study under the scope of sociological foundation of education. Here, in this unit, we will try to focus on the concept, nature and functions of culture, which will help us to know our culture in a better way and realize the importance of its preservation for future existence.

1.2 Objectives

After going through this unit you will be able to-

- *grasp* the concept of culture
- *identify* the nature and characteristics of culture

- *know* the primary functions of culture.

1.3 Concept of Culture

To know about the meaning of Culture, we should first go to the derivation of the word-CULTURE. The word 'culture' has been derived from the Latin word-'cultura' which means to cultivate or cultivating the world. It is also believed that the term has been taken from the verb 'cultivate' and its noun 'cultivation'. On the basis of this derivation, culture means civilizing individual as well as society. The study of human society necessarily leads to the study of its culture. The term 'culture' is very wide. Culture includes all the walks of human lives. It includes modes, behaviours, philosophies, ethics, morals and manners, customs, traditions, religions, and all types of activities of human life. It is the social heritage of individual. It includes all that man has acquired from his individual and social life Culture is the result of socialization that individual goes through since birth. Thus, it can be said that it is the way of life adopted by the person in a social environment. It is essentially a human social product. It is through social interaction that culture is created, transmitted and perpetuated by man in association with others.

STOP TO CONSIDER

- The word "Culture" has been derived from the Latin word-"Cultura"-which means-cultivation or nurture"
- Culture is the way of life.
- It is the product of socialization.

Definitions of Culture

There is no unison among sociologists and anthropologists regarding the definition of culture. Different sociologist defines it differently. You will be able to grasp the concept of Culture with these following definitions. Some of them are-

According to **Sorokin and MacIver**, "Culture implies man's moral, spiritual and intellectual achievements".

According to **Bogardus**, "Culture is composed of integrated customs, tradition and current behaviour patterns of human group. Culture is the stock in trade of group. It is antecedent

complex of value into which every individual is born. It is a medium within which individuals develop and mature”.

According to **Mathew Arnold**, “ Culture is the way of life, the habits, the manners, the very tone of voices, the literature, the things which give pleasure to community, the word, the thoughts which make the furniture of their minds”.

In the words of **Brown**, “Culture is the total behaviour pattern of the group conditioned in part by the physical environment, both natural and manmade, but primarily by the ideas, attitudes, values and habits, which have been developed by the group to meet the needs”.

The most comprehensive definition of Culture was given by **Edward Tylor**. He said “Culture is that complex whole which includes knowledge, belief, art, morals, law, custom and any other capabilities and habits acquired by man as a member of society”.

STOP TO CONSIDER

The most comprehensive definition of Culture

“Culture is that complex whole which includes knowledge, belief, art, morals, law, custom and any other capabilities and habits acquired by man as a member of society” by **Edward Tylor**.

Self-Asking Question

1. What is your perception regarding culture?

1.4 Nature and Characteristics of Culture

After going through the concept and different definitions of culture, we can derive the following nature and characteristics of culture--

1. Culture is learnt or acquired

Culture is not inherited biologically but learnt socially by man. With the growth and development individual acquires different ideals, attitudes, values, skills, beliefs and other social behaviour. Thus, culture is a system of learnt behaviour shared by and transmitted among the members of a group or society.

2. Culture is shared

The culture of man such as customs, traditions, beliefs, ideas, values and moral are all shared by people of a group or society. It is the share perception of people.

3. Culture is transmissive

Culture is transmitted from one generation to the next. Parents pass on cultural traits to their children and they in turn give them to their children, and so on. Transmission of culture may take place by imitation as well as instruction. Language is the main vehicle of culture and through it's for forms-reading, writing and speaking.

4. Culture is continuous and cumulative

Culture exists as a continuous process. It is a growing whole which includes the achievement of the past and the present and makes provision for the future achievement of mankind. Culture is cumulative.

5. Culture is dynamic

Culture changes as society changes. Some culture change rapidly while some others do so slowly. It is dynamic in nature.

6. Culture is integrated

Different parts of culture join hands to form a whole or integrated culture. It is not an isolated process. It includes all the ways and walks of life.

7. Culture is gratifying

Culture provides proper opportunities and prescribes the means for the satisfaction of the needs and desires of people. All the biological as well as social needs of people are fulfilled according to the cultural ways. Indeed, culture is defined as the process through which human being satisfy their wants.

8. Culture is adaptive

The physical environment in which people live makes certain demands for adjustment upon them. A culture can survive only if it can provide the ways to meet people's needs in a changing environment.

9. **Culture is unique**

Different societies of the world have different cultural patterns. Culture of each society is unique to the particular society.

10. **Culture fulfills demand**

Culture meets the various recurring demands of mankind such as, reproduction, nursing an infant, marriage, cremation, etc. All these demands are met by culture from generation to generation.

Check Your Progress

Question 1: What is the derivative meaning of culture?

Question 2: State the most comprehensive definition of culture.

Question 3: State two nature of culture.

Self Asking Questions

2. Discuss how culture is transmissive.

1.5 Functions of Culture

A culture plays vital role in the society. Being an important ingredient of society, culture has following important functions to materialize in a society-

A. Culture treasures knowledge:

The above discussion reveals that culture is transmissive in nature. It helps in transmission of customs, rituals and the knowledge behind everything it bears. Transfer of knowledge becomes possible as a function of culture when a young generation conceives cultural practices from the preceding generation. The young ones of a society see cultural practices being observed. This

makes them ask about the rationale and reason behind the acts of their elders. In this way transfer of cultural knowledge takes place.

Besides this, another manifestation of transfer of knowledge in culture is when socialization takes place in a peculiar culture. This socialization transfers the knowledge of that specific culture to the individuals being socialized. Culture transfer knowledge from one society into another society as well. This happens when people from one culture go to live in another culture. They carry with them the cultural knowledge to share with others which might be accepted or rejected.

B. Culture helps to define situation:

The culture of a society plays role in defining a situation. Human being faces several scenarios in a day. Culture defines those scenarios and situation by-

- Giving him knowledge about it
- By teaching him how to behave and act in that situation
- By telling what the situation means to the society
- By giving him a comparative view of situation
- By bringing forth how others act during such situation

Culture defines the situation of any kind like-family situation, wedding ceremony, a funeral, a public gathering etc. Defining a situation by culture helps the culture itself in establishing concrete cultural practices and regulating the social setup. Gradually, the defined situations become customs of a society.

C. Culture determines the behavior pattern:

We know that behavior is manner of action and reaction by human beings in society. Culture in itself is learned and demonstrated behavior which sets the pattern of human conduct. Culture teaches man how to behave for a particular situation.

D. Culture shapes the personality of individual:

Culture is the image of the society. It molds the personality. Its manifestation can be seen in two important cases. First is a child who is brought up in a specific culture. Gradually culture molds him into a person with common behavior and practices in society. Similarly, a person who leaves his country to go and live in abroad for the sake of earning money adapts to the foreign culture. This molds his personality to the new customs and circumstances. He begins to practice the behavior pattern taught to him by the new culture.

E. Culture define Attitudes, Values and Goals:

Attitudes refer to the tendency to feel and act in certain ways. Values are the measure of goodness or desirability. Goals refer to the attainments which our values define as worthy. It is the culture which conditions our attitude towards various issues such as religion, morality, marriage, science, family planning, prostitution and so on. Our values concerning private property, fundamental rights, representative government, romantic love etc., are influenced by our culture. Our goals of winning the race, understanding others, attaining salvation, being obedient to elders and teachers, being loyal to husband, being patriotic, etc., are all set forth by our culture. We are being socialized on these models.

F. Culture Decides our Career:

Whether we should become a politician, a social worker, a doctor, an engineer, a soldier, a farmer, a professor, an industrialist, a religious leader, and so on is decided by our culture. What career we are likely to pursue is largely decided by our culture. Culture sets limitations on our choice to select different careers. Individuals may develop, modify or oppose the trends of their culture but they always live within its framework. Only a few can find outlet in the culture.

Besides these functions, some other functions of culture include-

- Socialization of human being
- Interpretation of society
- Creates needs and methods to achieve them
- Regulates social relationships

1.6 Summing up

Coming to the last part of this unit, it can be said that this unit has tried to familiarize you with the basic concept, nature and characteristics of culture. Thus we can summarize the unit as-

- The word ‘culture’ has been derived from the Latin word-‘cultura’ which means to cultivate or cultivating the world.
- According to **Sorokin and MacIver**, “Culture implies man’s moral, spiritual and intellectual achievements”.
- Some of the nature and characteristics of culture are-it is learnt, it is shared, it is adaptive etc.
- Some of the important functions of culture to materialize in a society are-treasurer of knowledge, definer of situation, molder of personality etc.

1.7 References and Suggested Readings

1. C.N. Shankar Rao: *“Sociology-Principles of sociology with an introduction to social thought”*

2. Dash B.N(2006): “*Education and Society*”, Dominant Publishers, New Delhi.
3. Mahanta N.N(2013): “*Foundation of Education*” Mani Manik Prakash, Guwahati
4. Rai Rumina(2007): *Introduction to Sociology*, Himalaya Publishing House.
5. Ravi. S.Samuel(2015): *Education in Emerging India*, PHI learning private Limited, Delhi.

1.8 Model Questions

1. What do you mean by culture?
2. Discuss the definition of culture given by Tylor from your own perspective.
3. Discuss some of the important features of culture.
4. How do culture of one society differ from other?
5. Elaborate the primary functions of culture.

1.9 Answer to check your progress/Possible Answers to SAQ

Answer to question 1:

The word ‘culture’ has been derived from the Latin word-‘cultura’ which means to cultivate or cultivating the world.

Answer to question 2:

The most comprehensive definition of Culture was given by **Edward Tylor**. He said “Culture is that complex whole which includes knowledge, belief, art, morals, law, custom and any other capabilities and habits acquired by man as a member of society”.

Answer to question 3:

Two nature of culture are-

1. Culture is learnt or acquired

Culture is not inherited biologically but learnt socially by man. With the growth and development individual acquires different ideals, attitudes, values, skills, beliefs and other social behaviour. Thus, culture is a system of learnt behaviour shared by and transmitted among the members of a group or society.

2. Culture is shared

The culture of man such as customs, traditions, beliefs, ideas, values and moral are all shared by people of a group or society. It is the share perception of people.

Answer to SAQ 1:

Culture includes all the walks of human lives. It includes modes, behaviours, philosophies, ethics, morals and manners, customs, traditions, religions, and all types of activities of human life. It is the social heritage of individual

Answer to SAQ 2:

Culture is transmissive because it is transmitted from one generation to the next. Parents pass on cultural traits to their children and they in turn give them to their children, and so on. Transmission of culture may take place by imitation as well as instruction. Language is the main vehicle of culture and through it's for forms-reading, writing and speaking.

BLOCK- II CULTURE

UNIT- 2: TYPES OF CULTURE

Contents

2.1 Introduction

2.2 Objectives

2.3 Types of Culture

2.3.1 Material Culture and Non-Material Culture

2.3.2 Spiritual Culture

2.3.3 Primitive Culture and Modern Culture

2.3.4 Composite Culture

2.4 Summing up

2.5 References and Suggested Readings

2.6 Model Questions

2.7 Answer to check your progress/Possible Answers to SAQ

2.1 Introduction

The preceding unit has clarified your idea about culture and its important nature and function. We know that Culture includes all the walks of human lives. It includes modes, behaviours, philosophies, ethics, morals and manners, customs, traditions, religions, and all types of activities of human life. It is the social heritage of individual. To go in depth of culture and the different forms of it, it is essential for you to know the types of culture. This unit will primarily deal with the different types of culture.

2.2 Objectives

After going through this unit you will be able to-

- *identify* the different types of culture
- *know* about material and non-material culture.
- *Understand* spiritual and primitive culture.
- *Recognize* composite and modern culture.

2.3 Types of Culture

Culture is a unique possession of man. It is a collection of learned behavior. Culture accumulates thoughts, values and objects. It is the social heritage acquired and preserved by man in the family or society through learning and practice. Culture is practiced by a group rather than an individual only. It preserves different social elements of our past and transmits it from one generation to the other. The purpose of culture is to give the society by conscious process of learning and experience, patterns of behaviour which are found useful for harmonious existence and smooth functioning in all occupations and interactions and thereby individual and group survival and perpetuation. It is the integrated social, biological, and ethnic, modes of behaviour of a group or a society. Culture has many forms. Its forms has its own characteristics. These forms and types are the reflection of culture from different dimensions. The important types of culture are-

- A. Material Culture
- B. Non-Material Culture
- C. Spiritual Culture
- D. Primitive Culture
- E. Modern Culture
- F. Composite Culture

The following sub-section of this unit will cover the details about these types of culture.

2.3.1 Material Culture and Non-Material Culture

Material Culture

It is one of the important types of Culture. We know that culture refers to the way of one's life. As the name signifies, material culture refers to the ***material object*** used by people as a part of their lifestyles. It includes all the made-made things and objects which human society has created for its physical welfare in terms of peace and war. Items such as clothes, utensils, home, roads, ornaments, TV, radio, various machines, gadgets and various means of transport and communication are some examples of material culture. Thus it can be said that all the physical aspects of a culture that help to define the behaviour and perception of a group is defined as

material culture. It also includes home, neighborhood, cities, schools, churches, temples, and means of production, tools, industries etc.

Non-Material Culture

While discussing the material culture as types of culture, it is essential to resent Non-material culture too. It includes beliefs, traditions, customs, values, ideals and language, habit system of the society. The non-material culture consists of abstract creation of man like symbols, language, literature, social institutions, custom and tradition.

Non-material culture is a complete different concept than material culture. Where material culture includes all the man-made physical objects, non-material culture stands for the abstract ideas and modes of thinking that creates a culture. It includes laws, rules, language, ideas, beliefs, values, virtues, habits, rituals etc. It is completely internal in nature. We cannot see or touch them, but can only practice and follow. It does not include any external object or artifacts. Non-material culture exists entirely in the symbolic realm in our life and society.

SELF ASKING QUESTION

1. Differentiate between Material culture and non-material culture.

2.3.2 Spiritual Culture

One another important types of culture is spiritual culture. The word spirituality refers to the idea of an ultimate or alleged immaterial reality. It opens up an inner path enabling a person to discover the essence of his/her being. As such the simple meaning spiritual culture refers to the spiritual value and beliefs hold by the individual. It refers to the spiritual values, beliefs, tradition adopted and shared by the individual members of the society. Spirituality and culture are interwoven. It is essential for all us to know that among the different aspects the *three significant aspects of culture are—material, religion and spiritual*. The religion, the tradition and the creed in which people live and are brought up influence their behaviour, attitude and values. The organized religious beliefs which influence the lives of people are known as spiritual culture. These are the inner experiences acquired and shared by individual within particular spiritual environment.

Spiritual culture is considered as a philosophy adopted and originated by man that gratifies their self and leads to self-realization. It is the means to practicing and purifying the mind and sense of people. It is medium of acquiring the godliness within oneself. It is the scientific method of experiencing the inner self. Spiritual culture refers to the personal experience and way of life. It directs man to nature and God.

STOP TO CONSIDER

Material Culture

- Material culture is the physical aspect of tradition or culture in the objects and architecture that surround people.
- It includes usage, consumption, creation, and trade of objects as well as the behaviors, norms, and rituals that the objects create or take part in.

Non-Material Culture

- The non-material culture consists of abstract creation of man like symbols, language, literature, social institutions, custom and tradition.

Spiritual Culture

- Spiritual culture is considered as a philosophy which provides the means and method of practicing self-realization.

2.3.3 Primitive Culture and Modern Culture

Primitive Culture

Besides the material and non-material culture as types of culture, in the discussion of the culture, the two other terms or approaches often used by the anthropologists and sociologists are- Primitive Culture and Modern or Advanced Culture.

The word "primitive," had originated from the Latin word 'primitivus' which means 'first of its kind'. The primitive culture is also known as traditional culture. As the name suggests, it refers to the culture prevalent during the primitive times. The values, beliefs, tradition, customs adopted and followed by the people of primitive age are simply known as primitive culture. The primitive culture basically includes the non-urban or tribal culture which is characterized by superstitions

and strange practices. The people of primitive ages are characterized by lack of written language, relative isolation, small population, relatively simple and rare social interaction and institution. The people belonging to the primitive culture are very much close to the nature, their life styles, beliefs, tradition were based on the laws of nature. The member of the primitive culture lacks intellectual complexity, technical advancement and economic progress, formalized legal system or government. The lives of the members of the primitive culture are determined and controlled by nature instead of government. As such the natural world played an important role in everyday life of the primitive man. Most primitive cultures were composed of one of three different types of societal structure- Band, Clan, or Tribe. The Archaic culture, the Paleolithic culture, Mesolithic and Neolithic ages or cultures are the best examples of primitive culture.

With changes of time, the life styles of people started changing. People started taking and adopting new ideas of life which leads them to the modern culture. But the primitive culture has still some impacts on the modern culture. For example, some of the African people still follow the primitive life; they live in forest, wear old cloths as worn by their ancestors.

Characteristics of Primitive Culture

The following are the characteristics of Primitive Culture—

- The primitive culture basically includes the non-urban or tribal culture which is characterized by superstitions and strange practices.
- One of the important features of primitive culture is that it lived in close contact with the environment/ nature.
- They are characterized by lack of written language, relative isolation, small population, relatively simple social institution.
- Primitive culture is characterized by lack of cities and formalized legal system or government.
- This culture lacks the intellectual complexity, technical advancement and economic progress.
- Life of the people of the primitive culture is nature bound, they are controlled and directed by the nature.
- Religion in primitive cultures was often nature based.
- Most primitive cultures were composed of one of three different types of societal structure- Band, Clan, or Tribe.

Modern Culture/ Advanced Culture

The modern culture is opposite to the primitive culture that we have discussed so far. Modern culture is the result of development and upliftment of the primitive culture. It refers to the most civilized way of life. The development of modern culture took place with the growth of human

societies. The shift from rural life to urban life is at the core of the development of modern culture. Therefore, modern culture can be regarded as the consequence of drastic changes and improvement in the lifestyle of primitive time. It is marked by improvement as well as changes in the life-styles of people. Change is the motto of modern culture. This change in man, in their ideas, thoughts, lifestyles are brought by advancement of science and latest by technology. With the development of ideas, philosophy and thought people started to lead a more comfortable and developed way of life which gratify their social as well as personal needs. These have brought changes in the socio-economic life of people. People have started realizing the economic necessity of life that leads them to form structured business life as well as they also realized the essence of a more structured body of authority for controlling the socio-economic as well as political lives of people leading to the development of Government. All these development and change has given birth to modern culture. People started to value their personal life and stresses on the comfort ability of their personal life.

Modern culture creates its own environment. It is built upon knowledge. Thus, it can be said that modern culture is that the means that has developed the way of life of people which has emerged as an advancement or change over the traditional culture. It is the root of changes in society.

Modern Culture stands for-

- The modern culture is opposite to the primitive culture.
- The modern culture can be regarded as the consequence of drastic changes and improvement in the lifestyle of primitive time.
- The motto of modern culture is change.
- It adds new technologies, things and ideas at an increasingly rapid rate.
- Modern culture is built upon knowledge.
- The shift from rural life to urban life is at the core of the development of modern culture

STOP TO CONSIDER

- The word "primitive," has been derived from the Latin word 'primitivus' which means "first of its kind,"
- The Archaic culture, the Paleolithic culture, Mesolithic and Neolithic ages or cultures are the best examples of primitive culture
- Modern culture is the result of development and upliftment of the primitive culture. It refers to the most civilized way of life

SELF ASKING QUESTION

2. Differentiate between Modern culture and primitive culture.

2.3.4 Composite Culture

This is an important area under the study of culture. It refers to a wide and comprehensive kind of culture. The word ‘Composite’ generally means ‘made up of various parts’. Thus, from that perspective, composite culture refers to the combination of different cultures. It means the fusion or amalgamation of different cultures and traditions forming a new and distinct cultural tradition. The composite culture emphasizes on the comprehensive and complex culture.

Composite culture includes different caste, sub-caste, ethnic groups and religions, tradition leading to form a new culture. Composite culture mitigates the sharp differences among innumerable cultures within a country or nation. India is best example of composite culture. It can be regarded as the result of co-existence of the multi religious or ethnic communities. In a composite culture all communities share their custom, music, language, dress and arts. In other words they share their ways of lives. It is the process through which cultural exchange takes place. Composite culture thus can be termed as cultural complex. It is platform where people belonging to one cultures can give and take the culture of others. Composite culture for many times serves as the means of development of new ideas, theories of humanity.

Characteristics of composite Culture

On the basis of the concept, the following characteristics can be drawn-

- It means the fusion or amalgamation of different cultures and traditions forming a new and distinct cultural tradition.
- It can be regarded as the result of co-existence of the multi religious or ethnic communities.
- In a composite culture all communities share their custom, music, language, dress and arts in other words they share their ways of lives.
- Composite culture mitigates the sharp differences among innumerable cultures within a country or nation.

Check Your Progress

Question 1: What are the important types of culture?

Question 2: State some examples of material culture.

Question 3: What is non-material culture?

Question 4: What is the derivative meaning of "primitive"?

Question 5: State some examples of Primitive Culture.

Question 6: What is composite Culture?

2.4 Summing up

Coming to the last part of this unit, it can be said that this unit has tried to familiarize you with the basic types of culture. Thus we can summarize the unit as-

- Culture has many forms. Its forms has its own characteristics. These forms and types are the reflection of culture from different dimensions.
- The important types of culture are- A. Material Culture, B. Non-Material Culture, C. Spiritual Culture, D. Primitive Culture, E. Modern Culture F. Composite Culture
- Material culture refers to the **material object** used by people as a part of their lifestyles. It includes all the made-made things and objects which human society has created for its physical welfare in terms of peace and war.
- Non-material culture too includes beliefs, traditions, customs, values, ideals and language, habit system of the society. The non-material culture consists of

abstract creation of man like symbols, language, literature, social institutions, custom and tradition.

- Spiritual culture is considered as a philosophy adopted and originated by man that gratifies their self and leads to self-realization.
- The primitive culture basically includes the non-urban or tribal culture which is characterized by superstitions and strange practices.
- Modern culture is the result of development and upliftment of the primitive culture. It refers to the most civilized way of life.
- Composite culture includes different caste, sub-caste, ethnic groups and religions, tradition leading to form a new culture. Composite culture mitigates the sharp differences among innumerable cultures within a country or nation

2.5 References and Suggested Readings

1. C.N. Shankar Rao: *“Sociology-Principles of sociology with an introduction to social thought”*
2. Dash B.N(2006): *“Education and Society”*, Dominant Publishers, New Delhi.
3. Mahanta N.N(2013): *“Foundation of Education”* Mani Manik Prakash, Guwahati
4. Rai Rumina(2007): *Introduction to Sociology*, Himalaya Publishing House.
5. Ravi. S.Samuel(2015): *Education in Emerging India*, PHI learning private Limited, Delhi.

2.6 Model Questions

1. What are the basic forms of culture?
2. Differentiate between material and non-material culture with suitable examples.
3. What do you mean by Spiritual culture?
4. How would you differentiate between primitive and modern culture?
5. Discuss composite culture with its basic features.

2.7 Answer to check your progress/Possible Answers to SAQ

Answer to question 1:

The important types of culture are- A. Material Culture, B. Non-Material Culture, C. Spiritual Culture, D. Primitive Culture, E. Modern Culture F. Composite Culture

Answer to question 2:

Some examples of material culture are- clothes, utensils, home, roads, ornaments, TV, radio, various machines, gadgets and various means of transport and communication

Answer to question 3:

The non-material culture consists of abstract creation of man like symbols, language, literature, social institutions, custom and tradition.

Answer to question 4:

The word "primitive," had originated from the Latin word 'primitivus' which means 'first of its kind'.

Answer to question 5:

The Archaic culture, the Paleolithic culture, Mesolithic and Neolithic ages or cultures are the best examples of primitive culture.

Answer to question 6:

Composite culture includes different caste, sub-caste, ethnic groups and religions, tradition leading to form a new culture. Composite culture mitigates the sharp differences among innumerable cultures within a country or nation

Answer to SAQ 1:

Material culture refers to the *material object* used by people as a part of their lifestyles. It includes all the made-made things and objects which human society has created for its physical welfare in terms of peace and war. Items such as clothes, utensils, home, roads, ornaments, TV, radio, various machines, gadgets and various means of transport and communication are some examples of material culture

Whereas, non-material culture is a complete different concept than material culture. Where material culture includes all the man-made physical objects, non-material culture stands for the abstract ideas and modes of thinking that creates a culture. It includes laws, rules, language, ideas, beliefs, values, virtues, habits, rituals etc. It is completely internal in nature.

Answer to SAQ 2:

The primitive culture basically includes the non-urban or tribal culture which is characterized by superstitions and strange practices. The people of primitive ages are characterized by lack of written language, relative isolation, small population, relatively simple and rare social interaction and institution. The people belonging to the primitive culture are very much close to the nature, their life styles, beliefs, tradition were based on the laws of nature.

Again, modern culture can be regarded as the consequence of drastic changes and improvement in the lifestyle of primitive time. It is marked by improvement as well as changes in the life-styles of people. Change is the motto of modern culture.

BLOCK- II CULTURE

UNIT- 3:

MULTICULTURALISM, CULTURE AND PERSONALITY, CULTURAL CHANGE

Contents

3.1 Introduction

3.2 Objectives

3.3 Concept and Nature of Multiculturalism

3.4 Relationship between culture and personality

3.5 Concept of Cultural Change

3.5.1 Nature of Cultural Change

3.5.2 Factors of Cultural Change

3.6 Summing up

3.7 References and Suggested Readings

3.8 Model Questions

3.9 Answer to check your progress/Possible Answers to SAQ

3.1 Introduction

From the discussion made in the previous unit, you must have acquired the idea that culture is a very comprehensive concept. It cannot be confined into one particular area of life. There are various types or approaches of culture in the form of material culture or non-material culture, primitive and modern culture and so on. Though we find variations in the forms of culture, but they cannot be isolated from each-other. They are inter-related. For example, in our Indian Society, many of our culture reflects the primitive tradition, values and ideas. We cannot abandon the old culture directly as they provides us base for our present cultural existence. Similarly, material culture and non-material culture depicts the same picture, though we are making use of material culture in the form of roads, buildings, it has its base on ideas, believes and tradition. This combination of different cultures goes to refer a new concept in the field of sociology of education, i.e. **multiculturalism**. In this unit, we will be dealing with this concept of culture as well as cover the relationship between culture and personality. Besides, emerging concept of cultural change along with its nature and factors will be discussed here in this unit.

3.2 Objectives

After going through this unit you will be able to-

- *grasp* the concept and nature of multiculturalism
- *find out* how culture influences in the personality formation of an individual
- *understand* the meaning of cultural change.
- *list out* the causes of cultural change

3.3 Concept and Meaning of Multiculturalism

Like the concept of composite culture, there is one another area under the study of culture and that is Multiculturalism. While studying sociology of Education, it is essential for you to acquire the knowledge of multiculturalism. Multiculturalism is a context or situation where all the different cultural or racial or ethnic groups in a community have equal rights and opportunities, where every culture is equally valued. The term itself indicates its meaning-multi-culture, meaning combination of different cultures. Multiculturalism can be described as a mixed ethnic community characterized by multiple cultures. Multiculturalism is also known as 'ethnic pluralism'. It is the collaboration of different ethnic or cultural group. In the context of multiculturalism different culture get a collective identity without sacrificing their particular identity. Sociologists use the concept of multiculturalism to describe one way of approaching '**cultural diversity**' within a society. It refers to the unity of different cultures irrespective of its diversity.

A significant view of multiculturalism is that the different cultures, races, and ethnicity, particularly those of minority or disadvantaged groups, deserve special welcome and acknowledgement of their differences within a dominant culture. Thus it can rightly be said that 'multiculturalism' is the co-existence of different cultures. The different racial, linguistic, religious, or cultural groups are manifested in customary behaviours, cultural assumptions and values, patterns of thinking, and communicative styles.

Regarding multiculturalism, **Charles Taylor** remarked that if we cannot contribute to our inheritance we must at least ensure that diversity that exists survives and does not perish. Multiculturalism advocates that the presence of several cultures contributes to the "overall" richness of society.

Diane Ravitch "Successful multiculturalism builds the bonds of community that lead to interracial, interethnic friendships."

Again, A. E. Barnes defined "Multiculturalism is a term that has come to serve as shorthand for a host of different and not necessarily related cultural and educational issues. Arguments relating to gender studies, ethnic and racial studies, affirmative action, freedom of speech on campus, compromise and corruption among educational administrators have all been aired under the title,

multiculturalism.”

Nature of Multiculturalism:

The following can be drawn as the characteristics/ nature of Multiculturalism-

- Multiculturalism reflects a positive endorsement of communal diversity.
- It usually arises from racial, ethnic and language differences. Hence, multiculturalism is more a distinctive political stance than a coherent and programmatic political doctrine.
- Multiculturalism begins with the assumption that minority cultural groups are disadvantaged in relation to majority.
- It is the collaboration of different ethnic or cultural group. In the context of multiculturalism different culture get a collective identity without sacrificing their particular identity.
- Multicultural theorists advance *two broad sets of arguments in favor of communal diversity*, one based upon its benefits to the individual and the other based upon its benefits to society.
- For the individual, multiculturalism recognizes that human beings are culturally embedded and derive their understanding of the world and sense of personal identity from the culture in which they live and develop. Distinctive cultures therefore deserve to be protected or strengthened, particularly when they belong to minority or vulnerable groups.
- This leads to the idea of minority or multicultural rights, including the right to representation, the right of respect for cultural, and usually religious, practices that may otherwise be prohibited by law or regulations, and the right to recognition through the preservation of symbols that help to promote collective esteem.
- For society, multiculturalism brings the benefits of diversity, a vibrancy and richness that stems from cultural interplay and encourages tolerance and respect for other cultures and religions, while at the same time strengthening insight into one's own culture
- Multicultural theorists consider recognition of different cultural identities as first step towards recognition of specific needs of minorities.
- Multiculturalism argues different measures to ensure cultural diversity, for example, recognition and respect to cultures, different set of rights to minorities such as self-government rights and representation rights.

STOP TO CONSIDER

- Multiculturalism is a context or situation where all the different cultural or racial or

ethnic groups in a community have equal rights and opportunities, where every culture is equally valued. Multiculturalism can be described as a mixed ethnic community characterized by multiple cultures

- ‘Multiculturalism’ is the co-existence of different cultures, where culture includes racial, linguistic, religious, or cultural groups.
- The best example of the city where multiculturalism exists is New York.

3.4 Relationship between culture and personality

Under the study of culture, many a time, a generally aroused and discussed topic is on role of culture on personality. The discussion made till now on culture must have clarified your concept on it. We know that culture is an integral part of society. Society cannot exist without culture. In fact, it is the mirror of society. Both our individual and social life is influenced by culture. The psychological foundation course has must have given you the idea about one of the most important aspect of human life, i.e. personality. Culture and personality are interrelated. This interrelationship between these two is a much talked and discussed area by sociologists as well as educationist. As both these area come from different discipline, why the concept of “Personality” is attached to culture? Is Culture and personality correlated? If so how? The following discussion will answer to this question.

There exists intimate relationship between culture and personality. Culture plays a pivotal role in shaping the personality of an individual. Culture, as you have come to know from earlier discussion, connotes everything that is acquired by the individual as social beings. Again, the personality of an individual is the combination of all the socio-cultural, psychological characteristics. Thus, it can be said that the personality of an individual is the product of the culture, because it refers to the ‘whole’ of an individual. This ‘whole’ includes all physical and psychological characteristics of individual. This includes the way or lifestyles of people which is the ‘culture’ itself. Personality is the social heritage of the individual. In any particular society, every individual becomes conscious of its total social heritage and whatever he experiences and understands as a unity in such heritage expresses itself as his ‘personality’. Personality is much wider than that of individual or individuality; it explains, first, the social heritage of the individual and, secondly, the very aggregate or substance of his psychological processes.

The role of Culture in framing the personality of an individual can be presented as follows—

- In their view of psychologists, the basic personality type found among most of the members of a particular society is the result of the culturally similar early childhood experiences, and they are not of instincts or inherent 'drives'. The child is not born in a vacuum but in a cultural context which affects his mental make-up, habits and attitudes.
- The environmental characteristics including those of physical environment or the material culture including-house, neighbors, school and psychological environment or the non-material culture including the belief, tradition, custom determine the personality of the individual to a great extent.
- The habits and attitudes of children which shape their personality is the result of their cultural context.
- The culture of the particular age is reflected in its arts, music and other recreational activities which have great significance on the personality of the individual of that age.
- The culture of a society always changes with the changes of time. These changes influence their attitude, expectation of the individual which determines their personality.
- Culture influences the values, ideals and philosophy of life of individual, which itself is the culture. This philosophy directs, mold and control the life of people, influencing their personality.
- One of the most crucial determinants of personality is social structure which is formed and regulated by the cultural environment.
- The cultural ideals, values and patterns of a society determine the educational pattern which is again one of the key determinants of personality.
- Culture helps the individual in refining the physical, intellectual and moral aspects of one's personality.
- The various cultural activities provide the children with the platform for refinement of their innate potentialities leading to self-development.
- The social heritage acquired by the individual from their ancestors' i.e the culture determines their social behaviour which is one of the integral aspects of personality.
- As the child grows up into the consciousness of 'self in society, he develops that 'self in the context of the culture that the society possesses and it necessarily follows that the processes that begin with the consciousness of the 'self and culminate in the power of the 'self' to exercise control over it in terms of the demands of its society.

Thus the above discussion reveals that Culture plays a crucial role in the determination of personality. It is the culture which provides individual the context for molding a desirable personality. As and when, an individual is consciously introduced to his culture, he becomes socialized, and he becomes aware of his obligations towards society. An individual may be socialized by being introduced to his social environment, which may mean either that he has been made aware of his culture or that he has developed his individual reflexes towards his culture.

Check Your Progress

Question 1: What is Multiculturalism?

Question 3: Fill in the blank-

Multiculturalism is also known as.....

Question 4: State two nature of multiculturalism

Question 5: Briefly state how culture shapes personality.

Self-Asking Question

1. Discuss briefly the interrelationship between culture and personality.

3.5 Concept of Cultural Change

We know that culture is dynamic in nature and thus it undergoes through changes. Again, it is a continuous and cumulative process. So, it modifies the changes and adopts which is best for it. As such it can be remarked that whenever a change takes place in the context of culture, it is known as *cultural change*. It is a concept that denotes some internal and external factors leading to change in the cultural pattern of societies. In the words of **Kingsley Davis**, the cultural change is that which “embraces all changes occurring in any branch of culture including art, science, technology, philosophy etc. as well as changes in the forms and rules of social organization.” Thus, we can say whenever there is a change in the dominion of culture, it is known as cultural change. It causes through inventions, advancement of science and technology, knowledge explosion, changing concepts of societies and values, new forms of music, arts and crafts, change in thoughts etc. This change may include both material and non-material culture. It

is important to mention here that change in any aspect of culture affects it as a whole, because culture is integrated by nature.

Again, in the word of **David Dressler** and **Donald Carns**, “ Cultural changes is the modification or dis-continuance of existing ‘tried’ and ‘tested’ procedures transmitted to us from the culture of the past, as well as the introduction of new procedures”.

Briefly, it indicates to any change that takes place in the realm of culture. For example, invention and popularization of the automobile, the addition of new words to our language, changing concepts of property and mortality, new forms of music, art or dance, new styles in architecture and sculpture, new rules of grammar or meter, the general trend towards sex equality, etc., all represent cultural changes. Nearly all important changes involve both social and cultural, material and non-material aspects.

All cultures change, although they do so in different ways and at different rates. Culture is normally regarded as conservative, especially in its non –material aspects. For example, people are reluctant to give up old values, customs and beliefs in favour of new ones. Changes in one area of culture affect in some way or the other, some other parts of culture. This is so because culture is strongly integrated. Further, one change may lead to another. Some of the basic changes, for example, the ways in which a society earns its living or conducts its economic activity and exploits the environment, can affect almost all the other cultural elements.

3.5.1 Nature of Cultural Change

On the basis of the above concept and definitions, the following characteristics of cultural change can be derived-

- ✓ Changes in the culture of society is called cultural change.
- ✓ Cultural change is a concept that denotes some internal and external factors leading to change in the cultural pattern of societies.
- ✓ Sources of Cultural Change are- Discovery, Invention, Diffusion, Acculturation and Assimilation.
- ✓ When new things are added to material culture every day, and they affect nonmaterial culture as well, it leads to cultural change.
- ✓ It is a change that occurs over time to the shared way of life of a group.
- ✓ It emerges with the experiences of the society, traditional culture, organization, super culture or sub-culture.
- ✓ It is the reconstruction of the cultural concept of a society.

- ✓ It places stress on the social and cultural capital determinants of decision making and the manner in which these interact with other factors.
- ✓ Changes in one area of culture affect in some way or the other, some other parts of culture.
- ✓ Change in any aspect of culture affects it as a whole, because culture is integrated by nature.
- ✓ It is widely observed that even if the people accept the new customs and practices, they do not completely abandon their traditional culture

STOP TO CONSIDER

Sources of Cultural Change are- Discovery, Invention, Diffusion, Acculturation and Assimilation

3.5.2 Factors of Cultural Change

Culture is evolving concept, so it goes on changing. But, it is essential for all of us to know the factors or causes that leads to cultural change. David dressler and Donald Carns have made the following observations with regard to the causes of cultural change.

- **Confrontation with existing culture:** Sometimes members of a society are often confronted by customs that differ from those which they have learnt to accept. In such a situation they adopt some of the new custom, reject others, and follow modified versions of still others. This might called be cultural eclecticism.
- **Flexibility with new customs:** New customs and practices are likely to be more readily adopted under two conditions- (i) if they represent what is viewed as socially desirable and useful, and (ii) if they do not clash with pre-existed and still valued customs and practices.
- **Superimposition of culture:** Changes in culture are always superimposed on existing culture especially during culture contact.
- **Relative:**Changes in culture are always relative. We do not have a “changed” culture but only a “changing culture”. Cultural changes normally emerge gradually but continuously. Hence we find a co-existence of old and new customs in the same society.
- **Essence of particular culture:**All the cultural changes are not equally important. Some changes are introduced to culture because they are considered necessary for human survival. Some other changes are accepted in order to satisfy socially acquired needs not essential for survival.Still it could be observed that some cultural changes originally meet

neither a “survival need” nor an “acquired need” of people. Example: New ways of disposing of the dead. It is a fact of common observation that crisis, they tend to persist. Example: women were accepted in defense industry during the Second World War, and even now they continue to be there.

- **Cumulative:** Cultural change is cumulative in its total effect. Much is added and little is lost. Its growth is like the growth of a tree that ever expands but only loses its leaves, sometimes its limbs from time to time, as long as it survives.
- **Social Necessity:** Cultural Change leads to chain reaction. Whenever a change is incorporated into the culture and becomes defined as a ‘Social necessity’. New needs emerge, generating the desire for still further changes to complement or supplement the original change.

Besides these causes, some of the other factors responsible for cultural changes are-

- **Invention:** the process of creating new cultural elements has given us the telephone, the airplane and the computer and many more. Each of these elements of material culture has had a tremendous impact on our way of life.
- **Discovery:** It is another cause of cultural change which involves recognizing and understanding more fully something already in existence perhaps a distant star or the foods of another culture or women's political leadership skills.
- **Diffusion:** It indicates the spread of cultural traits from one society to another. Because new information technology sends information around the globe in seconds which leads to cultural diffusion.
- **Contact:** The contact between two societies generally leads to change the culture of both the societies through the process of “cultural diffusion” and “acculturation”.
- **The geographical and ecological factor:** The geographical and ecological factor which is a natural or a physical factor is also responsible for cultural change. The climate or rainfall, attitude of the place, closeness to the sea decides the culture and lifestyle of the people. Any change in the physical features will automatically lead to a change in their culture, habits and way of living.

Check Your Progress

Question 5: What is cultural change?

Question 6: State the definition **Kingsley Davis** of on cultural change.

Question 7: State two nature of cultural changes.

Question 8: State some factors of cultural changes.

Self-Asking Question

1. Discuss two common factors of cultural change.

3.6 Summing up

Coming to the last part of this unit, it can be said that this unit has tried to familiarize you with the concept of multiculturalism, role of culture on personality and one of the significant area of culture i.e. cultural change.. Thus we can summarize the unit as-

- Multiculturalism is a context or situation where all the different cultural or racial or ethnic groups in a community have equal rights and opportunities, where every culture is equally valued.
- Regarding multiculturalism, Charles Taylor remarked that if we cannot contribute to our inheritance we must at least ensure that diversity that exists survives and does not perish. Multiculturalism advocates that the presence of several cultures contributes to the "overall" richness of society.
- Some of the nature of multiculturalism are- Multiculturalism begins with the assumption that minority cultural groups are disadvantaged in relation to majority and it is the collaboration of different ethnic or cultural groups. In the context of multiculturalism different cultures get a collective identity without sacrificing their particular identity.
- There exists an intimate relationship between culture and personality. Culture plays a pivotal role in shaping the personality of an individual.
- Personality is the social heritage of the individual. In any particular society, every individual becomes conscious of its total social heritage and whatever he experiences and understands as a unity in such heritage expresses itself as his 'personality'.
- Cultural change is a concept that denotes some internal and external factors leading to change in the cultural pattern of societies.
- In the words of Kingsley Davis, the cultural change is that which "embraces all changes occurring in any branch of culture including art, science, technology, philosophy etc. as well as changes in the forms and rules of social organization."
- Factors of Cultural Change are- Confrontation with existing culture, Flexibility with new customs, Diffusion etc.

3.7 References and Suggested Readings

1. C.N. Shankar Rao: *"Sociology-Principles of sociology with an introduction to social thought"*

2. Dash B.N(2006): “*Education and Society*”, Dominant Publishers, New Delhi.
3. Mahanta N.N(2013): “*Foundation of Education*” Mani Manik Prakash, Guwahati
4. Rai Rumina(2007): *Introduction to Sociology*, Himalaya Publishing House.
5. Ravi. S.Samuel(2015): *Education in Emerging India*, PHI learning private Limited, Delhi

3.8 Model Questions

1. What is your perception on multiculturalism?
2. How would you co-relate culture and personality?
3. What is meant by cultural change according to your view?
4. Do you support cultural change? If yes, justify your view.
5. Discuss the causes that leads to cultural changes in society

3.9 Answer to check your progress/Possible Answers to SAQ

Answer to question 1:

Multiculturalism is a context or situation where all the different cultural or racial or ethnic groups in a community have equal rights and opportunities, where every culture is equally valued.

Answer to question 2:

Multiculturalism is also known as ‘ethnic pluralism’

Answer to question 3:

Two nature of multiculturalism are-

- Multiculturalism begins with the assumption that minority cultural groups are disadvantaged in relation to majority.
- It is the collaboration of different ethnic or cultural group. In the context of multiculturalism different culture get a collective identity without sacrificing their particular identity.

Answer to question 4:

Personality is the social heritage of the individual. In any particular society, every individual becomes conscious of its total social heritage and whatever he experiences and understands as a unity in such heritage expresses itself as his ‘personality’. As such we can say that culture plays a significant role in shaping personality of an individual.

Answer to question 5:

Whenever a change takes place in the context of culture, it is known as *cultural change*. It is a concept that denotes some internal and external factors leading to change in the cultural pattern of societies.

Answer to question 6:

In the words of **Kingsley Davis**, the cultural change is that which “embraces all changes occurring in any branch of culture including art, science, technology, philosophy etc. as well as changes in the forms and rules of social organization.”

Answer to question 7:

Two nature of cultural changes are-

- ✓ Changes in the culture of society is called cultural change.
- ✓ Cultural change is a concept that denotes some internal and external factors leading to change in the cultural pattern of societies

Answer to question 8:

Some factors of cultural changes are-

- Confrontation with existing culture, Flexibility with new customs, Diffusion etc.

Answer to SAQ 1:

The interrelationship between culture and personality can be elaborated as-

- In their view of psychologists, the basic personality type found among most of the members of a particular society is the result of the culturally similar early childhood experiences, and they are not of instincts or inherent ‘drives’. The child is not born in a vacuum but in a cultural context which affects his mental make-up, habits and attitudes.
- The environmental characteristics including those of physical environment or the material culture including-house, neighbors, school and psychological environment or the non-material culture including the belief, tradition, custom determine the personality of the individual to a great extent.
- The habits and attitudes of children which shape their personality is the result of their cultural context.

Answer to SAQ 2:

Two common causes of cultural change can be discussed as-

- **Diffusion:** It indicates the spread of cultural traits from one society to another. Because new information technology sends information around the globe in seconds which leads to cultural diffusion.
- **Contact:** The contact between two societies generally leads to change the culture of both the societies through the process of “cultural diffusion” and “acculturation”.
- **The geographical and ecological factor:** The geographical and ecological factor which is a natural or a physical factor is also responsible for cultural change. The climate or rainfall, attitude of the place, closeness to the sea decides the culture and lifestyle of the people. Any change in the physical features will automatically lead to a change in their culture, habits and way of living.

BLOCK- II CULTURE

UNIT- 4: SOCIAL CHANGE

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4.9 Model Questions

4.10 Answer to check your progress/Possible Answers to SAQ

4.1 Introduction

The meaning of change is known to all. No one of us want to be same always. It is natural, weather in men or any process or system associated with the lives of men. We can witness no. of changes in the norms, tradition, dressing sense, marriage system prevalent in the society. Society is dynamic, it keeps changing. The life-style one used to follow earlier has drastically changed. This is the result of change. The changes brought to society is simply known as social change. This is one of the most discussed and researched area under sociology of education. Here this

unit will concentrate on the concept, nature and the factors responsible to bring changes in the society. Moreover, various theories of social change and role of education in the arena of socio-cultural change will be covered.

4.2 Objectives

After going through this unit you will be able to-

- *grasp* the concept and nature of social change
- *list out* the causes of social change
- *explain* different theories of social change
- *realize* the role of education in bringing socio-cultural changes

4.3 Concept and Nature of Social Change

When individuals come into contact and interact with other people or environment besides the usual surroundings, change takes place. Individuals do not interact in the same way in two different occasions. In each new human relationship there is some novelty, some change. *The change in social setting may be termed as social change.* Change reflects the dynamic nature of the society. Thus the term 'social change' is used to indicate the changes that take place in the society due to human interaction. Society is a "Web of social relationship" and hence "social change" which obviously means a change in the system of social relationship.

According to **MacIver and Page** "social change refers to a process responsive to many types of changes, to change in the manmade conditions of life, to change in the attitudes and beliefs of men, and to the change that goes beyond the human control to the biological and physical nature of things." This means social change takes place everywhere, some changes are manmade and in some changes man has no control.

Again, **Greth and Mill** said "By social change we refer to whatever may happen in the course of time to the roles. The institution or the orders comprising a social structure, their emergence, growth and decline." So it appears that time plays a very important role in the process of change. Besides change takes place in both directions— i.e. in growing and in declining direction.

According to **M.E. Jones**, "Social change is a term used to describe variations in or modification of, any aspects of social processes, social patterns, social interactions or social organizations," so social change means variation or modification. This modification takes place in all social aspects i.e. in process, patterns and interactions or organization.

In the words of **Ginsbert** "By social change, I understand a change in social structure e.g. the size of the society, the composition or balance of its parts or types of its organization."

During social change status of people also changes. People takes different position according to the need of the hour.

Social change may take place both in structure and in function. Change in social structure takes place at a slower pace than change in function. When the entire structure of the society or any organization changed by religious or political or any kind of national revolution, it is called **structural change**. When change takes place in man's dress, behaviour, ways of living, food habit due to educational or cultural impact it is called **functional change**.

Many sociologists identify social change with cultural change. **Dowson and Getty** have said, "Cultural change is social change since all culture is social in its origin, meaning and usages.

Society can be divided into two types (i) Open society and (ii) Closed society. The rate of change also depends upon the types. Open society is a dynamic society. Here change in structure takes place rapidly. Along with the change in structure the role and status also fluctuates. The change can be measured. Some such changes are— place of residence, employment, educational attainment, occupation, level of income etc.

Closed society is static in nature. Here roles and status remain substantially same from generation to generation.

Nature and Characteristics of Social Change

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

1. Social change is a continuous process. The pace of change may be rapid or slow but it cannot be stopped. The present state of the society is the outcome of change.
2. Change does not take place in vacuum. It works in and through a medium. Here the medium is environment i.e. social change takes place in geographic, or physical and cultural context.
3. Social change means human change.
4. Change takes place in attitude, behaviour, interest etc. People affect change and themselves affected by the change. From this point of view change is very important both for man and the society.
5. Social change is the result of a number of factors. Though the change is initiated by a single factor at the later stage a number of factors are associated with the process. These factors can be named as social, cultural, biological, physical, scientific and technological. This shows the mutual interdependence of the social system.
5. Social change acts in a chain system. Change in one aspect leads to a series of changes in other aspects. For example, change in the status and privilege of women in the society resulted in a series of changes in home, family relation, structure, economic status, political rights etc.

6. Social change may take place both in planned and unplanned way. The changes that triggered by human efforts are planned change. On the other hand change caused by natural calamities such as flood, earthquake, volcanic eruption are unplanned change.
7. All social changes are not of same nature. Some changes may bring immediate results while other may take years together to produce results.

4.4 Factors and causes of Social Change

The above discussion must have clarified your concept regarding social change. But, it is very much essential to identify the factors or causes that leads to social change. The following discussion will help you in this regard. Society is in a state of continuous change. Various factors, both internal and external acts as catalyst to effect change. These factors can be classified as physical, biological, cultural and technological. These are regarded as the potential factors of social change.

○ Physical factors of Social Change

Physical factors include everything that are on the surface and beneath the earth. These includes surface of the earth, mountains, rivers, seas and oceans, plants and animals, mineral etc. All these have profound influence on the life of human beings and society. Social change is sometime conditioned by physical factors. Rate and direction of social change depends to a great extent upon physical factors. For example, the rate and direction of social changes in the polar region and desert are at slow pace than other regions.

○ Biological factors of Social change

Biological factors also contribute to social change. Plants and animals constitute man's non-human environment. Man depends upon plants and animals to meet their basic needs such as food, shelter and clothing. Biological factors also influence in determining the numbers, the composition, birth and death rate, fertility rate, and the heredity quality of the successive generations. In animal as well as in plant kingdom heredity is the cause of variation. Biological factors like the size and composition of population produce social change. High birth and dearth of means of livelihood compels people to migrate from village to towns and cities and thus causing change in both places. Hence the increase or decrease rate in population, change in the ratio of man and woman, change in death and birth rate affect the social system.

○ Cultural factors

Cultural factors is also very much influencing in bringing social change. Culture of a society includes customs, traditions, values, beliefs, ideas and ideologies, morals, manners, folk ways and mores, institutions etc. Ideas and ideals, ideologies and philosophies change with time and in turn initiate change in the social order. Cultural change involves social change because culture

and society are closely related. Culture gives speed and direction to social change. Man's ways of behaving, living, thinking and acting are very much influenced by the change in social values. Culture is not static, it is dynamic. It undergoes changes due to a number of factors such as immigration, foreign invasion, international trade and contacts, exchange of cultural delegations, foreign rule and more recently by globalization. Culture not merely responds to the outside influence but it also acts as force to direct social change. Culture gives cues and direction to social behaviour. Culture cannot remain constant and it can never develop in isolation. In the process of social change culture brings change in social order.

○ **Technological Factor**

Technology is the result of human efforts. Technological factors have profound influence on the life of individual and society. Technology wants to make human life comfortable by meeting its needs and satisfying its wants. As a result technology changes the life style of an individual. When scientific knowledge is applied to the problems of human life it becomes technology. In the present era technology is fast growing. By utilizing goods produced by technology man evokes social change. A single technological invention, may have a number of social effects. Television for example, has influenced our mode of entertainment, education, policies, lifestyle, dress, food habits, sports, literatures, attitude, knowledge etc. which in turn change the social order.

Causes of Social Change

Besides these factors, sociologists have identified some of the causes of social change that can be discussed under different heading. Social change is a complex phenomenon. Owing its complexity it is not possible to single out a cause of social change. Several factors or causes come together to produce some result.

Harry M. Johnson classified the causes of social change into three types

- (i) Causes of social change are inherent either in social system in general or a particular kind of social system,
- (ii) Impact from the social environment of the social system and
- (iii) Social change may also be due to the impact from the nonsocial environment.

According to him these factors combine in various ways and one change may lead to a series of change.

Internal Causes of Social Change

1. Conflict and Strain: In all social systems conflict of interests and views are always present. No society is free from conflict. Any attempt to solve conflict requires some kind of compromise. This brings some changes in the society.

2. Social problems: Societies are over burdened with a number of problems such as caste, prejudices, juvenile delinquency, unemployment, poverty, beggary, economic disparity, encroachment, clearance of slum areas etc. An effort to solve these problems sometime creates

conflict. Any effort to resolve these conflicts often requires change of attitudes, value system, moral system, which ultimately brings some changes in the society.

3. Revolution: Intense conflict and strain sometimes leads to revolutions. These revolutions brings social changes. Revolution may take place in different fronts e.g. political, economic, social etc. Green revolution has made a noticeable contribution in the economic front of India which ultimately contributed to social change.

Check Your Progress

Question 1: What is social change?

Question 2: State the definition of social change as given by Maclver and Page.

Question 3: What is structural change?

Question 4: State two characteristics of social change.

Question 5: What are the biological factors of social Change?

Self-Asking Question

1. Discuss the internal causes of social changes.

4.5 Theories of Social Change

The major sociological theories of change can be classified in various ways. Among them the most significant are those of Comte, Spencer, **Hobhouse and Marx**, Spengler, Pareto, and Sorokin. In this unit, we shall try to cover a few of the theories of social change in terms of-

- A. **Evolutionary Theory**
- B. **Cyclical Theory**
- C. **Functionalists Theory**
- D. **Conflict Theory**

All these theories will be discussed in detail under the following sub-sections.

4.5.1 Evolutionary Theories

The notion of social evolution was taken from the theories of biological evolution. Spencer propounded an analogy between social and organic growth and between society and an organization. The theories of social evolution are composed of one or more of the following principles –change, order, direction, progress and perfectibility. The principle of change states that the present system is the outcome, of more or less continuous modification from its original state. Some evolutionists add to the principles of change the notion that change must have an order.

Other evolutionists combine the principles of change and order with the principle of direction, thereby suggesting that there is a natural linear order of change in a social system. ***The evolutionary process of change implies, that every society goes through distinctive and successive states of existence and orientation.*** Comte, for instance, proposed a directional theory of society. He suggested that a society evolves from a theological orientation, to a metaphysical orientation to a positivistic orientation. **Durkheim** classified societies into simple societies united by similarity of their members he called mechanical solidarity and complex societies based on specialization and functional interdependence of members what he called organic solidarity. This also suggests a directional evolutionary pattern.

It has been pointed out that it is sometimes difficult in evolutionary theory, to differentiate simple direction from progress. The common theme in much of the evolutionary literature is that society's progress over time, to a point where they industrialize and develop in the path and manner of western nations.

4.5.2 Cyclical Theories

Another theory of social change is cyclic theory. The basic premise of the cyclical theories is that cultures and civilizations pass through stages of change, starting and often ending with the same stage. This passing through stages is called a cycle. The cycle when completed, repeats itself over and over again. The ancient civilizations in Greece, China and India for instance, can be explained by the principle of cycles.

Some cyclical theorists are pessimistic in that they think that decay is inevitable. Oswald **Spengler (1945)** believed that every society is born, matures, decays and eventually dies. The Roman Empire rose to power and then gradually collapsed. The British Empire grew strong, and then deteriorated. Spengler believed that social change may take the form of progress or of decay, but that no society lives forever. **Pareto (1916)** presented in his theory of the circulation of elites, an interpretation of history according to which social change is brought about, by the

struggle between groups for political power. His theory was inadequate in that it was based on a limited instance of the circulation of elites in ancient Rome. His conception of political change ignored the growth of democratic government in modern times.

More recently **Sorokin (1975)** has presented theories which have some features of the cyclical perspective. Sorokin's theory is based on the principle of immanent socio-cultural change. This implies that any socio-cultural system i.e. society and civilization alters by virtue of its own forces and properties. This principle is interlinked to another principle, namely, the principle of limited possibilities of change. There is a limit to the number of alterations that can develop in a system. For example, there is a limit to the new forms of change, and to new patterns of behavior, that can emerge in a society. The system simply runs out of combinations in due time. If it does not die, it eventually starts running through the changes again. Thus, there is "recurrence" or "rhythm" in the histories of socio-cultural systems.

Sorokin also makes a distinction between *three broad types of culture-ideational, idealist and sensate*-which he conceives as succeeding each other in cycles, in the history of societies. Ideational culture is spiritualistic, mystical and indeterminate. Sensate culture is the realm of science and of direct sensory experiences. Idealistic culture has certain characteristic of both the ideational and sensate cultures. Sorokin's work is especially noteworthy not only because it contains a mass of historical analogies and comments on particular social transformations, but also because it saw societies as 'changing' rather than necessarily progressing or decaying

4.5.3 Functionalists Theories

Structural functional theories has its roots in the work of the early sociologists especially Durkheim and Weber. Among contemporary scholars it is most closely associated with the work of Parsons.

Structural functionalists believe that society like the human body, is a balanced system. Each institution serves a function in maintaining society. When events outside or inside the society, disrupt the social order, social institutions make adjustments to restore stability. They also argue that change generally occurs in a gradual, adjusted fashion and not in a sudden violent, radical fashion. Even changes which appear to be drastic, have not been able to make a great or lasting impact on the core elements, of the social and cultural systems. Change according to them comes from basically three sources:

- Adjustment of the system to exogenous change e.g. war, conquests
- Growth through structural and functional differentiation e.g. changes in the size of population through births and deaths
- Innovations by members of groups within society e.g. inventions and discovery in a society.

The most important and basic factor making for social integration and stability, according to this school of thought, is value consensus.

Critics have pointed out that the amount and kind of changes that can be explained, with the help of the structural functionalist perspective is limited. This view neglects revolutionary changes which are profound and sudden. It also overlooks the possibility of a society going through long periods of malintegration, as during times of economic recession.

4.5.4 Conflict Theories

The conflict theory takes the principle of dialectic or opposites as central to social life. Conflict theory also has its origins in early sociology, especially in the works of Marx. Conflict theorists do not assume that societies smoothly evolve to higher or complex levels. According to this theory, every pattern of action, belief and interaction tends to generate an opposing reaction. Modern life is full of examples. The legalization of abortion has provoked the anti-abortion movement. The feminist movement has stimulated a reaction from men and women. The liberalization of sexual mores has led to open denunciation. The basic premise is that one of the outcomes of conflict among groups is social change. The greatest limitation of this approach is that it lays too much emphasis on conflict, as the most important factor of change.

In more recent sociological writing, there is yet another perspective of social change called the ‘development perspective’. The development perspective grew from three main sources of-

- From the study of economic growth, economists and to a great extent other social scientists, view quantitative growth in the economic sphere of life, as an important indicator of a country’s progress. For example, they point out that a country’s prosperity can be measured in terms of GNP (Gross National Product) or per capita income.
- From the categorization of all societies into technologically advanced, and less technologically advanced. Sometimes, the emphasis is on industrialization and consequently societies that are highly industrialized, are seen to be more developed than societies which are basically agricultural.
- From the comparison of the capitalist countries with the socialist or communist countries.

Many social scientists have compared the socialist economy and social organization with Western capitalist economy and organization. The development approach to social change, brought into sharp focus, the need for formulating a broad comparative perspective, which would take into account the complex and diverse relationships between developing countries, between technologically advanced countries, and between technologically advanced countries and developing nations.

Thus, it can be said from the above discussion of the various perspective that no single theory can account for the complexity of social change.

Check Your Progress

Question 6: What is the idea of evolutionary theories regarding social change?

Question 7: Fill in the blank

Structural functional theories has its roots in the work of the early sociologists especially -----

Question 8: What is the principle of conflict theorists?

4.6 Education as an Instrument of Socio Cultural Change

Education is considered as one of the powerful instrument of bringing socio-cultural changes. Before going to reflect on the role of education in socio cultural change, let's focus on how education and social change is interrelated.

Education and Social change:

Education is regarded as an important and powerful instrument of social change and development. Education not only brings change in the society but also help in the process of modernization. Education initiates social change by changing the attitude and outlook of people of the society. Education also brings changes in pattern of social relationship and thereby brings change in the society. Education also brings changes in the life and life style of the receiver and ultimately contributes to social change.

In ancient time education was not regarded as an instrument of social change rather a means of social control. At that time the duty of the school was to transmit a way of life to student. But in recent years the attitude has changed considerably so the duty of the school is to impart practical knowledge. Such as knowledge about science, technology and other types of specialized knowledge. In ancient time Indian education was always related with religion. As the people are not free and allowed to question the dogmas of religion the role of education as an instrument of social change was negligible. Modern education is secular. It is independent of religious control. Instead of transmitting the way of life to the younger generation as in the past the chief objective of education is to prepare the way for the development of science and technology.

In recent years man's life has remarkably changed as a result of education. Education not only enables an individual to participate effectively in the society but it also contributes for the progress and development of the society. Modern education by affecting the age old customs and traditions, manners and morals, folkways and mores, religious beliefs has changed the attitude and outlook of people. It has widen the vision and narrow outlook and remove prejudice, superstition and unnecessary and unreasoned fears.

Change does not take place with equal rate and speed in all areas of life. Generally change takes place at faster rate in material culture than in non-material culture. In this context it should be noted that education alone cannot be used as an instrument to bring social change. Because education always operates in context with other social institutions and is constrained by them.

Different category and level of education do not provide the same competency to bring social change. In developing countries where most of the people are illiterate, primary education enables them to do things which were not possible before that. Literacy helps people to read, write and count. No one can deny that education plays an important role in the process of social change. So it is now widely accepted that utmost importance should be attached to education so that the process can dedicate itself to perform the task of social change. The role of education as an agent or instrument of social change and development is widely recognized today. It can bring about a change in the pattern of social relationship and thereby it may cause changes. Education can initiate social change by bringing about a change in the outlook and attitude of man.

Education and Socio Cultural Change:

As we know that change is natural. Everything is changing. It can be considered as the law of nature. To follow the rate of change of time, changes must be brought to the context where people live, experience and share their lives. One cannot live with the old traditions, custom which don't have prevalence in the changed time. Changes must be brought to society, to the context of life i.e. the culture. Society and culture are the two sides of the same coin. Changes in one aspects leads to the changes in the other. There are many factors which are responsible for bringing changes in society. But; Education is one of the pivotal factors. Education is the power of knowledge. It is considered as the instrument of socio-cultural changes. It can initiate social change by bringing changes in the attitudes of man.

The role of education in bringing social –cultural change can be presented in the form of following points-

- Educational helps in removing the social evils like early marriage, child labour, dowry system, drug-addiction by creating awareness among them. Thus lead the society towards progress.
- Education plays vital role in making people alert about rapid growth of population which creates a large number of problems in the country. Education hence helps in controlling the rapid growth of population by its educational plans and programmes.

- The role of education has another point of significance in terms of the social upliftment as it helps the individual to develop their personality, determined by the culture of the very society in which he grows.
- Education has created much significance to a radical improvement in the status of women. Modern educated women no more tolerate the double standard of morality. Particularly mass education in civilized societies has fostered the sense and feeling of equality.
- Modern Education has changed our traditional attitude and outlook. It has affected our customs and traditions, manners and made a better society with the cultural heritage which is transmitted to him from his parents and fore-fathers by education.
- Education as an instrument of social change not only helps in the growth of a scientific spirit in the younger generation but also paved the way for helping in the advancement of technology and industry.
- Education plays a great role in getting occupations which one is the key determinants of general social status.
- Education increases political awareness among people. This would bring about wider political changes with the increased organized participation of people in national politics. This will help in removing the democratic violence, caste, discrimination among people.
- Education has to be given right direction for pleasure and satisfaction by utilizing progress and development. Its aims are to be determined and representation of the society have to come for performing this task.
- Education provides opportunities to the people to educate themselves by removing darkness and ignorance from their mind. It widens people's vision and removed narrowness. Higher education has brought about more refined behaviour
- Education enables the youth of the society to invest their learning for economic efficiency.
- Education is the means which makes people aware of different socio-cultural issues
- It widens people's vision towards life, their way of living.
- It is the agent which fosters the sense and feeling of equalization in culture
- It teaches people to tolerate and give respect to individuality and culture of others.
- It enables people to visualize life from a more scientific perspective.

Self-Asking Question

2. Discuss how education and social change are interrelated.

4.7 Summing up

Coming to the last part of this unit, it can be said that this unit has tried to familiarize you with the concept of social change, different theories of social change and how education plays an important role in socio-cultural changes. Thus we can summarize the unit as-

- The change in social setting may be termed as social change. Change reflects the dynamic nature of the society.
- Society is a "Web of social relationship" and hence "social change" which obviously means a change in the system of social relationship.
- In the words of **Ginsbert** "By social change, I understand a change in social structure e.g. the size of the society, the composition or balance of its parts or types of its organization."
- Society can be divided into two types (i) Open society and (ii) Closed society. The rate of change also depends upon the types.
- Social change means human change.
- Factors of Social Changes includes- Physical factors, Biological factors, Cultural factors etc.
- Some of the internal Causes of Social Change are- Conflict and Strain, Social problems, Revolution etc.
- The major sociological theories of change can be classified in various ways. Among them the most significant are those of Comte, Spencer, Hobhouse and Marx, Spengler, Pareto, and Sorokin.
- The evolutionary process of change implies, that every society goes through distinctive and successive states of existence and orientation.
- The basic premise of the cyclical theories is that cultures and civilizations pass through stages of change, starting and often ending with the same stage. This passing through stages is called a cycle.
- Structural functionalists believe that society like the human body, is a balanced system. Each institution serves a function in maintaining society.
- According to conflict theorists, every pattern of action, belief and interaction tends to generate an opposing reaction. Conflict theorists do not assume that societies smoothly evolve to higher or complex levels.
- Education is regarded as an important and powerful instrument of social change and development. Education not only brings change in the society but also help in the process of modernization.
- Society and culture are the two sides of the same coin. Changes in one aspects leads to the changes in the other. There are many factors which are responsible for bringing changes in society. But; Education is one of the pivotal factors.

4.8 References and Suggested Readings

1. C.N. Shankar Rao: "*Sociology-Principles of sociology with an introduction to social thought*"
2. Dash B.N(2006): "*Education and Society*", Dominant Publishers, New Delhi.

3. Mahanta N.N(2013): *"Foundation of Education"* Mani Manik Prakash, Guwahati
4. Rai Rumina(2007): *Introduction to Sociology*, Himalaya Publishing House.
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4.9 Model Questions

1. What is your understanding about social change?
2. What are the factors responsible for social change?
3. Differentiate between social change and cultural change.
4. Discuss the theories of social change with its relevance.
5. Explain how education play the pivotal role in socio-cultural changes.

4.10 Answer to check your progress/Possible Answers to SAQ

Answer to question 1:

Thus the term 'social change' is used to indicate the changes that takes place in the society due to human interaction.

Answer to question 2:

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

Answer to question 3:

When the entire structure of the society or any organization changed by religious or political or any kind of national revolution, it is called structural change.

Answer to question 4:

Two characteristics of social change are-

1. Social change is a continuous process. The pace of change may be rapid or slow but it cannot be stopped. The present state of the society is the outcome of change.

2. Change does not take place in vacuum. It works in and through a medium. Here the medium is environment i.e. social change takes place in geographic, or physical and cultural context.

Answer to question 5:

Biological factors also contribute to social change. Plants and animals constitute man's non-human environment. Man depends upon plants and animals to meet their basic needs such as food, shelter and clothing. Biological factors also influence in determining the numbers, the composition, birth and death rate, fertility rate, and the heredity quality of the successive generations. In animal as well as in plant kingdom heredity is the cause of variation.

Answer to question 6:

The evolutionary process of change implies, that every society goes through distinctive and successive states of existence and orientation.

Answer to question 7:

Structural functional theories has its roots in the work of the early sociologists especially Durkheim and Weber

Answer to question 8:

According to conflict theorists, every pattern of action, belief and interaction tends to generate an opposing reaction. Conflict theorists do not assume that societies smoothly evolve to higher or complex levels

Answer to SAQ 1:

Internal Causes of Social Change are-

1. Conflict and Strain: In all social systems conflict of interests and views are always present. No society is free from conflict. Any attempt to solve conflict requires some kind of compromise. This brings some changes in the society.

2. Social problems: Societies are over burdened with a number of problems such as caste, prejudices, juvenile delinquency, unemployment, poverty, beggary, economic disparity, encroachment, clearance of slum areas etc. An effort to solve these problems sometime creates conflict. Any effort to resolve these conflicts often requires change of attitudes, value system, moral system, which ultimately brings some changes in the society.

3. Revolution: Intense conflict and strain sometimes leads to revolutions. These revolutions brings social changes. Revolution may take place in different fronts e.g. political, economic, social etc. Green revolution has made a noticeable contribution in the economic front of India which ultimately contributed to social change.

Answer to SAQ 2:

Education is regarded as an important and powerful instrument of social change and development. Education not only brings change in the society but also help in the process of

modernization. Education initiates social change by changing the attitude and outlook of people of the society. Education also brings changes in pattern of social relationship and thereby brings change in the society. Education also brings changes in the life and life style of the receiver and ultimately contributes to social change. In recent years man's life has remarkably changed as a result of education. Education not only enables an individual to participate effectively in the society but it also contributes for the progress and development of the society. Modern education by affecting the age old customs and traditions, manners and morals, folkways and mores, religious beliefs has changed the attitude and outlook of people. It has widen the vision and narrow outlook and remove prejudice, superstition and unnecessary and unreasoned fears.

BLOCK III:
SOCIALIZATION AND SOCIAL
STRATIFICATION

Unit 1 : Concept, Nature and Stages of Socialization

Unit 2 : Agents of Socialization

Unit 3 : Concept, Nature and Types of Social Stratification
and Social Mobility

Unit 4 : Relationship of Education with Social Stratification
and Social Mobility

BLOCK- III SOCIALIZATION AND SOCIAL STRATIFICATION

UNIT-1

CONCEPT, NATURE AND STAGES OF SOCIALIZATION

Contents:

1.1 Introduction

1.2 Objectives

1.3 Concept of Socialization

1.3.1 Definition of Socialization

1.4 Nature and Characteristics of Socialization

1.4.1 Motivating factors involved in Socialization

1.5 Types of Socialization

1.6 Stages of Socialization

1.7 Summing up

1.8 References and Suggested Readings

1.9 Model Questions

1.10 Answer to check your progress/Possible Answers to SAQ

1.1 Introduction

The human infant comes into the world as biological organism with animal needs. He is gradually moulded into a social being and he learns social ways of acting and feeling through training and experiences received from the family and surroundings. This is a kind of social training. Without this process of moulding, the society could not continue itself, nor could culture exist, nor could individual become a person because, if an individual wants his existence in the society as a social being, he/she must behave according to the accepted norms of society. This process of moulding is called “Socialization”. The process of socialization is conditioned by culture. In this unit, we will basically deal with the concept and process of socialization and different types of social interaction.

1.2 Objectives

After going through this unit you will be able to

- *define* the term socialization
- *identify* the characteristics of socialization
- *explain* the process of socialization
- *explain* the various forms of social interaction.
- *know* the stages of socialization.

1.3 Concept of Socialization

Socialization is a process of making an individual social. In other words socialization is a process through which society develops an individual according to its ideals, beliefs and traditions and bestows recognition as social being. In short, the basis of socialization is interaction. In other words, socialization means that process through which an individual interacts with other individuals and learns social ideals, attitudes and patterns of behaviour. The individual, inspired by the ideals of social service and social welfare through interaction, makes himself well-adjusted with his family, neighbours and other social groups so that he himself becomes a true social being in the real sense of the term. In this way, the whole process of socialization falls within the scope of interaction or social action.

Human infants are born without any culture. They must be transformed by their parents, teachers, and others into cultural and socially adept animals. The general process of acquiring culture is referred to as socialization. Socialization is known as the process of inducting the individual into the social world. The term socialization refers to the process of interaction through which the growing individual learns the habits, attitudes, values and beliefs of the social group into which he has been born. As such it is the process by which human infants begin to acquire the skills necessary to perform as a functioning member of their society, and is the most influential learning process one can experience. Unlike many other living species, whose behavior is biologically set, human need social experiences to learn their culture and to survive. Many scientists say socialization essentially represents the whole process of learning throughout the life course and is a central influence on the behavior, beliefs, and actions of adults as well as of children.

Thus, it can be defined as a process with the help of which a living organism is changed into a social being. It is a process through which the younger generation learns the adult role which it has to play subsequently. It is a continuous process in the life of an individual and it continues from generation to generation. Socialization prepares people to participate in a social group by teaching them its norms and expectations. Socialization has **three primary goals**: teaching impulse control and developing a conscience, preparing people to perform certain social roles, and cultivating shared sources of meaning and value. Socialization is culturally specific, but this

does not mean certain cultures are better or worse than others. The process of learning one's culture and how to live within it.

Socialization is, thus, a process of cultural learning whereby a new person acquires necessary skills and education to play a regular part in a social system. The process is essentially the same in all societies, though institutional arrangements vary. The process continues throughout life as each new situation arises. It is the process of fitting individuals into particular forms of group life, transforming human organism into social being and transmitting established cultural traditions.

1.3.1 Definition of Socialization

Socialization, is a term used by sociologists, social psychologists, anthropologists, political scientists, and educationalists to refer to the lifelong process of inheriting and disseminating norms, customs, and ideologies, providing an individual with the skills and habits necessary for participating within their own society. Socialization is thus “the means by which social and cultural continuity are attained”. Many sociologists put their views on the process of socialization from their own perspectives. As such, you may find variation in the definitions of socialization. Some of them are mentioned here for your clear understanding of the very process-

W.F. Ogburn, “Socialization is the process by which the individual learns to conform to the norms of the group.”

MacIver: Socialization is the “process through which social being develops relationships and associate with each other.”

J.S. Ross: “Socialization is the development of we-feeling in associates and the growth in their capacity and will to act together.”

Peter Worsley explains socialization as the process of “transmission of culture, the process whereby men learn the rules and practices of social groups.”

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

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

Kimball Young writes, “Socialization will mean the process of inducting the individual into the social and cultural world; of making him a particular member in society and its various groups and inducting him to accept the norms and values of that society.... Socialization is definitely a matter of learning and not of biological inheritance.”

Arnett, outlined what he believes to be the three goals of socialization:

- impulse control and the development of a conscience
- role preparation and performance, including occupational roles, gender roles, and roles in institutions such as marriage and parenthood
- the cultivation of sources of meaning, or what is important, valued, and to be lived for

Every man tries to adjust himself to the condition and environment predominantly determined by the society of which he is a member. If he fails to do so, he becomes a social deviant and is brought back into line by the efforts of the group of which he is a member. This process of adjustment may be termed as socialization. It is the opposite of individualization. It is a process of the expansion of the self. It develops in him the community feeling.

STOP TO CONSIDER

Socialization is, thus, a process of cultural learning whereby a new person acquires necessary skills and education to play a regular part in a social system. The process continues throughout life as each new situation arises.

1.4 Nature and Characteristics of Socialization

The concept and definitions put forwarded by different sociologists enable us to derive some of the core characteristics of socialization. Some of the important are-

- **Socialization takes place formally and informally**

Formal socialization takes through direct instruction and education in schools and colleges. Family is, however, the primary and the most influential source of education. Children learn their language, customs, norms and values in the family.

- **Socialization is a continuous and gradual, rather than a salutatory process**

Socialization is a life-long process. It does not cease when a child becomes an adult. In nature we find that every species or organism follows a pattern of socialization. The same is the case with human beings. Socialization occurs in orderly manner and follows a certain sequence which, in general is the same for most children. The rate and speed of development may vary in individual cases.

- **Socialization is a product of interaction of the organism and its environment**

Socialization is a product of interaction of the organism and its environment. But it is not possible to indicate exactly in what proportion heredity and environment contribute to the individual Socialization. The two work hand in hand from the very conceptions. The environment bears upon the new organism from the beginning. Among, the environmental factors like nutrition, climate, the conditions in the home, the type of social organization in which individual move and live, the roles they have to play and other.

➤ **Socialization is a continuous process**

Socialization does not stop at any time. It continues from the moment of conception until the individual reaches maturity. It takes place at a slow or a rapid rate but at a regular pace rather than by leaps and bounds. There may be a break in the continuity of growth due to illness, starvation or malnutrition or other environmental factors or some abnormal conditions in the child's life.

➤ **Socialization is rapid if there is more humanity among the- agencies of socialization**

Socialization takes place rapidly if the agencies of socialization are more unanimous in their ideas and skills. When there is conflict between the ideas, examples and skills transmitted in home and those transmitted by school or peer, socialization of the individual tends to be slower and ineffective.

➤ **Socialization proceeds from general to specific responses**

It is observed that general activity always precedes specific activity. The early responses of the baby are very general in nature which is gradually replaced with specific ones. The earliest emotional responses of the new born are generally diffused excitement and this slowly gives way to specific emotional patterns of anger, joy, fear, etc. Babies wave their arms in general, random movements before they are capable of such specific responses as reaching for an object held before them.

➤ **Socialization involves change**

The human being is never static. From the moment of conception to the time of death, the person is undergoing changes. Nature shapes most clearly socialization through genetic programming that may determine whole sequences of later. It refers to a socialization progressive series of orderly coherent changes.

➤ **Socialization is often predictable**

Psychologists have observed that each phase has certain common socialization traits and characteristics. We have seen that the rate of for each child's social training is fairly constant.

The consequence is that it is possible for us to predict at an early age the range within which the child is likely to fall.

➤ **Socialization is unique**

Each child is a unique individual. No two children can be expected to behave or develop in an identical manner although they are of the same age or even from the same mother. For example, in the same class, a child who comes from a deprived environment cannot be expected to do as well in studies as a child of the same ability whose parents put high value on education and encourage the child to study.

➤ **Socialization is an individualized process**

We know that individual difference is a natural fact. These individual differences arise because each child is controlled by a unique combination of hereditary endowment and environmental factors. All children therefore do not reach the same point of at the same socialization age. It differs from child to child.

➤ **Socialization practices varied markedly from society to society**

The socialization practices are generally similar among people of the same society. This is not surprising since people from the same culture and community are likely to share core values and perceptions.

Check Your Progress

Question 1. What is your conception about socialization?

Question 2: What are the three goals of socialization?

Question 3. State the definition of socialization as given by Ogburn.

Question 4. Why is socialization considered as an individualized process?

1.4.1 Motivating factors involved in Socialization

There are some factors which are considered as motivating in the process of socialization. Following factors play motivating role in the process of socialization-

1. **Rear and Care:** Careful upbringing of the child is very helpful in the process of socialization.

2. **Sympathy and love:** Drastic changes can be brought in the child by sympathy and love. If child is treated sympathetically and lovingly by his parents, family members and relatives, he will behave with others in the same manner.
3. **Co-operation:** Co-operation given to the child creates “we feeling” in him. This leads to development of various socially approved behavior in them.
4. **Forbidding:** Many time children are easily deviated from his/her normal behavior due to various environmental factors including peer influence. As such, for proper socialization children should be forbidden to do something so that he may not develop undesirable tendencies in him.
5. **Advice:** A child generally acts in accordance with the suggestions given to him from his well-wishers. It plays very important role in the process of socialization.
6. **Identification:** Child sometimes identifies the person or persons whom he likes more and he tries to behave in the same way as the person identified by him had behaved in the past.
7. **Imitation:** Child imitates many behavior of his family member, peer group, neighbors or teachers without receiving any instructions from them. This imitation play an important role in acquiring many social learning.
8. **Reward and Punishment:** When a child acts according to the norms and ideas of the society as he was instructed before he is rewarded by the family. On the otherhand if he does something wrong from social point of view, he is punished.

Along with these there are so many other factors responsible for socialization of the children like informal group teaching, strict supervision, Peer Culture etc.

Self-Asking Question

1. What are the factors contributing to the socialization process?

1.5 Types of Socialization

After going through the concept, nature and motivating factors responsible for socialization, it is essential for you to identify the basic types of socialization. The knowledge of types of socialization helps you to get better understanding of the process and how this process take place in person at different phases of their lives. The important types of socialization are discussed over here-

1. Group socialization

Group socialization holds that an individual's peer groups, rather than parental figures, influences his or her personality and behavior in adulthood. Adolescents spend more time with peers than with parents. Therefore, peer groups have stronger correlations with personality development than parental figures do. Entering high school is a crucial moment in many adolescent's lifespan involving the branching off from the restraints of their parents. When dealing with new life challenges, adolescents take comfort in discussing these issues within their peer groups instead of their parents.

2. Gender socialization

Henslin contends that "an important part of socialization is the learning of culturally defined gender roles." Gender socialization refers to the learning of behavior and attitudes considered appropriate for a given sex. Boys learn to be boys and girls learn to be girls. This "learning" happens by way of many different agents of socialization.

Parents plays a very significant role in gender socialization. Sociologists have identified four ways in which parents socialize gender roles in their children: Shaping gender related attributes through toys and activities, differing their interaction with children based on the sex of the child, and communicating gender ideals and expectations.

3. Anticipatory socialization and Re-socialization

Anticipatory socialization refers to the processes of socialization in which a person "rehearses" for future positions, occupations, and social relationships.

Re-socialization refers to the process of discarding former behavior patterns and reflexes, accepting new ones as part of a transition in one's life. This occurs throughout the human life cycle. Re-socialization can be an intense experience, with the individual experiencing a sharp break with his or her past, as well as a need to learn and be exposed to radically different norms and values.

4. Racial socialization and cultural socialization

Racial socialization has been defined as the developmental processes by which children acquire the behaviors, perceptions, values, and attitudes of an ethnic group, and come to see themselves and others as members of the group.

Cultural socialization refers to parenting practices that teach children about their racial history or heritage and is sometimes referred to as pride development.

5. Planned socialization and Natural Socialization

Planned socialization occurs when other people take actions designed to teach or train others—from infancy on.

Natural socialization occurs when infants and youngsters explore, play and discover the social world around them.

6. Positive socialization and Negative socialization

Positive socialization is the type of social learning that is based on pleasurable and exciting experiences. We tend to like the people who fill our social learning processes with positive motivation, loving care, and rewarding opportunities.

Negative socialization occurs when others use punishment, harsh criticisms or anger to try to “teach us a lesson;” and often we come to dislike both negative socialization and the people who impose it on us.

7. Broad and Narrow Socialization:

Arnett proposed distinction in types of socialization. Arnett distinguishes between broad and narrow socialization. Broad socialization is intended to promote independence, individualism, and self-expression; it is dubbed *broad* because this type of socialization has the potential of resulting in a broad range of outcomes.

Narrow socialization is intended to promote obedience and conformity; it is dubbed *narrow* because there is a narrow range of outcomes.

8. Primary and Secondary Socialization

Primary socialization takes place early in life, as a child and adolescent. Primary socialization for a child is very important because it sets the ground work for all future socialization. Primary socialization occurs when a child learns the attitudes, values, and actions appropriate to individuals as members of a particular culture. It is mainly influenced by the immediate family and friends.

Secondary socialization refers to the socialization that takes place throughout one’s life, both as a child and as one encounters new groups that require additional socialization. Secondary socialization refers to the process of learning that is the appropriate behavior as a member of a smaller group within the larger society. Basically, it is the behavioral patterns reinforced by socializing agents of society. Secondary socialization takes place outside the home. Schools require very different behavior from the home, and Children must act according to new rules.

New teachers have to act in a way that is different from pupils and learn the new rules from people around them. Secondary Socialization is usually associated with teenagers and adults, and involves smaller changes than those occurring in primary socialization

Self-Asking Question

2. How would you differentiate between primary and secondary socialization?

1.6 Stages of Socialization:

Socialization means development of an individual as per the approved rules and norms of society. It does just happen. It is a continuous and gradual process. Like other process of human development, socialization follows a direction and pattern. As such, it takes place through some stages or phases. Psychologists tried to analyze the process of social training of an individual on the basis of their theories. Some of them are discussed here-

A. Stages of Socialization according to George Herbert Mead:

According to the American psychologist George Herbert Mead (1934) the self represents the sum total of people's conscious perception of their identity as distinct from others. Mead's theory of self was shaped by his overall view of socialization as a lifelong process. According to Mead, the self is composed of two parts, the 'I' and the 'me'. The 'I' is the person's response to other people and to society at large; the 'me' is a self-concept that consists of how significant others – that is, relatives and friends – see the person. The 'I' thinks about and reacts to the 'me' as well as to other people.

According to Mead, the process of forming the self of an individual occurs in *three distinct stages*.

First Stage: Imitation:

The first is imitation. In this stage children copy the behaviour of adults without understanding it. A little boy might help his parents vacuum the floor by pushing a toy vacuum cleaner or even a stick around the room.

Second Stage: Play Stage:

During the play stage, children understand behaviours as actual roles- doctor, firefighter, and race-car driver and so on and begin to take on those roles in their play. This shifting from one

role to another builds children's ability to give the same meanings to their thoughts and actions that other members of society give them-another important step in the building of a self.

Third Stage: The Game Stage:

During Mead's third stage, the game stage, the child must learn what is expected not just by one other person but by a whole group. On a baseball team, for example, each player follows a set of rules and ideas that are common to the team and to baseball. Children judge their behaviour by standards thought to be held by the "other out there". Following the rules of a game of baseball prepares children to follow the rules of the game of society as expressed in laws and norms. By this stage, children have gained a social identity.

B. Stages of Socialization according to Jean Piaget:

According to Jean Piaget, each stage of cognitive development involves new skills that define the limits of what can be learned. Children pass through these stages in a definite sequence, though not necessarily with the same stage or thoroughness.

The first stage: Sensorimotor stage (from birth to about age 2)

During this period children develop the ability to hold an image in their minds permanently. Before they reach this stage they might assume that an object ceases to exist when they don't see it.

The second stage: The preoperational stage (from about age 2 to age 7)

During this period children learn to tell the difference between symbols and their meanings. At the beginning of this stage, children might be upset if someone stepped on a sand castle that represents their own home. By the end of the stage, children understand the difference between symbols and the object they represent.

The third Stage: Concrete operations stage (From about age 7 to age 11)

During this period children learn to mentally perform certain tasks that they formerly did by hand. For example, if children in this stage are shown a row of six sticks and are asked to get the same number from the nearby stack, they can choose six sticks without having to match each stick in the row to one in the pile. Younger children, who haven't learned the concrete operation of counting, actually line up sticks from the pile next to the ones in the row in order to choose the correct number.

The fourth stage: formal operations Stage (from about age 12 to age 15)

Adolescents in this stage can consider abstract mathematical, logical and moral problems and reason about the future. Subsequent mental development builds on and elaborates the abilities and skills gained during this stage.

C. Stages of Socialization according to Sigmund Freud:

Oral Stage (0-1 year): This stage starts at the birth of a child and continues up to one year approximately. The child is dependent on the mother for its physical and emotional needs and before language development takes place, starts interacting with her through different bodily gestures. As time passes, the child responds to the father and other family members when they provide proper care. According to Sigmund Freud, this stage has been called '*primary identification*'.

Anal Stage (1-2 Years): The anal stage starts after one year of age and continues for two years. From this stage the child learns to be a little independent by doing few simple tasks like keeping his clothes clean and eating. Toilet training is quite important at this stage. Socialization helps the child to be more conscious and participative in the social environment right from this stage. He receives love and in return, learns to love his parents and other members of the family. The ability to distinguish between certain 'right' actions and certain 'wrong' actions gradually begins from this stage. The mother is mainly the socializing agent, sometimes satisfying the child's demands and at other times, resisting other tendencies.

Oedipal Stage (4 –pre-adolescence): This stage starts from the fourth year and continues up to the pre adolescence period. According to Freud, the boy at this stage becomes more attached to the mother (Oedipus complex) and a girl more attached to the father (Electra complex). At this stage the individual is under considerable social pressure to identify with his sex. Boys are expected to be 'boys' and are appreciated for doing so and girls are appreciated for behaving like 'girls'.

Stage of Adolescence: The fourth stage starts at adolescence. During this stage, the influence of friends and peer group is very strong and adolescents try to get independent from parental control. The parents continue to monitor their adolescent children's activities and this often leads to conflict between them. They like to play new roles and internalize new behaviour patterns. This is how they get socialized.

Adult Socialization: Socialization is a life- long process. A person continues to learn and gain different experiences up to the time of death. An adult learns to take responsibilities in different activities of the society– be it the family or the other social organizations. Socialization at adulthood is somewhat easier than during childhood as an adult develops the ability of reasoning

and critical thinking. He can be better motivated to learn new things for improving his own skills to overcome the challenges of life

Check Your Progress

Question 5. What is gender socialization?

Question 6. What are the stages of socialization according to Mead?

Question 7. What are the complexes according to Freud?

1.7 Summing up

Coming to the last part of this unit, it can be said that this unit has tried to familiarize you with the process of socialization and its allied concepts. Thus we can summarize the unit as-

- Socialization is a process through which society develops an individual according to its ideals, beliefs and traditions and bestows recognition as social being. It is known as the process of inducting the individual into the social world.
- Socialization has three primary goals-teaching impulse control and developing a conscience, preparing people to perform certain social roles, and cultivating shared sources of meaning and value.
- According to J.S. **Ross** “Socialization is the development of we-feeling in associates and the growth in their capacity and will to act together.”
- Some of the important characteristics of socialization are- Socialization is a continuous process, Socialization takes place formally and informally, Socialization is a product of interaction of the organism and its environment etc.
- There are some factors which are considered as motivating in the process of socialization such as- Rear and Care, Sympathy and love, Identification, imitation etc.
- The important types of socialization-group socialization, gender socialization, primary and secondary socialization etc.
- Socialization means development of an individual as per the approved rules and norms of society. It does just happen. It is a continuous and gradual process. Psychologists tried to analyze the process of social training of an individual on the basis of their theories.
- Some of the important analysis were done by George Herbert Mead, Jean Piaget, and Freud.

1.8 References and Suggested Readings

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1.9 Model Questions

1. Define socialization. Discuss the essential characteristics of socialization.
2. What are the factors that contribute towards the process of socialization?
3. Explain the types of socialization.
4. Discuss the stages of socialization as analyzed by Mead and Freud.

1.10 Answer to check your progress/Possible Answers to SAQ

Answer to question 1:

The term socialization refers to the process of interaction through which the growing individual learns the habits, attitudes, values and beliefs of the social group into which he has been born. As such it is the process by which human infants begin to acquire the skills necessary to perform as a functioning member of their society, and is the most influential learning process one can experience.

Answer to question 2:

Socialization has *three primary goals*:

1. Teaching impulse control and developing a conscience,
2. Preparing people to perform certain social roles, and
3. Cultivating shared sources of meaning and value.

Answer to question 3:

W.F. Ogburn, “Socialization is the process by which the individual learns to conform to the norms of the group.”

Answer to question 4:

Socialization is an individualized process because we know that individual difference is a natural fact. These individual differences arise because each child is controlled by a unique combination of hereditary endowment and environmental factors. All children therefore do not reach the same point of at the same socialization age. It differs from child to child.

Answer to question 5:

Gender socialization refers to the learning of behavior and attitudes considered appropriate for a given sex. Boys learn to be boys and girls learn to be girls. This “learning” happens by way of many different agents of socialization.

Answer to question 6:

According to Mead, the process of forming the self of an individual occurs in *three distinct stages*.

First Stage: Imitation

Second Stage: Play Stage

Third Stage: The Game Stage

Answer to question 7:

According to Freud, during oedipal stage, the boy becomes more attached to the mother, that complex is called Oedipus complex and a girl more attached to the father that is called Electra complex.

Answer to SAQ 1:

There are some factors which are considered as motivating in the process of socialization. Such as-

1. **Rear and Care:** Careful upbringing of the child is very helpful in the process of socialization.
2. **Sympathy and love:** Drastic changes can be brought in the child by sympathy and love. If child is treated sympathetically and lovingly by his parents, family members and relatives, he will behave with others in the same manner.
3. **Co-operation:** Co-operation given to the child creates “we feeling” in him. This leads to development of various socially approved behavior in them.
4. **Forbidding:** Many times children are easily deviated from his/her normal behavior due to various environmental factors including peer influence. As such, for proper socialization

children should be forbidden to do something so that he may not develop undesirable tendencies in him.

Answer to SAQ 2:

Difference between primary and secondary socialization is that-

Primary socialization takes place early in life, as a child and adolescent. Primary socialization for a child is very important because it sets the ground work for all future socialization. Whereas, Secondary socialization refers to the socialization that takes place throughout one's life, both as a child and as one encounters new groups that require additional socialization.

BLOCK- III
SOCIALIZATION AND SOCIAL STRATIFICATION

UNIT-2

AGENTS OF SOCIALIZATION

Contents:

2.1 Introduction

2.2 Objectives

2.3 Agents of Socialization

2.3.1 Family

2.3.2 School

2.3.2.1 Role of the Teacher in Socialization

2.3.3 Peer Group

2.3.4 State and Religion

2.4 Importance of Socialization

2.5 School as a Social System

2.6 Summing up

2.7 References and Suggested Readings

2.8 Model Questions

2.9 Answer to check your progress/Possible Answers to SAQ

2.1 Introduction

In the proceeding unit, you have come across the concept, types and stages of socialization, which is a process of social training. Through socialization, an individual is transformed to social being from biological being. It is a continuous process of life. Socialization not only helps in the maintenance and preservation of social values and norms but it is the process through which values and norms are transmitted from one generation to another generation as such it is a life-

long process. Socialization does not just happen. It happens through some mediums. These mediums are considered as the agents. There are various agencies of socialization which make the process successful as well as meaningful one. Some of the important agents of socialization are discussed in this unit. Moreover, this unit will deal with the importance of socialization and reflect on school as a social system.

1.2 Objectives

After going through this unit you will be able to-

- *understand* the importance of agents of socialization such as-family, school, peer group, state and religion.
- *realize* the importance of socialization process
- *analyze* the school as a social system

2.3 Agents of Socialization

Through the earlier discussion, you are introduced with the concept of socialization. It is a process through individual being is transformed into social being. The other name of this process is social learning, through which individuals learn to acquire and adopt the social norms and behave accordingly. It is an abstract concept of social living. According to H. T. Majumdar, “Socialization as the process whereby original nature is transformed into human nature and the individual into person.” There are some means through which socialization process undergoes. These means are known as agent of socialization. The institutions which can impress social norms upon an individual are known as agents of socialization. They act as an agent to meet the goal of socializing people. In a society or community, there are various sources or means which perform active role in the very process. But among them, the prominent are –Family, School, Peer Group, State, Society, and Religious Institution. The following sub-section of this unit will cover these agents of socialization.

2.3.1 Family

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

The parents therefore are the first persons who socialize the child. They are not only closely related to him in the family system but physically also they are more near to the child than others. The mother is the first of the parents who brings the process of socialization. Child spends maximum period of time in his family. In the family child comes in contact with his parents, brothers, sisters, uncles, aunties, cousins, grandparents etc. and he learns many habits and behavior from them. Love, sympathy, Co-operation, consideration and so many qualities are learnt by them from the family first. Children also learn many ideals, customs and traditions from the family first. Actually family is the first school and mother is his/her most loving teacher.

Though socialization is a life-long process, its impact is remarkable during the childhood period. According to **Freud** and other psychoanalysts also the impressions made upon the child's mind at home determine the child's personality as an adult in childhood, the child's mind is very flexible and susceptible to any influence. The parents love for the child makes a deep impression on him. The role of the siblings is also important for the socialization process of a child. His/her personality is also influenced greatly by the behavior of his brothers/sisters towards him.

As an agency of socialization of the children, Family performs the following functions -

- Family is the institution into which each individual is born. It is one of the most significant primary groups. This is the group which have innumerable influence on individual and in shaping his attitude and behavior patterns.
- It is the only institution which is an agency for child rearing and for introducing the child to the culture of its society.
- Family provides intimate and face to face association and interaction for the child which is more educative than any other interaction.
- Family helps in shaping the basic character structure of culture and forming the child's personality.
- It satisfies most of the needs of the child and provides emotional experience which help to learn the activities of society.
- The family has informal control over its members. Family being a mini society acts as a transmission belt between the individual and society.
- Family serves as the prime agency of socialization as it fulfils all the needs of the children.
- The family provides the greatest possible opportunity to the child for establishing the rapport with the other members of the society.
- Child learns sympathy, cooperation, honesty, truth, justice, feeling of love and many other social and human values at home. When they are formerly taught in schools it becomes very easy for him to understand the practice them.

2.3.2 School

Education is considered as the prime factor of socialization of the children and for the matter of that School, School is a great socializing factor. Education is of great importance in socialization. A well-planned education can produce socialized persons. The school is said to be next to the family in terms of importance as far as socialization is concerned. The school combines the formal e.g. classroom teaching, fines caning, suspension expulsions official mention, prizes) and informal e.g. peer group influences/ pressure approaches in its socializing function. The native endowment is the most fundamental equipment of an individual. Every child comes to this world with certain heredity traits. These traits are modified due to the influence of the society. Each individual is influenced by the society in which they develop. But for socialization not only the presence of native endowments and the society are required but also there must be opportunities for the individual to come contact with the other member of the society and to be influenced by them. This opportunity is provided to the individual by the school, the specialized formal agency of education. In school, situations are created systematically for interactions within a group and between the groups and hence socialization is achieved in systematic manner.

In the school the child is socialized to the point of communicating with others, of playing co-operatively, of showing sympathy and beginning to recognize the rights of others and of learning some control over infinite emotional out bursts. Thus after the family, the child is exposed to the school which also influences him. School is nothing less than a miniature society to him.

The school socializes the children as follows-

- School socializes the children by giving them the opportunities to manifest their qualities, instincts, drives and motives and helps to develop his personality.
- School socializes the children by imparting socially desirable knowledge and skill and providing socially desirable experiences.
- By initiating social interaction in various social situations, school develops social concern between students with students of different ages, students with staff, staff with staff, and school community with society outside the school.
- Schools play important role in the socialization process by providing social control through a body of rules, regulations, moral and social value, through social and moral studies and through social discipline.
- By preparing pupils for different roles, school can develops the social qualities in children.
- By developing the quality of good citizenship, increasing their social competitiveness, increasing their initiative and independence, school can socializes the children.
- Rewards and punishment and teacher's behavior and reaction in the school also play significant role in the process of socialization of the children.

- The cultural heritage of the society is preserved through the school and the school performs the function of transmission of information to the individual.
- The schools not only help the growing child in learning language and other subjects but also instill the concept of time, discipline, team work, cooperation and competition
- School offers young children opportunities for intellectual, emotional and social growth. Thus education can be influential in promoting new values and stimulating adaptation of changing conditions.
- Informally and especially through social clubs, the school enables the child to learn a number of other social roles and skills which are also important for his/her overall development as a member of society. For example, norms of society, responsibility, social obligation etc.
- School is considered as a social subsystem, as such, if a child is adjusted in the school he is likely to adjust in the society too.

STOP TO CONSIDER

There are two sources of child's socialization-

The *first* includes those who have authority over him.

The *second* are those who are equal in authority to him.

The first category may include parents, teachers, and elderly persons.

The second one includes the playmates, the friends and the fellows in the club.

Self-Asking Question

1. Why is school considered as great socializing factor?

2.3.2.1 Role of the Teacher in Socialization

While discussing the role of school as an agency of socialization process we cannot deny the importance of the teacher. Teacher is the most important figure after parents with whom child identifies himself very much and gives him the most weight age in the society. It is the teacher who plays and bears the most significant responsibility of upbringing the children/students

according to society's expectation and norms. We witness certain cases that if a children deviates from the social or normal behavior, his education and training is blamed first. As such, training provided by the teachers is reflected through the behavior displayed by the children in different circumstances of life. For the children the teachers' personality and character provide a model which students/ children strives to copy. Teacher plays the following roles in the process of socialization--

- Teacher acquaints the children with the cultural heritage of the country along with relevant culture and sub-cultures.
- Teacher teaches social ideals and norms by organizing various co-curricular activities for the children.
- Teachers teach the students the various school subjects in the social context so that they may understand the demand of the society as well.
- Through the curriculum, the teacher imparts Knowledge of basic intellectual skills such as reading, writing, verbal expression, quantitative and other cognitive abilities and allows students to communicate with each other according to positions in society.
- Teacher treats all children equally. He does not discriminate them on the basis of their castes, creeds. In this way every idea given by the teacher becomes acceptable to the children.
- Teacher provides maximum opportunities of interaction to children belonging to different strata of society.
- Teachers enables children to respect the culture of their society.
- Teacher teaches the laws, traditions and norms of the community.
- Teachers widens the mental horizons of pupils and teaches them new ways of looking at themselves and their society.

This proves that teacher is an important socializing agent. The teacher can put the socializing influences on his pupils/children by making the school he/she is likely to adjust in the society too.

Qualities of Teachers as a good socializing Agent:

The above discussion have clearly stated the role of teacher in socialization of a children. Children often imitates as such the teacher must form an ideal personality to be followed by his/her students. For proper socialization of the children, the teachers must have some qualities which enables them not only to cope up with the changing social role but also to impart time and need based social training. Some of the qualities are mentioned here-

1. The teacher must be emotionally balanced: A teacher must know how to handle individual emotions first and then only he/she is able develop trust and belongingness to school and to the children. This belongings helps the teacher to impart social education to the children.

3. A teacher must have Sound Knowledge of Psychology and Child development: We know that no two child are alike, their rate of learning differs from child to child. As such child may differ from acquiring the social training as per their individual rate of perception and learning. Teacher should try and understand the psychology of the child, his/her needs, family background, culture from which s/he comes, learning style, his/her individual needs and how can a teacher give them a homely environment, lots of love, care and belongingness.

5. Teacher should understands the individual needs of the children: Each child is gifted with a different ability and different need. It is up to a teacher to identify and bloom it. For example, some child can be a quiet, some impulsive, some can be a lonely child, some with high IQ and some with low. But being a quiet child she/he might be very creative. The teacher should target the particular behaviors she wants to strengthen in each individual child and enables them to adjust with the social circumstances.

6. Teacher should be socially aware: Teacher should be first make himself socially aware about all the social phenomenon so as to help the children to behave and act in accordance of society's need and norms. Without social awareness, a teacher fails to be good socializing agent.

7. Teacher should develops relationship with and among children: To socialize the children, first and foremost the teacher should develop relationship individually with every child. The attachment building with children gives them a sense of safety, security and trust which is very important for their social development. Then to develop social relationship and for social learning, group tasks should be given to them so that they learn helping and believing each other, sharing, cooperation etc.

8. Teachershould enable the children to solve problem and make decision:One of the most important task performed by the teacher in the process of socialization is to help the children to be socially and individually aware. This awareness enables them to recognize their potentialities which aids in solving various day-to-day problem and making decision as an individual and social being.

9. Teacher must make rapport with parents:We know that parents are the most influential socializing agents. Most of the social learning are acquired from the parents. For proper socialization, the teacher should be aware of the personal conditions or home environment of each child. Then only she will be able to do better with children. The teachers should inform the parents about the skills being taught to their children so that they can take care of it at their respective homes. They should be informed about their daily schedules and routines so the parental involvement is there in the learning of children.

STOP TO CONSIDER

For proper socialization of the children, the teachers must have some qualities which enables them not only to cope up with the changing social role but also to impart time and need based

social training, such as-emotional balance, adequate knowledge of child psychology, good rapport both with parents and teachers etc.

2.3.3 Peer Group

No child likes to be confined at home. He visits the houses of his friends and age mates and invites them to his home also. He talks to them, plays with them and walks with them in the neighborhood and local markets. All these interactions help the child to get socialized. Moreover, it is a well-known fact that childhood is considered as the gang period as they are very much influenced and effected by the group members. Thus peer group play a very important role in the socialization of the children. The child acquires something from his friends and playmates, which he cannot acquire from parents.

Generally peer group is that group in which most members are the equal age and of similar social status. People of all age levels form peer group of their own. It is mentionable here that while the world of the very young child is largely that of the parents and the home, older children and youth live in the dual world of their peers and adult. While a child at primary school level is strongly family oriented, the high school student is much more influenced by his peer-group. Therefore peer-group play a very important role at this level of education i.e. the adolescence by co- curricular activities, sports and other school influences.

The role of peer group are as follows-

- Peer group are important to the young in the development of the self.
- The relation between the child and his playmates is one of equality. It is based on co-operation and mutual understanding.
- Peer groups also help the children in the learning of culture of the society, to which they belong through exchange of cultural and social experiences.
- Peer group help the young people to become independent in their thoughts and decisions.
- The peer group represents a distinctive sub-culture in the society.
- The peer group provides sex education in many cases at the level of adolescence. Therefore it is considered as significant.
- It assists the individual children or adolescents in the process of self-identification and self-discovery.
- Peer-group provides training in leadership as well as in following and cooperating with the leader of the group which develops the quality of co-operation, we-feeling in them.

The peer group is primarily an activity group which operates through social, recreational and vocational activities. As social consciousness develops at the adolescence period, at this stage, children like to spend maximum time with their peers. So, we can say that peer-groups during adolescence are very significant and they play motivating role in the socialization process.

2.3.4 State and Religion

This is again one another important agency of socialization. The state plays a very crucial role in socializing its citizens. The role of community can be visualized as similar to the role of state in respect to the process of socialization. State is a powerful super structure of the society as a whole whose laws have to be abide by all its members without question. Social scientists have increasingly recognized the importance of the state as an agent of socialization because of its growing impact on the life cycle. The protective functions, which were previously performed by family members, have steadily been taken over by outside agencies such as hospitals, health clinics and insurance companies. Thus, the state has become a provider of child care, which gives it a new and direct role in the socialization of infants and young children. There are four fundamental elements necessarily found in a state.

- **Territory-** State has well defined territory where its members live in and this territory cannot change in the short run.
- **Population-** A piece of land without any population cannot be termed as state.
- **Government-** A state has a government also. This government frames laws for its people to bring about peace in the society.
- **Sovereignty-** The members belonging to the same territory will run the government, otherwise it will cease to be a state. It will rather be a colony.

On the basis of this, one can realize the importance of state in the process of socialization. The child of today is considered to be the future citizen of tomorrow. They will have to realize the importance of a nation and bear the responsibility to develop it. Therefore they must abide by its rules. The following points will focus on state as an agency of socializing the child---

- State is considered to be the wider social group with goal in common. Children are the part of this group.
- State makes laws for the people and lays down the modes of conduct expected of them.
- The people have compulsorily to obey the laws set by state. If netizen fail to adjust their behavior in accordance with laws of the state they may be punished for such failure. Thus, the state also moulds our behaviour.
- The rules regulations formed by the state influence the behavior of the child.
- The discipline, control maintained by the state gives the child a lesson of peace.
- They are encouraged to maintain peace and solidarity as a social being in the wider social group.
- The observation of various Days of National and International importance develop a concern and feeling of patriotism towards the country, to which they belong.
- The various educational as well social programme adopted by the state proves as a motivator for the child in initiating the various social qualities like- sympathy, empathy, co-operation and brotherhood.

- The nature of the culture of the state is the best teacher for the child in making them aware of the culture.
- The culture of the state also helps in development the quality of cultural tolerance among the children. A state may be the composite of various cultures. The composite nature of the culture of a state teaches the children to respect the culture of others as well as to make an exchange.

By regulating the life cycle to some degree, the state shapes the socialization process by influencing our views of appropriate behavior at particular ages.

Religion

In the narrow sense religion means belief in and practice of rituals, participation in religious ceremonies and performing time bound prayers at religious places. Individual considers his own religion only right and discards other religious and its rituals in too. Religion is considered to be the best teachers of individual as it paves their way of self-development as well as it is the religion which maintains a control upon people. According to **Gisbert**, “Religion is the dynamic beliefs in a submission to God or Gods on whom man feels dependent.”

You all have your own religious values which controls you, motivate you and inspire to find divinity in you. Therefore, religion is considered as one of the most important agent of social control. Religion exerts great influence on the views of person. It has significant role in organizing and directing social life. In a simple word, it can be said that, the beliefs developed by the children from their home. The religious views followed by the family influence the life of the children. They are motivated, encouraged to follow certain kinds of social norms and standards as per the religion of the family. Religion becomes the faith of the children.

Religion is also considered as communal dimension of a society. As an integrative social force, religion shapes collective belief into collective identity. All the religious rituals like- weeding, child dedication, child rearing rituals, burial affect a lot on the lives of the children because in all of them they are actively involved. The moral values developed by the child can be considered as the product of the religion. Besides the other aspects of one's life style like his language, dressing, manner all are influenced by the religion of the child. Thus, it is made clear to you that religion plays a very crucial role in the socialization process of the child. It teaches them to develop and acquire all the socio-cultural norms to lead his social life in accordance with the society. The life style or the culture of an individual which encompasses all the beliefs, tradition, language of an individual are the gift for an individual provided by his/her religion. Religion is the collection of cultural system, belief system and worldviews that relate humanity to spirituality and moral values.

On the basis of the above discussion, the following fact regarding Religion in terms of Socialization can be derived—

- Religion is considered to be the best teachers of individual as it paves their way of self-development.
- Religion exerts great influence on the views of person.
- Religion not only makes people religious but socializes them into the secular order
- Religion is the collection of cultural system, belief system and worldviews that relate humanity to spirituality and moral values.
- Religion is the means which purifies the biological mind of the children.
- It provides them the inspiration and motivation to acquaint the socio-cultural values.
- It helps to develop the various social virtues which not only socializes them but also paves their way for self-realization.
- The life style or the culture of an individual which encompasses all the beliefs, tradition, language of individual are the gift for an individual provided by his/her religion.
- Religion shapes collective belief into collective identity.

Check Your Progress

Question 1. What is the view of Freud on role of family on child's Socialization?

Question 2: State two roles of teachers in socialization of children.

Question 3. What are the fundamental elements necessarily found in a state?

2.4 Importance of Socialization

Socialization simply means social learning. It is a process through which an individual with all his/her biological needs is transformed and shaped to a social being as individual cannot live without society. The above discussions have clarified your concept about socialization. Along with this, it is also essential for you all to realize how much is socialization important? Without socialization, we cannot expect socially approved behavior from an individual. Today's children are the future citizen. As such, to form a healthy society for future, we need good human resources. Socialization makes this happen. It molds the personality of an individual in becoming a responsible member of the society. It is through socialization that he learns the basic cultural patterns of the society that he lives in. It is a part of society and social life. Thus the importance of socialization can hardly be exaggerated.

The following points may be helpful for you to realize the importance of socialization-

- ❖ **Socialization transforms biological man into social being:** Man is born a biological being like any other animal. But it is through the process of socialization he becomes

social. Constant social training helps him to conform to the norms and values of his society.

- ❖ **Socialization helps in the transmission of culture:** Culture is always transmitted from one generation to another through socialization. A child learns about his own culture from his parents, school and other social organizations. Culture is preserved through socialization only.
- ❖ **Socialization helps in development of personality:** Personality development is the motto of any educational system. Socialization helps in the process of development of personality. To build a healthy personality, one has to acquire all developmental characteristics including social aspect. Without a social structure no man can mould his personality. Socialization prepares him to constantly adjust to the social environment and live in such a way as approved by the society.
- ❖ **Socialization shapes an individual's life:** A man is social by nature. To live a healthy and happy life, one has to adjust to the social circumstances and be able to solve all social issues. Socialization enables an individual to shape his/her life by eradicating all social issues.
- ❖ **Socialization develops social awareness:** The social training received from different agents enables a man to be socially aware of his roles in society, his duty and responsibilities as well as his rights.
- ❖ **Socialization develops proper social attitude and attributes in man:** An individual has to play multiple roles in his life-in his family, school, workplace or other social organizations. Socialization helps the individual to develop proper attitudes towards the person he is obliged to as well as it develops different social attributes like co-operation, sympathy, empathy while dealing with these people.
- ❖ **Socialization helps to maintain social discipline:** When an individual gets proper social training, he/she automatically lives a disciplined life. He/she becomes very clear about the objectives of life and lives according to the social expectations. This leads in maintenance of social discipline.
- ❖ **Socialization develops social skills:** Socialization facilitates an individual's with all social skills and positive attitudes and behaviour vital for mental and social well-being.
- ❖ **Socialization makes the society stable:** It is through socialization that an individual is trained to adapt to the social order. Each new generation carries forward the social structure set up by the preceding one with modifications and changes. This is how the stability of the social order is maintained.

Self-Asking Question

2. Why is Socialization important?

2.5 School as a Social System

In this unit, we have discussed about the process of socialization and various agents which makes the process successful. Among the different agents of socialization, School is considered the most significant one. Here, we will not repeat school as an agent or what school is? Rather, here we are going to discuss school as a social system. By studying the course, sociological foundation of Education, you have developed so far a clear idea about society and its educational significance. Society is the base of a balanced life of an individual. Man, being a social animal, cannot live in isolation or separation from the other members of the group. All his activities, performance are judged and evaluated in terms of the social goals. As a member of the wider social group, every individual are responsible to contribute towards the betterment of the society. Family as we have discussed above is the primary and smallest unit of society. School is one another but most crucial unit of society followed by family. Here you will be given an idea about school as a social system-

- **School is the miniature society**

We often use this in our regular classroom discussion or general conversation. But what is the actual meaning of School as a miniature society? The word “miniature” is used to refer small or mini. Thus, school is considered a mini society. There is no difference between school and society except the size. Society is a wide complex of social interaction, while school is the small or mini hub of social contact. You should remind the “social relationship” and “social contact” is the two integral part of society. School is characterized by these two features. In a school children get ample opportunity to make social interaction and contact with each other and among the different members of the school.

- **Centre of acquiring social values**

It is the school which through its varied academic and non-academic programme and plan imparts education on value. They are made to realize how the values are important in one's life.

- **Centre of practicing social behavior**

A school is signified by the law of “Unity in Diversity”. It is hub of numbers of social being belonging to different socio-cultural groups. Thus, children are made to practice their social behaviour by interacting with the different culture. They learn to make use

and develop various social and moral values through the various curricular and co-curricular activities.

- **Platform for Representation of Culture**

By practicing one's own social behavior and values, the child gets the privilege to present their own culture. As well as they are able to make cultural exchange, which is the basis of bringing social-change.

- **Social Tolerance**

Through the exchange of culture, the children not only learn new ways of lives and are acquainted with new social pattern, but they also develop the power of tolerance and learn to give respect to the other culture.

- **Social Order**

The social structure set up by the school is one of the important component of social system. The students and teachers abide by the social order as prescribed by the school.

On account of this above discussion, we can rightly say that school is a social system which aims at inculcating social values in the children by providing a social environment inside and outside the school and to produce effective and educated social being.

2.6 Summing up

Coming to the last part of this unit, it can be said that this unit has tried to familiarize you with the agents of socialization and its importance. Thus we can summarize the unit as-

- There are some means through which socialization process undergoes. These means are known as agent of socialization. The institutions which can impress social norms upon an individual are known as agents of socialization.
- The parents are the first persons who socialize the child. They are not only closely related to him in the family system but physically also they are more near to the child than others.
- Education is of great importance in socialization. A well-planned education can produce socialized persons. The school is said to be next to the family in terms of importance as far as socialization is concerned.
- Teacher is the most important figure after parents with whom child identifies himself very much and gives him the most weight age in the society. It is the teacher who plays and bears the most significant responsibility of upbringing the children/students according to society's expectation and norms.
- Peer group play a very important role in the socialization of the children. The child acquires something from his friends and playmates, which he cannot acquire from parents.

- Social scientists have increasingly recognized the importance of the state as an agent of socialization because of its growing impact on the life cycle.
- Religion is considered as one of the most important agent of social control. Religion exerts great influence on the views of person. It has significant role in organizing and directing social life.
- Socialization is important as without socialization, we cannot expect socially approved behavior from an individual. Today's children are the future citizen. As such, to form a healthy society for future, we need good human resources. Socialization makes this happen.
- School is a social system which aims at inculcating social values in the children by providing a social environment inside and outside the school and to produce effective and educated social being.

2.7 References and Suggested Readings

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2.8 Model Questions

1. What is meant by agents of socialization?
2. Discuss the school and family as agents of socialization.
3. Why is peer group considered as a powerful agent of socialization?
4. Discuss the importance of socialization from your own perspectives.
5. Elaborate the concept of school as social system.

2.9 Answer to check your progress/Possible Answers to SAQ

Answer to question 1:

According to **Freud** and other psychoanalysts also the impressions made upon the child's mind at home determine the child's personality as an adult in childhood, the child's mind is very flexible and susceptible to any influence. The parents love for the child makes a deep impression on him. The role of the siblings is also important for the socialization process of a child.

Answer to question 2:

Two roles of teachers in socialization of children are-

- Teacher acquaints the children with the cultural heritage of the country along with relevant culture and sub-cultures.
- Teacher teaches social ideals and norms by organizing various co-curricular activities for the children.

Answer to question 3:

There are four fundamental elements necessarily found in a state.

- **Territory-** State has well defined territory where its members live in and this territory cannot change in the short run.
- **Population-** A piece of land without any population cannot be termed as state.
- **Government-** A state has a government also. This government frames laws for its people to bring about peace in the society.
- **Sovereignty-** The members belonging to the same territory will run the government, otherwise it will cease to be a state. It will rather be a colony.

Answer to SAQ 1:

School is a great socializing factor because, education is of great importance in socialization. A well-planned education can produce socialized persons. The school is said to be next to the family in terms of importance as far as socialization is concerned. The school combines the formal e.g. classroom teaching, fines caning, suspension expulsions official mention, prizes) and informal e.g. peer group influences/ pressure approaches in its socializing function.

Answer to SAQ 2:

Socialization is important because-

- ❖ **Socialization transforms biological man into social being:** Man is born a biological being like any other animal. But it is through the process of socialization he becomes social. Constant social training helps him to conform to the norms and values of his society.
- ❖ **Socialization helps in the transmission of culture:** Culture is always transmitted from one generation to another through socialization. A child learns about his own culture from his parents, school and other social organizations. Culture is preserved through socialization only.

BLOCK- III
SOCIALIZATION AND SOCIAL STRATIFICATION

UNIT 3
SOCIAL STRATIFICATION AND SOCIAL MOBILITY

Contents:

- 3.1 Introduction
- 3.2 Objectives
- 3.3 Concept& Definition of Social Stratification
 - 3.3.1 Nature of Social Stratification
 - 3.3.2 Types of Social Stratification
- 3.4 Concept and Definition of Social Mobility
 - 3.4.1 Nature of Social Mobility
 - 3.4.2 Types of Social Mobility
- 3.5 Summing Up
- 3.6 Question and Exercises
- 3.7 References and Suggested Readings

3.1 Introduction:

All societies differentiate their members in terms of roles and all societies evaluate their roles differently. Some roles are regarded as more important or socially more valuable than others. The person who performs the more highly esteemed roles are rewarded more highly. When groups are ranked with some degree of performance, there is stratification.

Social mobility refers to the movement of individuals from one position or status to another. People are normally recognized through the statuses they occupy and the roles they enact. Not only the society is dynamic but also the individuals.

3.2 Learning Objectives:

After the discussion of this unit, the learner will be able to-

- define and understand the concepts of social stratification.
- understand the nature and characteristics of social stratification.
- identify the types of social stratification.
- define and understand the concepts of social mobility.
- understand the nature and characteristics of social mobility.
- identify the types of social mobility.

3.3 Concept & Definition of Social Stratification:

Social stratification is the division of society in permanent groups or categories linked with each other. It is this relationship which determines the position that the group and the individuals there in contained will occupy the place in society, while the same time they will largely decide whether the groups are social classes, castes, ranks or ethical groups. The process by which individuals and groups are ranked in an enduring hierarchy of status is known as stratification. Thus, stratification simply a process of interaction of differentiation whereby some people come to rank higher than others.

According to Ogburn and Nimkoff – “The process by which individuals and groups are ranked in a more or less enduring hierarchy of status is known as stratification.”

3.3.1 Nature of Social Stratification:

- Social stratification is social; it does not represent biologically caused inequalities.
- Social stratification is in diverse forms; the stratification system has never been uniformed in all the societies.
- Social inequality is another important characteristic of social stratification.
- Social stratification is consequential; the stratification system has its own consequences.

CHECK YOUR PROGRESS

Q.1. Define concept of social stratification.

Q.2. Discuss the nature of social stratification.

3.3.2 Types of Social Stratification:

There are mainly two types of social stratification -

a) The Social Class:

Social class is a principal type of social stratification. It is almost found in all the civilized, industrialised, and literate societies of the world. Social Class is an agency of social mobility. A social class is a category or group of persons having a definite status in society, which permanently determines their relations to other groups.

According to Max Weber: "Social Classes are aggregate of individuals who have the same opportunities of acquiring goods, the same exhibited standards of living."

b) The Caste System:

The caste system is a special type of social stratification found mostly in ancient and modern India, but elements of it and even well-developed systems of it are found in various parts of the world. The word 'Caste' is derived from the Spanish word 'Casta' means 'breed,' 'strain' or some complex of hereditary qualities. It was applied by the Portuguese to the Indian institution known by the name of 'Jati.' Many attempts have been made to define this institution as it appears in Indian history, but given its manifold aspects and the great variety of forms and elements that it includes, the attempted definitions are more in the line of descriptions or explanations of the caste system. The caste system is closely connected with the Hindu Philosophy and Religion, custom and tradition, marriage and family, morals and manners, food and dress habits, occupations, and hobbies etc.

According to A.W. Green, "Caste is a system of stratification in which mobility up and down the status ladder, at least ideally may not occur."

STOP TO CONSIDER:

Social Class system is an open and universal system whereas social caste system is a close and system.

Social class system is a simple system as there are mainly three category- upper, middle, and lower, whereas caste system is a complex system for example in India, there are more than 2800 caste and sub-caste are existing are found.

3.4 Concept and Definition of Social Mobility:

Men are normally engaged in endless endeavour to enhance or improve their statuses in the society, move from lower position to the higher position, secure superior job to inferior one. For various reason also people of higher status and position may also be forced to come down to a lower status and position. Thus, people in society continue to move up & down in the status scale. This movement is called 'social mobility'.

According to Cecil Headrick, "Social mobility is the movement of person from social group to social group."

3.4.1 Nature of Social Mobility:

- Social mobility is a social process
- Social mobility implies movement of people from one position to another in society.
- Social mobility implies movement of people in their status scale.
- Social mobility may be upward or downward.

CHECK YOUR PROGRESS

Q.1. Define concept of social mobility.

Q.2. Discuss the nature of social mobility.

3.4.2 Types of Social Mobility

Social mobility can be classified as -

- i) **Vertical Social Mobility:** Vertical social mobility refers to the movement of people or groups from one status to another. It involves changes in class, occupation, or power. For e.g., the movement of people from the poor class to the middle class, from the occupation of the bank clerks to the managerial post, from the power position of the opposition to that of the ruling class etc.
- ii) **Horizontal Social Mobility:** Horizontal social mobility is a change in position without the change in status. It indicates a change in position, within the range of

the same status. For e.g., an engineer working in a factory may resign from his job and join another factory as an engineer and may work in more or less the same capacity. Similarly, a teacher may leave one school to join another as a teacher etc.

ii) Inter –generational mobility: This is usually seen as the most important form of mobility today, where the son or daughter has a different social position higher or lower than that of the parents. For e.g., a farmer’s daughter might train to become a teacher or she may achieve another occupation.

iv) Intra- generational mobility: This is another important type of mobility, where an individual changes his or her social position during a career. For e.g., a fourth-grade employee may be promoted to the officer’s category based on his merits.

STOP TO CONSIDER:

Social mobility is a social process. Social mobility implies movement of people from one position to another in society. Social mobility can be classified as different categories like vertical social mobility, horizontal social mobility, Inter –generational mobility and Intra- generational mobility etc.

3.5 Summing Up

- Social stratification is the division of society in permanent groups or categories linked with each other. It is these relationship which determine the position that the group and the individuals there in contained will occupy the place in society, while at the same time they will largely decide whether the groups are social classes, castes, ranks or ethical groups.
- Social stratification is mainly of two type- social class system and social caste system.

- Men are normally engaged in endless endeavour to enhance or improve their statuses in the society, move from lower position to the higher position, secure superior job to inferior ones. For various reason people of higher status and position may also be forced to come down to a lower status and position. Thus, people in society continue to move up & down in the status scale. This movement is called ‘social mobility’.
- Social mobility can be classified as- I) Vertical social mobility and Horizontal social mobility, II) Inter-generational and Intra-generational mobility.

3.6 Question and Exercises

- **Short answer questions:**

1. What do you mean by social stratification?
2. What do you mean by social mobility

- **Long answer questions:**

1. Define social stratification. Mention the nature of social stratification.
2. Define social mobility. Mention the nature of social mobility.
3. Explain the types of social stratification. Differentiate between social class system and social caste system.
4. Explain the different types of social mobility.
5. Discuss the relationship between social stratification and social mobility.

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BLOCK- III
SOCIALIZATION AND SOCIAL STRATIFICATION
UNIT 4
RELATIONSHIP OF EDUCATION WITH SOCIAL
STRATIFICATION AND SOCIAL MOBILITY

Contents:

- 4.1 Introduction
- 4.2 Objectives
- 4.3 Social Stratification and Social Mobility
- 4.4 Relationship between Education and social stratification
- 4.5 Relationship between Education and Social Mobility
- 4.6 Summing Up
- 4.7 Question and Exercises
- 4.8 References and Suggested Readings

4.1 Introduction:

Education is the process of human empowerment. It is the only process which starts at the time of conception and continued till death. Education has brought about phenomenal changes in every aspect of a man's life. The idea of education is not merely to impart knowledge to the pupils in some subjects but to develop in him those habits and attitudes with which he may success fully face the future. It stands for deliberate instruction or learning to people. At birth human child possesses the potentialities of becoming human. He does not behave in a way according to which he is trained. And it is only education which brings about changes in the behaviour of society and enables every individual to effectively participate in the activities of society and to make positive contribution to the progress of society.

Again, social stratification is the division or gradation of society in permanent groups or categories. In the case of human society differentiation is the law of nature. Human society is not homogeneous but heterogeneous. Men differ from one another in many respects. Hence human society is everywhere stratified. When groups are ranked with some degree of performance there is always stratification. Thus, social stratification simply can be defined as a process of interaction of differentiation whereby some people come to rank higher than others. This process is universal social process which is complex enough based on age, sex, occupation, personal characteristics, etc.

4.2 Objectives

After the discussion of this unit, the learner will be able to-

- understand the relationship of education with social stratification
- understand the relationship of education with social mobility

4.3 Social Stratification and Social Mobility:

Social stratification and social mobility are interrelated and interdependent. The nature, type, quality, rate and size or importance of social mobility depend on the nature and the type of social stratification. Class and Caste are two main types of social stratification. In both the systems same kind of opportunities are not provided for social mobility. Because, in both the societies the factors that determine the statuses of the individuals differ revolutionary. There is a close link between the way in which individuals obtain their statuses and the nature of social mobility. In the caste system the status is determined by birth. Since, birth cannot be changed, the status which is determined based on birth cannot be changed. Hence, the caste as a form of social stratification does not facilitate vertical social mobility. It is for this reason the caste system is called a 'closed' system. A caste ridden society is one in which social mobility is minimum.

This is usually seen as the most important form of mobility today. There is scope for the improvement of the social status in the class system. In a class system opportunities are provided for social mobility. Here, the status is determined mainly by the education, talents, intelligence, wealth, and achievements of the person. The status is

‘achieved’ by individual’s hard work and attempts. An open class society is one in which social mobility is maximum.

As the society becomes more and more complex and the life of its members improves, individuals may find better opportunities for the expression of their abilities and talents. But in no society, all the deserving individuals can obtain statuses of their living, desires, and expectations. As Sorokin has pointed out in his book “Social Mobility,” only in an ‘ideal’ society all the individuals get employments and statuses in accordance with their capacities. At the same time, it is not possible to make people confine to their status when once they occupy a status without going away from it or changing it. For e.g., society like India, though a lower caste individual cannot change his caste but he can change his educational, economic, employment and political status. In this sense, it can be mentioned that there are no completely ‘open’ and mobile societies or completely ‘closed’ and immobile societies.

STOP TO CONSIDER:

Social stratification and social mobility are interrelated and interdependent. The nature, type, quality, rate and size or importance of social mobility depend on the nature and the type of social stratification. Class and Caste are two main types of social stratification.

4.4 Relationship between Education and social stratification

Education has a great role towards social stratification. Education is a lifelong process. It starts at the time of birth and continued till death. It is one of the basic activities of people in all human societies. It always brings about changes in every aspect of man’s life. It is the education that helps an individual to overcome his day-to-day problems. Education is understood as a continuous effort on the part of the individuals to acquire more and more knowledge. It is a social institution that has a great social importance especially in the modern complex societies. At birth man does not behave socially. Only education can train up to behave socially and enables the individuals to effectively participate in the social activities.

Social stratification implies the division of society in different strata based on different criteria. Stratification is a process of ranking societies. It is the ranking of individual on a scale of superiority, inferiority, and equality according to some commonly accepted bases of valuations.

CHECK YOUR PROGRESS

4.5 **Q.1.** Explain the relationship between education and social stratification.

Education has a great role and is one of the important instruments of social mobility. It is the purpose of education to motivate students for higher attainments and make them attracted for uplifting their social status and life style. It has been found that children belonging to poor and backward classes are facing difficulties to receive higher education as well as higher status for achieving upward social mobility. Education helps students to rise over their lower family status, earn higher income and occupy a prestigious position in the society. Because a strongly motivated and hardworking individual only can achieve his goal in life. Therefore, we may say that in order to make education a good means of upward social mobility, aims, objectives, method of teaching and curriculum should be properly planned. Education is a means or factor of social mobility. It is regarded as a generator of upward social mobility. In the society occupation is the principal channel of social mobility. Occupation that helps social mobility requires certain educational qualification. The functions of the educational system are to provide people with the qualifications and aspiration to meet societies occupational needs. Lack of educational qualification restricts social mobility.

CHECK YOUR PROGRESS

Q.1. Explain the relationship between education and social mobility.

4.6 Summing Up

- Education has a great role towards social stratification. Education is a lifelong process. It starts at the time of birth and continued till death.
- Education helps an individual to overcome his day-to-day problems. Education is understood as a continuous effort on the part of the individuals to acquire more and more knowledge.

- Education can train up the individual to behave socially and enables the individuals to effectively participate in the social activities.
- Education has a great role and is one of the important instruments of social mobility. It is the purpose of education to motivate students for higher attainments and make them attracted for uplifting their social status and life style.
- Education helps students to rise over their lower family status, earn higher income and occupy a prestigious position in the society.
- Education is a means or factor of social mobility. It is regarded as a generator of up word social mobility. In the society occupation is the principal channel of social mobility. Occupation that helps social mobility requires certain educational qualification.

4.7 Question and Exercises

- **Short answer questions:**

1. What do you mean by social stratification?
2. What do you mean by social mobility

- **Long answer questions:**

1. Discuss the relationship between education and social stratification.
2. Discuss the relationship between education and social mobility.

4.8 References and Suggested Readings

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BLOCK IV:
SOCIAL CONTROL AND SOCIAL ORDER

Unit 1 : Concept, Nature and Purpose of Social Control

Unit 2 : Types of Social Control

Unit 3 : Concept, Nature and Approaches of Social Order

Unit 4 : Theories of 'Unity of Society'

BLOCK- IV
SOCIAL CONTROL AND SOCIAL ORDER
UNIT 1
CONCEPT, NATURE, AND PURPOSE OF SOCIAL CONTROL

Contents:

- 1.1 Introduction
- 1.2 Objectives
- 1.3 Concept of Social Control
- 1.4 Nature of Social Control
- 1.5 Purpose of Social Control
- 1.6 Summing Up
- 1.7 Question and Exercises
- 1.8 References and Suggested Readings

1.1 Introduction:

The term, 'social control', is widely used in sociology to refer to the social processes by which the behaviour of individuals or groups is regulated. Social control is necessary for an orderly social life. The society must regulate and pattern individual behaviour to maintain normative social order. Without social control the organisation of the society is about to get disturbed. If the individual is effectively socialised, he conforms to the accepted ways from force of habit as well as from his desire of being accepted and approved by other persons.

1.2 Learning Objectives:

After the discussion of this unit, the learner will be able to-

- define and understand the concepts of social control.
- understand the nature of social control.
- understand the purpose of social control.

1.3 Concept of Social Control

Social system is a condition of balance between dynamics and statics. Extremely rapid change gives a sudden break to the established social system. By the time people adopt themselves to the changed circumstances a new change is already knocking at their doors. This process gives rise to unstability, disharmony, lack of adoption and disintegration. The method that society adopts to run the system smoothly is called social control. It is a process through which the society remains stable and organized. Psychologically social control is a process of strengthening approved habit system, extinguishing those disapproved and thereby reducing those anxieties and angers to the dominant portion of the society which serve no useful social purpose.

According to E.A. Ross, *“Social control refers to the system of devices whereby society brings its members into conformity with the accepted standards of behavior.*

CHECK YOUR PROGRESS

Q.1. Define concept of social control.

Q.2. Discuss the characteristics of social control.

1.4 Nature of Social Control:

- Social control is a universal process, where there is society there is social control.
- Social control helps to bring stability and maintain social order in the society.
- Social control regards social values and patterns so that the balance of the society continues.
- Social control helps in strengthening approved habit system within the individuals.
- Social control helps society to be organized and well managed.

STOP TO CONSIDER:

Social control is a process through which the society remains stable and organized. Psychologically social control is a process of strengthening approved habit system, extinguishing those disapproved and thereby reducing those societies and angers to the dominant portion of the society which serve no useful social purpose. Social control helps society to be organized and well managed.

1.5 Purpose of Social Control:

Social control aims at bringing about conformity, solidarity and continuity of a particular group or society. Social control attempts to achieve the following purposes:

- To bring the behaviour of individuals and groups in tune with the established norms of society.
- To bring solidarity and uniformity in the social organizations.
- To establish stability in the social relations.
- To exercise control over social tensions and conflicts.
- To provide fair and equal chances for cooperation and competition to all individuals, groups, and institutions to realise their goals.
- To facilitate appreciation and rewarding of champions of social cause and take punitive actions against anti-social elements.
- Bringing desired modifications in the social milieu, especially effecting required changes in the means and agencies of social control.
- Providing for the protection and promotion of the interests of the weak and vulnerable sections of society.

CHECK YOUR PROGRESS

Q.1. Discuss the nature of social control.

Q.2. Discuss the purpose of social control.

1.6 Summing Up

- The term, 'social control', is widely used in sociology to refer to the social processes by which the behaviour of individuals or groups is regulated.
- Social control is a process through which the society remains stable and organized.
- Social control regards social values and patterns so that the balance of the society continues.
- Social control helps in strengthening approved habit system within the individuals.

1.7 Question and Exercises

- **Short answer questions:**

1. What do you mean by social control?

- **Long answer questions:**

1. Define social control. Mention the nature of social control.
2. Discuss the purpose of social control.

1.8 References and Suggested Readings

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BLOCK- IV
SOCIAL CONTROL AND SOCIAL ORDER
UNIT 2
TYPES AND AGENCIES OF SOCIAL CONTROL

Contents:

- 2.1 Introduction
- 2.2 Objectives
- 2.3 Types of Social Control
- 2.4 Agencies of Social Control
- 2.5 Summing Up
- 2.6 Question and Exercises
- 2.7 References and Suggested Readings

2.1 Introduction:

The term, ‘social control, is widely used in sociology to refer to the social processes by which the behaviour of individuals or groups is regulated. Social control is necessary for an orderly social life. The society must regulate and pattern individual behaviour to maintain normative social order. Without social control the organisation of the society is about to get disturbed.

2.2 Objectives:

After the discussion of this unit, the learner will be able to-

- understand the types of social control.
- understand the agencies of social control.

2.3 Types of Social Control:

A. Karl Mannheim classified social control into following two types:

1. Direct Social Control: It is the control that exercises upon the individual by the reactions of the people who are living within the proximity. E.g., Family, neighbourhood and play group.

2. Indirect Social Control: This is the type of control which is exercised upon individual by the factors like customs, laws, opinions, which effects the entire social system. E.g., Secondary groups, traditions, customs etc.

B. Types of social control as given by Gurvitch:

According to Gurvitch social control is of the following four types:

1. Organised social control:

In this type of social control, the behaviour of the individual is regulated either through voluntary means or through democratic ways. This is done through natural ways of social control.

2. Unorganised social control:

This social control is exercised by values of culture and usages, traditions, fashion, symbol etc.

This is an elastic type of social control and is related to day-to-day life.

3. Spontaneous social control:

This type of social control is exercised by ideas, rules and regulations, values, norms etc.

4. More spontaneous social control:

Social control that is exercised by direct social and group experience, such as, aspirations, decisions, desires, etc., is called more spontaneous social control.

CHECK YOUR PROGRESS

Q.1. Discuss the different types of social control.

STOP TO CONSIDER:

Social control is a process through which the society remains stable and organized. Psychologically social control is a process of strengthening approved habit system, extinguishing those disapproved and thereby reducing those societies and angers to the dominant portion of the society which serve no useful social purpose. Social control helps society to be organized and well managed.

2.4 Agencies of Social Control

Agencies are the instruments by which social control is exercised. Agency refers to those groups, organisations and authorities that are responsible for implementing social control in an effective manner. They have the ultimate say as to what is to be implemented and what is not to be implemented. Agencies use both the means- formal as well as informal. Family, educational institutions and the state are the agencies of social control. A brief discussion of these is attempted below:

1) Family

Family is the most fundamental agency of the social control. Family refers to the smallest social grouping whose members are united by bonds of kinship. Family consists of two mature adults of opposite sex who live together in a union (marriage) accepted by the society, along with their unmarried children. It may also be defined as a social group characterised by common dwelling, economic cooperation, and reproduction. Family is universal in the sense that there has never been a society in which Family in one form or

the other has not existed. It is the primary institution of socialization. The person is born in a family and dies in a family. Family does not only play an important role during an individual's lifetime but also plays its role before the person is born and after the death of the person. Parents in the family control the behaviour of their children by making them learn what is right and wrong. They tell them which behaviour is desirable and which is undesirable. Family also inculcates the social values in the child. At various stages of life, family comes to the rescue of a person. Family as a primary group moulds the behaviour of the children as the parents are the first to influence the child's behaviour and development.

2) Education

Educational institutions are another important agency of social control. Transmission of knowledge by either formal or informal methods is the function of education. Although education is usually thought of in terms of formal schooling, effective training for the individual's role as both of a group member and independent person is a continuous

process. The primary function of the process of education is to pass on the knowledge from generation to generation for the development of culture. In all periods of human society, a stimulus to creative thinking and action, which accounts in part for culture change, has been inherent. Education develops individual's personality and makes him/her learn behaviour patterns. Further, it equips an individual to distinguish between just and unjust, right, and wrong. Man is what he is only because of his socialization and education. Educational institutions play an important role in children's development. How to interact with their fellow beings, how to present oneself before one's seniors, how to regard family members, teachers and other persons in society, how to develop health, traditional practices and habits, how to make adjustment with others in life, are all learnt through education by the persons. Education also develops, power of self-control. It transforms human beings into ideal citizens by acquainting them with the social facts. It rationalizes the human behaviour and increases the analytical capacity of humans. It empowers people to face the hardships of life. In nutshell, the human qualities and traits are developed by education. Thus, education plays an important role in controlling human behaviour throughout the life of the individuals.

3) State

State is one of the secondary agencies of social control. It is a political form of human association by which society is organized under the agency of government that has legitimate sovereignty over a territorial area, authority over all the members of the society and absolute right to use force whenever necessary in order to control the behaviour of its members. State is an organised and formal system of social control. State controls the human behaviour by an arrangement of law, police, jail, judiciary, government, military intelligence department. It crushes the power of those who do not conform. It gives the welfare of its members as a top priority and arranges for their lively hood employment.

In the complex societies of today, the role of state in maintaining social control is paramount. People obey the state orders because they either know that these are. in their interest or that if they do not obey, they will be penalised and punished as per law of the state. Thus, they act in conformity with the orders of the state which helps in maintaining social control.

CHECK YOUR PROGRESS

Q.1. Discuss the different agencies of social control.

2.5 Summing Up

- Social control is necessary for an orderly social life. The society must regulate and pattern individual behaviour to maintain normative social order.
- Karl Mannheim classified two types of social control as direct and indirect social control.
- Gurvitch classified four types of social control, i.e., Organised social control, Unorganised social control, Spontaneous social control, and more spontaneous social control.
- Family, educational institutions and the state are the agencies of social control.
- Family is the most fundamental agency of the social control. Family refers to the smallest social grouping whose members are united by bonds of kinship.
- Parents in the family control the behaviour of their children by making them learn what is right and wrong. They tell them which behaviour is desirable and which is undesirable.
- Family also inculcates the social values in the child. At various stages of life, family comes to the rescue of a person. Family as a primary group moulds the behaviour of the children as the parents are the first to influence the child's behaviour and development.
- Educational institutions are another important agency of social control. Transmission of knowledge by either formal or informal methods is the function of education.
- Educational institutions play an important role in children's development. How to interact with their fellow beings, how to present oneself before one's seniors, how to regard family members, teachers and other persons in society, how to

develop health, traditional practices and habits, how to make adjustment with others in life, are all learnt through education by the persons.

- State is an organised and formal system of social control. State controls the human behaviour by an arrangement of law, police, jail, judiciary, government, military intelligence department.

2.6 Question and Exercises

1. Discuss the different types of social control.
2. Discuss the different agencies of social control.

2.7 References and Suggested Readings

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BLOCK- IV
SOCIAL CONTROL AND SOCIAL ORDER
UNIT 3
CONCEPT, NATURE AND APPROACHES OF SOCIAL ORDER

Contents:

- 3.1 Introduction
- 3.2 Objectives
- 3.3 Concept and Definition of Social Order
 - 3.3.1 Nature of Social Order
 - 3.3.2 Approaches of Social Order
 - 3.3.3 Problem of Social Order
- 3.4 Summing Up
- 3.5 Question and Exercises
- 3.6 References and Suggested Readings

3.1 Introduction:

Social order refers to the ways in which people and groups in a society interact and maintain stability and cohesion. Social order is a fundamental concept in sociology that refers to the way in which the various components of society social structure and institutions, social relations, social interactions and behavior, and cultural features such as, beliefs, norms and values work together to maintain the status quo.

3.2 Objectives:

After the discussion of this unit, the learner will be able to

- Understand about the concept and nature of social order.
- Understand about the approaches of social order.
- Know the problems of social order.

3.3 Concept and definition of Social Order

The term ‘**Order**’ refers to normal functioning. Social order implies the orderliness in the behavior and activities of people of the society. Social order depends on social stability. No order is possible without stability or continuity of the society. For the smooth functioning of our family life in all our daily activities we follow a routine order or a regular pattern. Like individuals, for the smooth functioning of the society all the parts of the society, that is social organizations and associations must maintain a regular order in their daily activities. So, social implies social stability and equilibrium of social forces.

The concept of “**Social Order**” has been discussed by- *Talcott Parsons (1939), Ogburn & Nimkoff (1940) and Kingsley Davis (1949)*. These writers hold that “Social Order” is a blanket concept which includes the concepts of social system, social structure, social organizations and their functions.

According to Ogburn & Nimkoff, “*Order in society consists of the groupings of persons and the arrangements of their behavior.*”

3.3.1 Nature of Social Order:

- Social order depends on social stability. No order is possible without stability or continuity of the society.
- Social order or orderliness in social behaviour is a universal characteristic.
- Social order depends on changes also. If the change is too slow or inefficient, the social system will decay. If the change is too rapid the system may lose the thread of order that made it a system.
- Socialization and social control maintain social order in society.

CHECK YOUR PROGRESS

Q.1. Define concept of social order.

Q.2. Discuss the nature of social order.

3.3.2 Approaches of Social Order

The concept of ‘social order’ has been explained and interpreted by different scholars in different ways. Three main approaches or explanations may be identified: (a) the utilitarian approach, (b) the cultural approach, and (c) the compulsion approach.

(a) The Utilitarian Approach suggests that it is in self-interest of all individuals to maintain social order. This is especially true in complex societies where division of labour is high and people are interdependent. Utilitarianism has more influence on economic theories rather than on sociological ones.

(b) The Cultural Approach stresses the role of shared norms and values. This approach is also known as “value-consensus approach”. Durkheim and Talcott Parsons have been the influential sociological exponents of value-consensus approach. This approach states that the ‘unity of society’ or its ‘order’ arises naturally from the relations among men. These relations of the people are governed by sets of shared rules and values. A network of rules and values stabilizes peoples’ relationships and contributes to the unity and solidarity of the group or society. The exercise of social control helps to sustain this solidarity.

(c) The Compulsion Approach or Conflict View emphasises power and domination of various types — military, judicial, spiritual, and economic. It also stresses the capacity of those who dominate to enforce order. According to this approach, different people are placed in different positions in society. By virtue of these positions they develop different interests, different experiences, and divergent outlooks on the world.

These differences become so extreme that any action or policy intended for the benefit of one group or category may threaten the well-being of others. Hence the unity of any society is, therefore, to be seen as an outcome of the struggle by those who want to maintain status quo against the interests of those who want change.

The exercise of social control here means the wish of one group to keep society in status quo, despite the desire of others for change. Among the sociological theorists, Karl Marx and Max Weber have been the chief exponents of this approach. But these theorists have not denied the contributory role of values.

3.3.3 Problem of Social order

In sociology, social order refers to the ways in which people and groups in a society interact and maintain stability and cohesion. However, social order is not always perfect, and there are several problems that can arise within it. Here are some common problems of social order in sociology:

- **Social Inequality:** One of the most significant problems of social order is social inequality. In many societies, there are disparities in wealth, power, and resources among different social groups. These inequalities can lead to tensions, conflicts, and social unrest. They can also affect individuals' access to opportunities and social mobility.
- **Deviance and Crime:** Deviance refers to behavior that violates social norms and expectations. When deviance escalates to the level of violating laws, it becomes crime. Deviance and crime can disrupt social order by challenging established norms, values, and rules. They can lead to feelings of insecurity and fear within a society.
- **Social Conflicts:** Social conflicts arise when different groups or individuals have incompatible interests, goals, or values. These conflicts can be based on various factors such as social class, race, ethnicity, religion, gender, or political ideologies. Social conflicts can disrupt social order by causing tension, hostility, and even violence between groups.
- **Social Change:** While social change is essential for societal progress, it can also create disruptions in social order. When established norms, values, and institutions undergo significant transformations, it can lead to resistance, conflicts, and uncertainty. Social change can challenge existing power structures and create a sense of instability and disorientation.
- **Marginalization and Exclusion:** Marginalized groups, such as racial or ethnic minorities, individuals with disabilities, or those living in poverty, often face social exclusion and discrimination. When certain groups are systematically excluded from participating fully in social, economic, and political life, it can lead to social unrest and conflicts. Marginalization and exclusion hinder social order by creating divisions and inequalities within society.

STOP TO CONSIDER:

Social order refers to the ways in which people and groups in a society interact and maintain stability and cohesion. Some common problems of social order in sociology are: social inequality, deviance and crime, social conflict, social change etc.

3.4 Summing Up

- Social order implies the orderliness in the behavior and activities of people of the society. Social order depends on social stability.
- Social order or orderliness in social behaviour is a universal characteristic.
- The main approaches of social order may be identified as: (a) the utilitarian approach, (b) the cultural approach, and (c) the compulsion approach.
- Some common problems of social order in sociology are: social inequality, deviance and crime, social conflict, social change etc.

3.5 Question and Exercises

- **Short answer questions:**
 1. What do you mean by social order?
 2. Mention the nature of social order?
- **Long answer questions:**
 1. Discuss the approaches of social order.
 2. Discuss the problems of social order.

3.6 References and Suggested Readings

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BLOCK- IV
SOCIAL CONTROL AND SOCIAL ORDER
UNIT 4
THEORIES OF SOCIAL ORDER

Contents:

- 4.1 Introduction
- 4.2 Objectives
- 4.3 Value Consensus Theory
- 4.4 Conflict Theory
- 4.5 Summing Up
- 4.6 Question and Exercises
- 4.7 References and Suggested Readings

4.1 Introduction:

Value consensus theory and conflict theory are two important perspectives in sociology that provide different insights into social dynamics and the functioning of societies. While they offer contrasting views, both theories contribute to our understanding of social order and change. Both value consensus theory and conflict theory offer valuable insights into different aspects of society. While value consensus theory emphasizes social integration and cohesion, conflict theory focuses on power dynamics and social inequalities. Understanding both perspectives helps sociologists gain a more comprehensive understanding of social structures, dynamics, and processes.

4.2 Objectives:

After the discussion of this unit, the learner will be able to

- Understand about the Value Consensus Theory
- Understand about the Conflict Theory

4.3 Value Consensus Theory

The "Value Consensus" theory in sociology, also known as consensus theory, is a perspective that focuses on the idea that societies are held together by shared values, norms, and beliefs. This theory emphasizes the integration and stability of social systems rather than conflict and division. Here are some key points and concepts associated with the Value Consensus theory:

Social Integration: Value Consensus theorists argue that societies function smoothly when there is a high degree of social integration, which means that individuals within a society share common values and norms. This integration helps maintain social order and stability.

Durkheim's Functionalism: Émile Durkheim, a prominent sociologist, is often associated with the Value Consensus theory. He believed that social institutions and norms serve important functions in maintaining social cohesion and preventing deviant behavior. For example, he argued that religion helps bind people together by providing a shared moral framework.

The view point of the consensus theorists is that societies are in some ways like biological organisms. They are composed of many distinct but interdependent parts and each parts makes some contribution to the survival of the whole. The parts also keep equilibrium. If any part is disturbed others react to bring back the equilibrium. To keep the equilibrium the societies, adapt to the physical environment, maintain adequate levels of production, organize distribution, provide services, control aggression etc. But it must be remembered that the social institutions are not biological organs and the member of the society are not like biological cells. Hence the analogy of human organism cannot be overdrawn.

Shared Values: According to this theory, individuals in a society agree on a set of core values and beliefs. These values guide their behavior and interactions with others. When people deviate from these shared values, it can lead to social problems.

Social Solidarity: Value Consensus theorists stress the importance of social solidarity, which is the sense of unity and connection among members of a society. This solidarity is said to arise from shared values and norms.

Conflict as Anomalous: While Value Consensus theory generally focuses on social integration and stability, it does acknowledge that conflicts and deviations from the norm can

occur. However, such conflicts are often seen as anomalies or temporary disruptions in an otherwise harmonious social order.

CritiquesCritics of the Value Consensus theory argue that it can be overly idealistic and simplistic. They contend that societies are often marked by conflicts, inequalities, and power struggles, which this theory tends to downplay or overlook. Marxist and conflict theorists, for example, provide alternative perspectives that emphasize the role of class struggle and inequality in society.

In summary, the Value Consensus theory in sociology posits that societies are held together by shared values, norms, and beliefs, and it emphasizes the importance of social integration and stability. While this perspective provides valuable insights into how societies maintain order and cohesion, it has been criticized for not adequately addressing the conflicts and inequalities present in many societies.

CHECK YOUR PROGRESS

Q.1. Discuss value consensus theory.

STOP TO CONSIDER

The "Value Consensus" theory in sociology, also known as consensus theory, is a perspective that focuses on the idea that societies are held together by shared values, norms, and beliefs. This theory emphasizes the integration and stability of social systems rather than conflict and division.

4.4 Conflict Theory

The conflict theory draws its original inspiration from the works of Karl Marx. In contrast to functionalists' emphasis on stability and consensus, conflict sociologists see the social world in continual struggle. As such the Marxist theory offers a radical alternative to functionalism. The conflict theory assumes that the societies are in a constant state of change, in which conflict is a permanent feature. A.W Green defined that it is an ever-present process in human relationship. Conflict includes tension, severe competition, hostility, disagreement

over goals and values etc. Conflict is regarded as a constant process and an inevitable part of social life.

Karl Marx viewed that society is full of conflict between the social classes. It is not merely a class phenomenon but a part of everyday life in all societies. The sociologists are concerned with conflicts between men and women, parents and children, cities and villages, rich and poor, upper castes, and the lower castes and so on. The conflict theory of sociology tries to study how social institutions like family, government, religion, education, and media may provide help in maintaining the privileges of some groups and keep others in a subservient position.

It became increasingly influential in sociology during the 1970's, partly because of the decline of functionalism, partly because it promised to provide answers that functionalism failed to provide, and partly because it was more in keeping with the times. Although highly critical of Capitalism, Marx did consider that it would help to develop technology that would free people from material need and as such it would be possible to establish successful communist societies in which the needs of all their members were met.

Conflict theories are primarily concerned with the kinds of changes in the society that conflict can bring about. Educational sociology helps us to adjust to such changes in content to education. Change is a never-ending phenomenon in society and conflict may arise only for this change which influences the society to a great extent. Therefore, conflict theory has a great importance on bringing stability, maintaining social order and maintain social control in the society.

STOP TO CONSIDER

The conflict theory assumes that the societies are in a constant state of change, in which conflict is a permanent feature. The conflict theory draws its original inspiration from the works of Karl Marx. Conflict theories are primarily concerned with the kinds of changes in the society that conflict can bring about. Educational sociology helps us to adjust to such changes in content to education. Therefore, conflict theory has a great importance on bringing stability, maintaining social order and maintain social control in the society.

4.5 Summing Up

- The Value Consensus theory, also known as consensus theory, is a sociological perspective that emphasizes the existence of shared values, norms, and beliefs within a society.
- This theory posits that societies are held together and maintain stability because individuals within them largely agree on fundamental values and rules.
- The conflict theorists also stress the pervasiveness of social change.
- The conflict theorists consider that the social institutions and groups work at cross purposes to each other.
- Conflict theory has a great importance on bringing stability, maintaining social order and maintain social control in the society.

4.6 Question and Exercises

1. Discuss about value consensus theory.
2. Discuss about conflict theory.

4.7 References and Suggested Readings

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BLOCK V:
SOCIAL ORGANIZATION AND
DISORGANIZATION

Unit 1 : Concept and Nature of Social Organization

Unit 2 : Types of Social Organization

Unit 3 : Concept and Nature of Social Disorganization

Unit 4 : Factors and Types of Social Disorganization

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SOCIAL ORGANIZATION AND DISORGANIZATION
UNIT 1
CONCEPT AND NATURE OF SOCIAL ORGANIZATION

Contents:

- 1.1 Introduction
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 - 1.3.1 Definition of Social Organisation
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- 1.6 Question and Exercises
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1.1 Introduction:

Social organization refers to the way individuals and groups are structured and interact within a society. It encompasses the patterns of relationships, roles, norms, and institutions that shape social interactions and guide behavior. Social organization varies across cultures and can take various forms, including kinship systems, political systems, economic systems, and religious systems.

1.2 Learning Objectives:

After the discussion of this unit, the learner will be able to-

- understand the concepts of social organization.
- understand the nature of social organization.

1.3 Concept of Social Organization

The literal meaning of organisation means ‘association.’ Association or Organisation means some combination or inclusion of individuals. Organisation may be small or large. An organisation follows some rules and regulation for the existence of that organisation. Normally the small organisation or association follow formal rules and regulation whereas the large organisation follows formal rules and regulations. For example, family, peer group, friend circle, group of students of different levels etc. are example of small organisation or association. On the other hand, educational organisation, religious organisation, political organisation, student organisation labour union, worker’s association etc. are example of large organisation or association.

Social organisation literally means ‘the society’ i.e., in a society there are so many small and large organisation. The ancient sociologist tried to define social organisation as ‘a society’ because they believed that a society is a combination of so many small of large organisation and association. Social organisation implies the totality of these organisations and associations.

Life is a process of continuous adjustment and readjustment. The social organism is always undergoing a change requiring adjustment of its different parts. When the different parts of society are properly adjusted, we have a well organised society, called Social organisation. Social organisation is characterised by the harmonious operation of the different elements of a social system as a group. We may thus speak of the organisation of a family, community, political unit or a nation. Social organisation depends upon common definition of social goals and an accepted programme for their achievement.

1.3.1 Definition of Social Organisation:

1. According to Ogburn and Nimkoff defined social organisation as an organisation is an articulation of different parts which perform various functions, it is an active group device for getting something done.
2. According to H.S. Johnson, “Organisation refers to an aspect of interaction system”

3. According to Elliot and Merrill, “Social organisation is a state of being, a condition in which the various institutions in a society are functioning in accordance with their recognised or implied purpose.”

CHECK YOUR PROGRESS

Q.1. Define concept of social organization.

Q.2. Write the definitions of social organization.

1.4 Nature of Social Organization:

The nature of social organization is discussed in the following manner:

- An organization has definite purpose and goals.
- Social organization can be formal or informal in nature.
- Social organization relies on communication and interaction among individuals and groups.
- Social organizations develop norms and values that guide the behavior and interactions of their members.
- Social organizations assign specific roles and responsibilities to their members.

STOP TO CONSIDER:

Social organisation literally means ‘the society’ i.e., in a society there are so many small and large organisation. Organisation may be small or large. An organisation follows some rules and regulation for the existence of that organisation. Social organizations develop norms and values that guide the behavior and interactions of their

1.5 Summing Up

- Social organization refers to the way individuals and groups are structured and interact within a society.
- An organisation follows some rules and regulation for the existence of that organisation.
- For example, family, peer group, friend circle, group of students of different levels etc. are example of small organisation or association.
- On the other hand, educational organisation, religious organisation, political organisation, student organisation labour union, worker's association etc. are example of large organisation or association.
- Social organization relies on communication and interaction among individuals and groups.

1.6 Question and Exercises

1. Discuss the concept of social organization with its definitions.
2. Discuss the nature of social organization.

1.7 References and Suggested Readings

- Brown F. J. (1961) *“Educational Sociology”* Second Edition, Prentice- Hall, INC, Englewood Cliffs, N.J. Charles E. Tuttle Company, Tokyo
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BLOCK- V
SOCIAL ORGANIZATION AND DISORGANIZATION
UNIT 2
TYPES OF SOCIAL ORGANIZATION

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- 2.2 Objectives
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 - 2.3.1 Formal Social Organization
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- 2.4 Relationship between formal and informal organization
- 2.5 Differences between formal and informal organizations
- 2.6 Summing Up
- 2.7 Question and Exercises
- 2.8 References and Suggested Readings

2.1 Introduction:

In a society, there are so many organizations exist. Different organization can be divided as formal and informal social organizations. Formal organization always based on some rules and regulations but informal organization doesn't follow formal rules and regulations.

2.2 Objectives:

After the discussion of this unit, the learner will be able to-

- understand the concepts of formal social organization.
- understand the concept of informal social organization.

2.3 Types of Social Organization

There are mainly two types of social organisation. These are:

1. **Formal Social Organisation:** A formal social organisation is that which follows certain rules and regulations normally there is agreement in the process of social organisation. For e.g., educational institution, religious organisation, political parties, labour union, student union etc.
2. **Informal social Organisation:** An informal social organisation is one where there no formal rules and regulations are maintained. Informal organisation is normally smaller in size. For e.g., Family, friend circle, peer groups, etc.

CHECK YOUR PROGRESS

Q.1. What is formal social organization?

Q.2. What is informal social organization?

2.3.1 Formal Social Organization:

Characteristics of Formal Organisation:

1. Formal organisation is well organised and well maintained.
2. Normally formal organisation is large in size.
3. Formal rules and regulations are maintained in organised groups.
4. There is some kind of agreement maintained in formal group.
5. In formal organisation there is a leader, but most of the leaders are authoritarian by nature.
6. There is formal interaction as well as formal pattern of relationship among the members in formal organisation.
7. Face to face interaction is not always possible in formal organisation
8. There are some of aims and objectives strictly followed by formal organisation.

9. Formal organisations are normally goal oriented.

STOP TO CONSIDER:

A formal social organisation is that which follows certain rules and regulations normally there is agreement in the process of social organisation. For e.g., educational institution, religious organisation, political parties, labour union, student union etc. Normally formal organisation is large in size

2.3.2 Informal Social Organization:

Characteristics of Informal Organisation:

1. Informal organisations are not always well organised.
2. Informal organisations are normally small in size.
3. There are no formal rules and regulations maintained in informal organisation.
4. There are normally no agreements followed.
5. There is a leader, but most of the leaders are democratic by nature.
6. There is informal interaction as well as permanent kind of relationship between the group members.
7. Face to face interaction is a common characteristic of informal organisation.
8. Aims and objectives are not always followed by informal organisation.
9. There is normally no fixed goal in informal organisation.

CHECK YOUR PROGRESS

Q.1. Discuss the characteristics of formal social organization?

Q.2. Discuss the characteristics of informal social organization?

2.4 Relationship between formal and informal organization

While formal and informal social organizations have distinct characteristics, they also share some similarities. Few similarities between formal and informal organizations discussed below:

- Both formal and informal social organizations involve human interaction. They are formed and sustained through relationships, communication, and shared experiences among individuals.
- Both formal and informal social organizations can provide influence and social support to their members.
- Both formal and informal social organizations contribute to socialization and learning processes.
- Both formal and informal social organizations foster a sense of group identity and cohesion. Members of both types of organizations often develop a shared sense of belonging, common goals, and group norms.

2.5 Differences between formal and informal organization

Formal Organization	Informal Organization
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1. Formal organization have a defined and structured hierarchy.	Informal organization have a more fluid and flexible structure.
2. Formal organizations are established with specific purpose and goals.	Informal organizations may not have formalized goals and objectives.
3. Formal organisation is larger in size.	Informal organisations are normally smaller in size.
4. In formal organisation there is a leader, but most of the leaders are authoritarian by nature.	There is informal interaction as well as permanent kind of relationship between the group members.
5. Face to face interaction is not always possible in formal organisations.	Face to face interaction is a common characteristic of informal organisation.

2.6 Summing Up

- There are mainly two types of social organisation. One is formal social organization and another one is informal social organization.
- Formal organisation is well organised and well maintained. Normally formal organisation is large in size.
- Informal organisations are not always well organised. Informal organisations are normally small in size.
- Educational institution, religious organisation, political parties, labour union, student union etc. are the example of formal organization.
- Family, friend circle, peer groups, hobby groups, social club etc. are the example of informal social organization.

2.7 Question and Exercises

What do you mean by formal social organization?

1. What do you mean by informal social organization?
2. Discuss the characteristics of formal social organization?

3. Discuss the characteristics of informal social organization?
4. Explain the examples of formal and informal social organizations.
5. Discuss the relationship between formal and informal social organization.
6. Discuss the differences between formal and informal social organization.

2.8 References and Suggested Readings

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BLOCK- V
SOCIAL ORGANIZATION AND DISORGANIZATION
UNIT 3
CONCEPT AND NATURE OF SOCIAL DISORGANISATION

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- 3.2 Objectives
- 3.3 Concept and Definition of Social Disorganisation
- 3.4 Nature of Social Disorganisation
- 3.5 Summing Up
- 3.6 Question and Exercises
- 3.7 References and Suggested Readings

3.1 Introduction

Social disorganisation is in a sense, the reverse of social organisation. When the orderly processes of social interaction and effective functioning of a group break down, there is social disorganisation. It may thus be defined as the process by which group relationships are broken. A group in turn is a number of people with whom vital relationships exist with some degree of permanence.

3.2 Learning Objectives:

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

- Define and understand the concepts of social disorganisation
- Understand the nature of social disorganisation

3.3 Concept and Definition of Social Disorganisation:

The concept of disorganisation was developed by W.I. Thomas and Florian Znaniecki. According to Thomas and Znaniecki, “Social disorganisation refers to the decrease in the influence of the existing social rules of behaviour upon individual

members”. Social disorganisation is a complex process because the breakdown of a group is caused by the same combination of factors that produces it.

Social disorganisation can also be termed as social disintegration. Society is made up of groups, both large and small and social organisation depends upon their effective interrelationship and their adequate functioning. Social disorganisation means the process by which group relationships are broken. So, an organisation is an orderly relationship of the parts and disorganisation is a disturbance of the balance existing in the function of the parts of groups.

STOP TO CONSIDER:

Social disorganisation is in a sense, the reverse of social organisation. When the orderly processes of social interaction and effective functioning of a group break down, there is social disorganisation. Social disorganisation can also be termed as social disintegration. Society is made up of groups, both large and small and social organisation depends upon their effective interrelationship and their adequate functioning. Social disorganisation means the process by which group relationships are broken.

Definition:

According to Elliot and Merrill, “Social disorganisation represents a breakdown in the equilibrium of forces, a decay in the social structure, so that old habits and forms of social control no longer function effectively.

3.4 Characteristics of Social Disorganisation:

- Social disorganisation is a universal process, because it is a common characteristic of every society.
- It is a complex process, because the breakdown of the group is caused by some combination of factors that produces it.
- In a disorganised society, we have generally seen that there is a conflict between the status and the role within the members of that society.

- In a disorganised society, considerable inconsistency is seen between the expectations and achievements. For example, because of cheating in the exams, education becomes a disorganised entity.
- Social disorganisation is the result of the breakdown of group interaction as well as breakdown of institutional relationships in a changing society.

CHECK YOUR PROGRESS

Q.1. Define concept of social disorganization.

Q.2. Discuss the nature of social disorganization.

3.5 Summing Up

- Social disorganisation is a complex process because the breakdown of a group is caused by the same combination of factors that produces it.
- Social disorganisation can also be termed as social disintegration.
- Social disorganisation is a universal process, because it is a common characteristic of every society.
- It is a complex process, because the breakdown of the group is caused by some combination of factors that produces it.
- In a disorganised society, we have generally seen that there is a conflict between the status and the role within the members of that society.

3.6 Question and Exercises

1. What do you mean by social disorganization?
2. Discuss the nature of social disorganization.

3.7 References and Suggested Readings

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

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BLOCK- V
SOCIAL ORGANIZATION AND DISORGANIZATION
UNIT 4
FACTORS AND TYPES OF SOCIAL DISORGANISATION

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- 4.5 Role of Education in the prevention of Social Disorganisation
- 4.6 Summing Up
- 4.7 Question and Exercises
- 4.8 References& Suggested Readings

4.1 Introduction

Social disorganization is a universal process. Social disorganization is the opposite of social organization. When the process of social interaction and effective functioning of a group breaks down, there is social disorganization. It may be conceived as a state of conflict among social values and attitudes. Different factors are responsible for social disorganization like social change, cultural change, social attitude, and social values etc.

4.2 Learning Objectives:

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

- Understand the factors of social disorganisation
- Identify the types and forms of social disorganisation
- Understand the role of education in the prevention of social disorganisation

4.3 Factors of Social Disorganisation:

According to Elliot and Merrill, the major factors of social disorganisation are:

4.3.1 Confusion between role and status:

In a dynamic society, the social structure is in a process of rapid change. Status and role are not clearly defined and many persons find themselves in situations where no established role patterns exist. So, they are often forced to introduce new roles. This is difficult for the individuals and often dangerous to the society. A dynamic society thus carries within itself as it were, forces of its own disorganisation. When the status and role are clear and well defined, a society is well organised. When the reverse is true, social disorganisation develops.

4.3.2 Social change:

Social change is the principal factor of social disorganisation. Social change is closely related to social structure. A changing society is one in which large number of people occupy different statuses and play different roles over a period of time. A changing society also tends to be a disorganised society because of the disparity in the rate of change between the various elements. The structural and other non-material elements of the society are incorporated in the personalities of the members where they assume normative qualities. Structural change of the society implies, that there is a change in the family system or different institutions, like educational, political, religious, financial, etc.

4.3.3 Cultural change:

Social change and cultural change are related but not synonymous. Society is made up of human beings in symbolic interaction and culture is the product of this interaction. Changes in culture bring about changes in society also. Society and culture are the parts of the same functioning whole but they are different parts. Social disorganisation is a result of the both social as well as cultural change.

4.3.4 Social attitude:

Social disorganisation also arises from the disparity in the rate of changes between related elements of a dynamic society. When new forms of behaviour threaten accepted patterns, social disorganisation may develop. Social attitude is a process of individual consciousness which determines a real or possible activity of the individual in the social world. So, problem of attitude, i.e. conflict between old and new generation leads to social disorganisation.

4.3.5 Social values:

Social value is another important factor of social disorganisation. Social values are objects which have a meaning for us and which we consider important in our life. The essential element in the value is the social meaning. Certain values are especially important in the organisation and disorganisation of a society. When there is a conflict between old and new values, when there is degradation of values; then social disorganisation occurs.

4.3.6 Crisis:

Crisis also produces social disorganisation. A crisis is a serious interruption in the activities of a group, which requires adjustments in patterns of behaviour. In modern society both the individual and the group are faced with the variety of actual or potential interruption in their regular activities. When people are unable to adjust in crisis, then social disorganisation develops in the society.

STOP TO CONSIDER:

Adisorganised society is composed of disorganised individuals. A disorganised society tends to produce confused, disorganised and disoriented personalities. There are different factors of social disorganisation – confusion between role and status, social change, cultural change, social attitude, social values, crisis etc.

CHECK YOUR PROGRESS

Q.1. How social change can bring social disorganisation?

Q.2. How cultural change can bring social disorganisation?

4.4 Types of social disorganisation:

There are mainly four types of social disorganisation:

- (i) Individual disorganisation
- (ii) Family disorganisation
- (iii) Community and national disorganisation
- (iv) International disorganisation

4.4.1 Individual disorganisation:

Adisorganised society is composed of disorganised individuals. A disorganised society tends to produce confused, disorganised and disoriented personalities. The individual's personality develops by learning the approved patterns and roles from other members of the group. When these patterns are confused, he cannot know exactly what is expected from him. Under such conditions, his chances for developing a complete integrated personality are not so easy. As a result, it develops disorganised personalities. Examples of disorganised personalities are – delinquents, adult criminals, sex offender, alcoholic and drug addicts, maladjusted workers, mentally disorganised, peoples with suicidal tendencies etc.

Forms of Individual disorganisation:

- **Delinquents:**

Delinquents are those category of children who fall under the age group of 12/13 – 19/20. Criminal behaviour or tendency to commit crime in any society or nation, is not only found among the adults, but minor children and adolescents also. These individuals are known as juvenile or young delinquents. They violate the law of the land and commit offences like thefts, gambling, cheating, pick pocketing, murder, robbery, dacoit, destruction of property, violence and assault, intoxication, vagrancy, begging, kidnapping, abduction and sexual offences. The term “Juvenile Delinquent” means a youth, minor in age who deviates seriously from the norms of his culture or society and commits offences such as murder and robbery or those that are strictly age related such as drinking liquor and getting involved in sexual activities. If they are below the age of 18 years, they are not sent to jail, but to corrective schools.

- **The adult offenders or criminals:**

Despite the alarm concerning juvenile delinquency, the public generally have evidenced no similar anxiety over the rise in adult crimes. Adult society wants its younger generation to conform to rules. Yet from a social point of view adult crime must be recognised as an even greater danger. Much juvenile delinquency is related to adolescents itself, whereas adults are presumably old enough to know better. Adult criminals are subverting the purposes of their own adult group to their own selfish ends and promoting social disorganisation in our society, community, state and nations. They themselves are major examples of disorganised individuals for whom some of the important moral values of the community as exemplified in the law have no significant meaning. For example: thieves, robbers, murderers, etc pose great danger to the society.

- **The sex offenders:**

Sex and sexual development is a part of every normal individual, and one has to adjust with it. But in the society we have seen that series of crimes related to sex are taking place. The person who is unable to control himself with his sexual

development as well as his emotions then he or she is termed as individually disorganised. There is a great deal of chaos in contemporary attitudes towards sex. Times of widespread social change and consequent social and political disorganisation have always been marked by an attempt to throw off rigid sex restraints. Wars, revolutions and general social upheavals are upsetting to human life schemes and social values. As a result, many people apparently seek security through fulfilment. For example; rapist, prostitutes, unmarried mother, unmarried father, sex delinquents etc are referred to as sex offenders.

- **The Alcoholics and the Drug addicts:**

Alcoholics make up one of the most significant groups of disorganised persons in our country. These unhappy individuals are unable to carry on their occupational and family roles because of their addiction. Alcoholics are not only those in the lowest walks of life but occupy all social levels. Not all persons who use alcohol are in danger of personal disorganisation. They are those excessive drunkards whose dependence upon alcohol has attained such a degree that it shows a noticeable mental disturbance or an interference with their bodily and mental health, their inter-personal relations and their smooth social and economic functions.

- **The maladjusted worker:**

The way a man makes his living is an important aspect of his life. Many important group relationships occur on the job or in direct connection with it. In an industrial society, millions of men and women work for long hours in the factory and their personalities are subjected to tension that are unique both in kind and in intensity. Individual disorganisation may thus come to the man or woman in the factory, either in the form of physical disability or more often, through boredom, dissatisfaction and apathy. For example, industrial conflict is the symbolic culmination of social disorganisation in industry. It is a collective expression of the cumulative aspects of social disorganisation.

- **The working women :**

The role of women in society is still defined largely in their functions as wife and mother. And many women wish to be recognised as persons as well as members of their own sex. Anything which interferes with women's biological and sex roles produces a certain amount of social disorganisation.

- **The child labourers :**

The disorganising aspects of child labour may be classified as the physical hazards, the mental handicaps of early employment and moral dangers. Physical hazards are subjected to personal injuries which lead them to disorganised personalities. The mental handicaps are, where compulsory education standards are low and early child labour is permitted, children are deprived of the education from which they would derive great mental satisfaction. As a result, mental handicaps create disorganised personality.

- **The mentally disorganised:**

A sizeable share of the persons who fail to adjust according to the definition of normal, fall into the classification of mentally disorganised. This classification is further divided into –

- a. **The mentally deficient:**

The mentally deficient are lacking in intelligence. This kind of individual has not deteriorated or revolted against the society.

- b. **The mentally ill or mentally deranged:**

These are those persons whose intelligence has deteriorated. Some persons escape from reality through mental illness because they are unable to adjust to the stresses and strains which life imposes. Other mental illnesses occur as a result of brain damage caused either by injury such as infection, accident or poison like alcohol and drugs. So, both the mentally deficient and mentally ill persons are regarded as disorganised individuals.

- **Suicide:**

Suicide is the term applied to “all cases of death resulting directly or indirectly from a positive or negative act of the victim himself, which he knows will produce this result.” Suicide is the final and irreversible culmination of personal disorganisation. It is the last stage in the series of progressive change in attitude, from a blind and unthinking love of life. In our society, suicide indicates a disorganisation of the ties that bind the members of the organised group together. Suicide has been further classified by the insight of the Psychoanalysts. To them it is the final expression of self-concept which turns into active self-hatred.

4.4.2 Family Disorganisation:

The family, composed of husband, wife and children, is the basic biological and social unit in our society. Normally every individual enters in a family life to lead a happy successful life, which is not always possible. Due to various reasons when conflict and problems arise among the members in the family, then family disorganisation develops. For example, family tension, desertion, divorce, after divorce disorganisation, etc can all cause family disorganisation.

Following are the various forms of Family Disorganisation:

- **Family tensions:**

Family tensions are limited to conflicts between husband and wife. As such they either threaten the stability of the marriage or result in its eventual disintegration. There are other family tensions – between parent and children, between siblings, between in-laws and members of the larger kith and kin groups. Sometimes these other tensions cause conflict between husband and wife. Family tensions constitute the real, as distinguished from the legal causes for family disorganisation.

- **Desertion:**

Desertion and Divorce are the final tragic formal announcement of family disorganisation. Desertion is an unofficial indication of a dissolved marriage relationship. But it is at the same time a penal offence. A man can be sent to prison for deserting his family. So, desertion means irresponsible departure from the home of either husband or wife, leaving the family to support for itself.

- **Divorce:**

Divorce in our society is the final and legal termination of marriage. Divorce is also a tragic breakdown of a family relationship. Divorce occurs after the family is disorganised, when one or both parties have a strong desire to dissolve their relationship. They do not occur in happy, well-adjusted families. In other words, divorce merely gives a legal status to a marriage already disrupted.

- **After Divorce disorganisation:**

Disorganisation does not end with divorce. The dissolution of the marriage contract is the final outcome of a long process of family disorganisation. But it is final to the participants only in the sense that it represents a formal break in a previously intimate relationship. Divorce is the end to the marriage for its individual participants. It merely represents a change from one status to another, but the roles associated with the new status are often difficult.

4.4.3 Community and National Disorganisation:

A society is a combination of many small and large groups, associations, organizations, etc. When there is a lack of communication and interaction among these groups, then social disorganization develops in the society. Social disorganisation is the decline, breakdown and dissolution of the interpersonal relationships binding human beings together in groups. The community involves two related aspects – the Geographical and the Psychological. In a geographical sense, the community is a contiguous distribution of people and institutions. In a socio-psychological sense, it may be regarded in terms of the psychological elements that make it a living entity. For example –The Rural Community disorganization, The Rural Community Institutional

Disorganisation, Corruption, Crime and the community, Mobility, Migration, Unemployment, Religious minorities, Racial Minorities etc.

Following are the various forms of Community and National disorganisation:

- **The Rural Community Disorganization (The Agricultural Revolution):**

Most individual and social disorganisation occurs in urban communities. There are fewer disorganised individuals, fewer divorces, fewer slums, and relatively less social disorganisation in the rural areas where social control is more personal and no one can hide behind the anonymity which characterizes city life. Farm life virtually requires a stable and orderly existence if the farm work is carried on successfully. Community disruptions and dislocations have occurred in farm areas also. There have been agricultural depressions and disturbing rural social changes. The rural community is important to city people, because our whole country is enmeshed in a rural hinterland. The metropolitan areas and the larger and smaller cities are all dependent upon rural production for their rice, bread, meat, vegetables, fruit, milk etc.

- **The Rural Community Institutional Disorganisation:** The changes in agricultural methods and the shifts in rural population have had a profound impact on the institutions serving the farmer's need. Many of the rural institutions affected were in villages and smaller towns; some, like the rural religious institutions and rural schools were in the open area. These are rapidly vanishing and rural communities are becoming "Reurbanized", means the farmer's and their children's increased contact with town and city life has changed rural life.

Some of the decline in rural institutions has made for major changes in the rural way of life. In numerous instances rural institutions lag far behind than those available in urban centres. This fact also has an impact on the rural community because many people desert the farm as much for better opportunities for health, education and recreation as they do to escape farm

work. For the present day well-to-do farmer, life is not greatly different from life in the city. Rural institutions meanwhile are falling behind in fulfilling vital needs of rural people in many areas. For example, one of the results of urban industrial and commercial expansion has been the decline of locally owned banks in villages and small towns.

- **Political corruption:** Modern political corruption is part of the larger process of social disorganisation. The traditional forms of democratic local government were established in a society where social mobility was limited, the population was homogeneous and the majority of citizens were interested in the central social and political problems. Political corruption in a technical sense is the wilful exploitation of political office or opportunity for personal gain. Corruption involves an unlawful act and a tangible or intangible benefit. The machinery of government is manipulated in the interests of predatory groups. Politicians, criminals and businessman employ the resources of the community for their own ends, rather than for those of the general welfare. The civic conscience has changed under the impact of social disorganisation.

Political corruption is an expression of a breakdown in community attitudes and structures. Corruption is not confined to political figures, who may have higher ethical standards than many persons not actively engaged in government. Political corruption is in a sense a product of the mores of an acquisitive society, where financial values are pre-dominant and the pragmatic sanction of behaviour lies in its monetary success.

- **Crime and the community:** The crime rate is a major index to community disorganisation because it is a measure of the degree to which the citizens fail to live up to the community's moral requirements. Crimes are sometimes defined as negative mores. They are violations of the moral values of the group which are forbidden and punished by law. They are types of conduct which are considered offences against the general welfare, and persons convicted of crime tend to be branded by the conviction as well as by any punishment which may be exacted. The community with a high crime rate is

likewise one in which a sizeable share of the citizens flouts the important social values. On the other hand, the community is to a large degree responsible for the crime rate. Community disorganisation is measured by the extent to which life and property are not safe and political corruption is abundant, while the losses sustained by crime undermine the general well-being.

- **Mobility:** Man is the most mobile of all creatures. The nature of man's social life is partially determined by the restlessness that drives him from place to place. Mobility involves changes in position that bring about new contacts and stimulations. Mobility involves psychological as well as physical changes – new ideas, experiences, and outlooks. Mental contact and communication are the important considerations in mobility, as they are in society itself. Social mobility breaks group relationships if it is of an extreme form. This breaking of group relationships causes many problems in a mobile and secular society. When persons shift rapidly from place to place, they lose contact with their family. As a result, disorganisation develops. When many individuals lose their ties with a settled society, the entire social structure may be broken down. Persons who move after short intervals from one residence to another within a city have a higher rate of personal disorganisation than newcomers from other communities. In other words, these disorganised personalities create community disorganisation.
- **Migration:** Migration has played an important role in the development of society. There is a significant difference between early migration and modern migration. The ancient migrations involved entire societies that carried their culture with them. Social disorganisation was largely absent at that time, because social structure was solidly maintained.

But modern migration is not like that. It has become an individual or a family enterprise, rather than an organized group movement. For this reason social disorganisation has resulted.

Culture conflict is fundamental to the disorganisation of the migrant and of the society into which he enters. Culture conflict is especially apparent in the large city, where there is a large immigrant population. If the immigrant is mature when he enters the new society, he may have great difficulty in adjusting to its new culture.

- **Unemployment:** So far as our civilization is concerned, unemployment has been a community problem for long in a local and national sense. Attempts to deal with it have been confined to the local, state and national resources. But these attempts have been made more with the idea of alleviating unemployment rather than with the idea of preventing it. When the problem has been relatively less, each local community has usually tried to “look after its own”. When communities have been unable to meet the problem because the number in need of relief exhausted local resources, state governments have usually come to their rescue. Unemployment is an economic phenomenon which is not contained within national boundaries. Social planning and government spending will be essential to achieve continued full employment. And this unemployment problem is a community disorganisation of a nation.
- **Religious and Racial Minorities :** Development of religious minorities are also another form of community disorganisation. Racial minorities are also another important form of community disorganisation. Race involves a permanent and visible division of humanity to which long established patterns of prejudice are attached. Race is the term applied to the four (4) major divisions of human population and refers to the differences in skin colour, head shape, nose shape, structure of the hair and other features. The four races are –The Caucasoid race, the Negroid race, The Mongoloid race, and the Australoid race. Racial differentiations have caused much conflict and led to many unscientific conclusions about racial superiority and inferiority. Racial minorities include– Educational discrimination, Economic discrimination, Health discrimination, etc.

4.4.4 International Disorganisation:

International disorganisation is another important type of social disorganisation. When there is a problem of international peace, harmony, brotherhood, border dispute, problem in exchange, problems related to border, political issues etc. between or among different nations, then social disorganisation develops. For example, Revolution, Totalitarianism, War etc.

The major forms of international disorganisation are discussed below–

- **Revolution:** Revolution is social disorganisation in its most literal sense. Revolution, Totalitarianism and War are social movements growing out of social disorganisation on a supernatural scale. In varying degrees, they are the results of a breakdown in world consensus and involve different forms of social disorganisation, all of which have worldwide implications. Revolution breaks down the basic consensus of the society. Social and moral codes disintegrate. In a complete revolution, all the major institutions undergo drastic changes.

- **Totalitarianism:** Totalitarianism may be defined as the absolute and authoritarian method or methods by which a revolutionary political organisation takes over a government. The new government is thus authoritarian. Totalitarianism aims to take over the power quickly and involves total or absolute control over those governed.

Totalitarianism is another major form of international disorganisation. Under totalitarianism the decisions of the leader possess the authority of law. The roots of totalitarianism are complex. They are historical, cultural and also psychological.

- **War:** War is social disorganisation in its most violent form. War is the formal disruption of the relationships that bind nations together like in peacetime harmony. War disturbs world harmony, international trade, the free exchange of ideas and the communication between people that is so vital to human relationships. War disorganises an international structure. War destroys

stability between nations. War and its attendant hatreds constitute the strongest barrier against the peaceful grouping of the people in the world.

Stop to Consider:

Desertion is an unofficial indication of a dissolved marriage relationship. But it is at the same time a penal offence.

Totalitarianism may be defined as the absolute and authoritarian method or methods by which a revolutionary political organisation takes over a government. Totalitarianism is one of the major forms of international disorganisation. Under totalitarianism the decisions of the leader possess the authority of law.

4.5 Role of Education in the prevention of Social Disorganisation:

- The curriculum of a school must be able to reflect the aspirations of the society in the positive direction.
- The objectives underlying the curriculum must satisfy the mental and physical needs of the children.
- Sex education through trained personnel provides the platform for satisfaction of their sexual curiosity.
- Awareness should be developed in the minds of parents regarding the concept of sex education.
- Proper guidance and counselling cells, if maintained in the educational institutions can go a long way in identifying and solving psychological problems among the adolescents.
- Proper counselling must be provided to the families for maintaining a proper balance in family life.
- Education helps to change the mindset of the people towards the children of divorced families to control after divorce disorganisation.
- Children of divorced or broken families need to be tended with proper counselling for better adjustment in the society mentally and physically, especially in child guidance clinics.

- The rural people need to be made aware about modern agricultural science and techniques through NGOs and government initiatives.
- The education system in the rural areas must be intensified and improved technologically to make the people employable. Agriculture must be included in the curriculum through diversification at the secondary stage keeping in mind the need and importance of agriculture in villages.
- Bank must function as the funding agency for fulfillment of the farmer's agricultural needs in rural areas. There should be concerted effort among the villagers and the government to revitalise the banks to make it at par with those in the urban areas.
- Education must be made to cater to different needs of the masses to make the people employable, which further helps in controlling crime, migration etc.
- International cultural exchange programmes of students and teachers need to be conducted for better exchange of ideas and culture.
- Peace conferences and programmes need to be conducted by the respective governments for better understanding of different problem areas.

CHECK YOUR PROGRESS

Q.1. Discuss some factors of social disorganization.

Q.2. Discuss the types and forms of social disorganization.

Q.3. Write the role of education in prevention of social disorganization.

4.6 Summing Up

- Social disorganisation is a complex process because the breakdown of a group is caused by the same combination of factors that produces it.
- There are different factors of social disorganisation – confusion between role and status, social change, cultural change, social attitude, social values, crisis etc.

- Social change is the principal factor of social disorganisation. Social change is closely related to social structure.
- Social value is another important factor of social disorganisation. Social values are objects which have a meaning for us and which we consider important in our life.
- Crisis also produces social disorganisation. A crisis is a serious interruption in the activities of a group, which requires adjustments in patterns of behaviour.
- The various types of social disorganisation are classified as – individual disorganisation, family disorganisation, community disorganisation and international disorganisation.

4.7 Question and Exercises:

- **Short answer questions:**

1. What are the factors of social disorganization?
2. What is individual disorganisation?
3. What is family disorganisation
4. What is community disorganisation
5. What is international disorganisation?

- **Long answer questions:**

1. Define social disorganization. Explain the factors responsible for social disorganisation.
2. Discuss in detail the major types of social disorganisation with appropriate examples.
3. State the role of education in prevention and control of social disorganisation.

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