

**Institute of Distance and Open Learning
Gauhati University**

**MA in Education
Semester I**

**Paper 101
SOCIOLOGY OF EDUCATION**



Contents:

- Unit 1 : Sociology of Education**
- Unit 2 : Culture**
- Unit 3 : Agents of Socialization**
- Unit 4 : Social Stratification and Social Mobility**
- Unit 5 : Social Disorganisation**

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Syllabus

101: Sociology of Education

- Unit 1 : Sociology of Education:** Its nature and scope, Theories of Educational Sociology
- Unit 2 : Culture:** Primitive culture and modern culture, material culture and spiritual culture, composite culture, multiculturalism, culture and personality, Education as an instrument of socio-cultural change.
- Unit 3 : Agents of Socialization:** Family, School, State and Religion. The School as a Social system.
- Unit 4 : Social Stratification and Social Mobility:** Education and Social mobility. Social change, social control and social order, Population growth and social change, Education and Population Control.
- Unit 5 : Social Disorganisation:** Factors in social disorganization. The Role of Education in the prevention and control of social disorganisation.

Unit I

Sociology of Education

Contents:

- 1.1 Introduction
- 1.2 Objectives
- 1.3 Meaning of Sociology of Education
 - 1.3.1 Nature of Sociology of Education
 - 1.3.2 Scope of Sociology of Education
 - 1.3.3 Difference between Sociology of Education and Educational Sociology
- 1.4 Meaning of Educational Sociology
 - 1.4.1 Theories of Educational Sociology
- 1.5 Summing Up
- 1.6 References and Suggested Readings

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.

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.

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.

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.
- b) Sociology helps in understanding the interrelation between social environment and man.
- c) Sociology has no relation with personality development of people.

Q.3. Define Sociology.

1.2 Objectives

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

- Discuss the meaning of Sociology and Sociology of Education.

- Identify the nature and scope of Sociology of Education.
- Describe the meaning of Educational Sociology.
- Discuss the theories of Educational Sociology.

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.

STOP TO CONSIDER:

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.

1.3.1 Nature of Sociology of Education

On the basis of the above discussions, we are now able to point the nature or salient features of Sociology of Education. They are described below:

- 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.

1.3.2 Scope of Sociology of Education

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.

1.3.3 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.

CHECK YOUR PROGRESS:

Q.4. Define Sociology of Education.

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

1.4. 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’

1.4.1 Theories of Educational Sociology

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. The theories of Educational Sociology are described below:

- **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 demerit 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.

- **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 hold 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 are, 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.

- **Interactionism Theory:** This Theory was put forward by Max Weber, the German Sociologist 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. Interactionism 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. Interactionism 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 Interactionism 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. Interactionism Theory excludes outside influences of social structures. It ignores socio-economic categories and class structures.

STOP TO CONSIDER:

The three main theories of Educational Sociology are Functionalism Theory, Conflict Theory and Interactionism Theory. These theories are not free from disadvantages although they have merits.

CHECK YOUR PROGRESS:

Q.6. Explain the meaning of Educational Sociology.

1.5 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.
- 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.
- 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' 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.

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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.

Answer no.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.

MODEL QUESTIONS

- Q.1.** Discuss the scope of Sociology of Education.
- Q.2.** Critically discuss any two theories of Educational Sociology.
- Q.3.** Write about the advantage and disadvantage of Functionalism Theory.
- Q.4.** Differentiate between Sociology of Education and Educational Sociology.

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Unit 2

Culture

Contents

- 2.1 Introduction
- 2.2 Objectives
- 2.3 Culture
 - 2.3.1 Primitive culture and modern culture
 - 2.3.2 Material culture and Spiritual culture
 - 2.3.3 Composite culture
 - 2.3.4 Multiculturalism
- 2.4 Culture and Personality
- 2.5 Education as an instrument of Socio-cultural change
- 2.6 Summing up
- 2.7 References and Suggested Readings

2.1 Introduction

We very well know that man is a social being. This nature of man indicates the essence of society for the man to survive. Whatever we do, we follow, and all are determined by our social norms. These social norms guide and control our behaviour. To live a healthy and social life, one has to adopt a number of norms as well as they have to undergo the process of learning life's strategy. This acquired behaviour of a person differs him/her from the others. All these acquisition and social process of a person as well as of a society is named under the heading of "Culture". In this unit, we shall discuss the meaning of culture and its varied types so that it will help you all to comprehend the concept more clearly.

2.2 Objectives

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

- understand the concept of Culture
- discuss the various types of Culture

- comprehend the role of culture in shaping the personality of the individual
- discuss the role of education in bringing socio-cultural changes.

2.3 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 a French term, which in turn derives from the Latin “colere,” which means “to tend to the earth and grow”, or “cultivation and nurture”. Culture is the characteristics and knowledge of a particular people, group of people which encompasses the language, religion, cuisine, social habits, music and arts of those people or groups of people. It is the shared patterns of behavior and interaction among the members of the group. It is the cognitive constructs and understanding of people which are learned by socialization. Hence, it can be said that, Culture is the result of socialization. It connotes everything that is acquired by the individuals as social beings. In that sense, culture refers to the sum of human beings’ life ways, their behaviour, beliefs, feelings, and thoughts. Simply, it is the way of life adopted by the person in a social environment.

STOP TO CONSIDER :

- The word “Culture” has been derived from the latin word-”Colere”-which means-cultivation or nurture”.
- The original root of the word “culture” is French.
- Culture is the way of life.
- It is the product of socialization.

Culture refers to certain personal characteristics of an individual. Culture encompasses religion, food, what we wear, how we wear it, our language, marriage, music, what we believe is right or wrong, how we sit at the table, how we greet visitors, how we behave with loved ones, how we talk, and so on. Thus, the life of an individual itself is the culture. It directs, control and reinforces all our day-to-day life activities. All the customs, traditions, attitudes, values, norms, ideas and symbols which govern human

behaviour pattern is Culture. The members of society not only endorse them but also mould their behaviour accordingly. The process of socialization and the culture are intimately related. The individual beings living in a common social background are turned into the members of a society because of the traditions and customs which are common and which are transmitted from generation to generation through the process of socialisation. These common patterns designate culture and it is in terms of culture that individual members are able to understand the specific behaviour pattern of human beings in their social relations. Culture is therefore considered a system of learned behaviour shared by and transmitted among the members of the group. Cultural ideas emerge from shared social life. It is heartening to mention here that society and culture are similar concepts, but their scopes are different. A society is an interdependent community, whereas culture is an attribute of a community. It is the complex web of shifting patterns.

Culture is the collective heritage which is learned and acquired by the individual members through the process of socialization and transmission. Individuals receive or accept culture as an integral part of the social heritage preserved by their ancestors. As a member of the society, it is also the responsibility of each individual to reshape Culture on the basis of past and with the prospect of changed social system.

Definitions of Culture:

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

According to Cooley, Argell and Car: “Culture is the entire accumulation of artificial objects, conditions, tools, techniques, ideas, symbols and behaviour patterns peculiar to a group of people, possessing a certain consistency of its own, and capable of transmission from one generation to another.”

According to MacIver: “Culture is the expression of our nature in our modes of living and our thinking”

According to Malinowski: “Culture is the ‘inherited, artifacts, implements and consumer goods’ and ‘social structure’.

According to E.A. Hoebel: “Culture is the sum total of integrated learned behaviour patterns which are characteristics of the members of a society and which are therefore not the result of biological inheritance.”

According to **Bierstedt:** “Culture is the complex whole that consists of everything we think and do and have as members of society”

Besides these definition, the most comprehensive definitions of the term culture was provided by the British anthropologist **Edward Tylor.**

According to him: “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 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”.

Characteristics of Culture:

The above discussion and the definitions put forward by different sociologist and anthropologists will help you to derive the feature of Culture. Let’s find out the important ones—

- **Culture is a pattern of learned behaviour:**

Culture is learned. It signifies the learned and cultivated pattern of behaviour of the individuals. It indicates that learned behaviour of people are patterned.

- **Culture includes attitudes, values and knowledge:**

Culture is the composite of attitudes, values and knowledge. What knowledge, values are acquired by the individual constitute the culture of that person.

- **Culture is shared by the members of Group/ Society:**

Culture is the learned behaviour pattern of individual which distinguished them from other. Culture is that pattern of individual which signifies one’s life. Hence, one can share their culture between or among the group members.

- **Culture is pervasive:**

One another significant feature of Culture is that, it is pervasive in nature. It touches each and every aspects of individual life. The pervasiveness nature of culture manifest in two different ways. Firstly, it provides an unquestioned context within which individual members act and react. Secondly, it pervades the social norms, activities as well as the institutions.

- **Culture is the way of Life:**

Basically, culture stands for the way of life. It is design for living. All the components and ingredients needed for designing the life of an individual are provided by Culture. The all customs, traditions, attitudes, values, norms, ideas and symbols which govern human behaviour pattern is Culture

- **Culture is Integrated in nature:**

Culture is composite in nature. It possesses an order and system of bhaviour. The various parts of one's life is integrated which leads to the development of the Culture.

- **Culture is Collective Heritage:**

Culture is the heritage which is being transmitted generation to generation. It is the base of one's life which an individual receives in life and proceed with it. It gives them an identity.

CHECK YOUR PROGRESS:

Q.1. What is the scope of Culture?

Q.2. How Culture is different from society?

2.3.1: Primitive and Modern Culture:

Till now, we have gone through the concept, meaning and various characteristics of Culture. The different definitions given by different sociologists and anthropologists have been mentioned above and have made the concept more clear to you. Let us now proceed to the discussion of the approaches and types of Culture. The culture itself indicates the way of individual's life. Hence it covers every aspect of human life. It is perceived in different perspectives. As described by Cristina De Rossi, an

anthropologist at Barnet and Southgate College in London, Live Science. “Culture encompasses religion, food, what we wear, how we wear it, our language, marriage, music, what we believe is right or wrong, how we sit at the table, how we greet visitors, how we behave with loved ones, and a million other things.” Culture has been defined in number of ways. Sometimes an individual is described as “a highly cultured person”, which means that the person in question has certain features such as his speech, manner, and taste for literature, music or painting which distinguishes him from others. Culture, in this sense, refers to certain personal characteristics of an individual. Sometimes culture is used in popular discourse to refer to a celebration or an evening of entertainment, as when one speaks of a ‘cultural show’. In this sense, culture is identified with aesthetics or the fine arts such as dance, music or drama. Thus, the concept of Culture varies with the circumstances and views. Comprehensively it refers to the sum of human beings’ life ways, their behaviour, beliefs, feelings, thought; it connotes everything that is acquired by them as social beings. There are various types of culture. Here we will discuss the few but the important approaches and types of Culture.

Primitive Culture:

In the discussion of the culture, the two terms or approaches often used by the anthropologists and sociologists are-Primitive Culture and Modern or Advanced Culture. The word “primitive,” has been derived from the Latin word “*primitivus*” which means “first of its kind,” referring to both the activity and the community of these peoples they were encountering.

The primitive culture refers to the way or standard of living of the primitive times. The term “primitive culture” was used in older anthropology to refer to indigenous societies of those North, South America, the Caribbean, Africa and Oceania of seventeenth, eighteenth and nineteenth century. The primitive culture basically includes the non-urban or tribal culture which is characterized by superstitions and strange practices. This culture lacks the intellectual complexity, technical advancement and economic progress. The Archaic culture, the Paleolithic culture, Mesolithic and Neolithic ages or cultures are the best examples of primitive culture.

The primitive culture is also known as traditional culture. One of the important features of primitive culture is that it lived in close contact with their local environment. They are characterized by lack of written language,

relative isolation, small population, relatively simple social institution. Moreover, “primitive culture” is also characterized by lack of cities and formalized legal system or government that controls the lives of the members of the society.

This view of primitive culture also reveals the Nature law. According to this culture, nature must be respected, cooperated with, in certain ways; one should not make huge changes in the environment beyond clearing fields for agriculture and villages. Members of primitive culture determined law. They judged according to the tradition, and by such principles, ruled what action should be taken against any law. In primitive culture, business life and personal life were often the same thing. Religion in primitive cultures was often nature based, since the natural world played such an important role in everyday life. Animism was one prevalent religious structure of primitive cultures. Most primitive cultures were composed of one of the three different types of societal structures- Band, Clan, or Tribe.

A **band** society is the simplest form of human society. It is neither generally consisted of a small kinship group, often nor much larger than an extended family

A **clan** is a group of people united by kinship and descent, which is defined by perceived descent from a common ancestor.

A **tribe** consists of a group of interlinked families or communities sharing a common culture and dialect.

The primitive culture has still some impacts on the modern culture. For example, the African people still live in their primitive ancestors; 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 their local environment.
- 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.
- 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.

STOP TO CONSIDER:

- The word “primitive,” has been derived from the Latin word “*primitivus*” which means “first of its kind,” referring to both the activity and the community of these peoples they were encountering.
- The Archaic culture, the Paleolithic culture, Mesolithic and Neolithic ages or cultures are the best examples of primitive culture.

Modern Culture:

The modern culture is opposite to the primitive culture that we have discussed so far. The development of modern culture took place in some areas of the planet as human societies grew larger. There are various milestones of development of the modern culture. The mass organization in some form for example- the development of large work forces and armies, and later the development of mechanized means of production — was an important force in changing traditional culture into modern culture. 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 result of drastic changes and improvement in the primitive culture. Modern culture has a tendency to spread out, to build empires, to capitalize on as many resources as possible. Modern culture seems to be held together by power and things, not by people and relationships. It is marked by improvement as well as changes in the life-styles of people. It is characterized by advancement of science and technology. With the development of ideas, philosophy, people started to lead a more comfortable and developed way of life. In the modern culture, the socio-economic life of people has changed. People learn that business life is separate from personal life. People started to value their personal life and stresses on the comfort ability of their personal life.

One of motto of modern culture is change. It thrives on change. It creates new goods and services, and teaches us to want them. It adds new

technologies, things and ideas at an increasingly rapid rate. Modern culture creates its own environment. It builds cities and massive structures. It teaches that nature is meant to be manipulated, to be the source of jobs and wealth for its human masters. It sees itself as being above nature. Modern culture is built upon knowledge. Thus, it can be said that modern culture is that developed 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.
- One of the mottos of modern culture is change.
- It adds new technologies, things and ideas at an increasingly rapid rate.
- Modern culture is built upon knowledge.

CHECK YOUR PROGRESS:

Q.3. Differentiate between Modern culture and primitive culture.

2.3.2: Material and Spiritual Culture:

The two types or approaches of culture that you have discussed above have given you the idea about culture that emerges and remains for a particular period of time. Besides that there are other types of cultures which occupy important places in the study of sociology. These are Material or Non-material culture, spiritual culture and so on. Here in this unit, you will be given idea about the Material and Spiritual Culture. Let's discuss.

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 denotes to the material evidence that can be attributed to culture in the past or present. 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. All the physical aspects of a culture that help to define the behaviour and perception of a group is

defined as material culture. It includes home, neighborhood, cities, schools, churches, temples, and means of production, tools, factories and plants.

The significance of material in human life was reflected by its use in the past. Material hold meaning and value by carrying communication between people, just like other communication forms such as speech, touch and gesture within a culture. Material culture mediates messages between time, or space, or both between people who are not together.

Spiritual Culture:

One another important type 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. The simple meaning spiritual culture refers to the spiritual value and beliefs held by the individual.

Spirituality and culture are interrelated. You should know that culture comprises of three aspects—material, religion and spiritual. The culture, the society or community and creed in which people live and are brought up in influence their behaviour, attitude and traditional values. The inner experience, organized religious beliefs and dogmas which influence the lives of people are known as spiritual culture. Happiness in this culture is derived from desire, attachment and egotism. Spiritual culture is considered as a philosophy and religion which provides the means and methods of practicing self-realization. Thus, we can say that spiritual culture is all about systematic methods of transcending the mind and its senses in order to experience the godliness within people. It is the scientific method for inner experience towards the well being and awakening from the false notion of the mind. Spiritual culture refers to the personal experience and way of life which reinforces him to act in search of self-knowledge; awareness and oneness through his prayers are directed 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

Spiritual Culture:

- The inner experience, organized religious belief and dogmas which influence the lives of people are known as spiritual culture.
- Spiritual culture is considered as a philosophy and religion which provides the means and method of practicing self-realization

2.3.3: 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, 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 the presence of complex culture and culture order. Composite culture includes different caste, sub-caste, ethnicities and religions. Composite culture mitigates the sharp differences among innumerable cultures within a country or nation. India is the best example of composite culture. Composite culture has to a great extent developed in oral traditions and in the encounter of the mystical traditions of different tradition and religion. 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 cuisine, music, language, dress and arts in other words they share their ways of lives.

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 cuisine, 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.

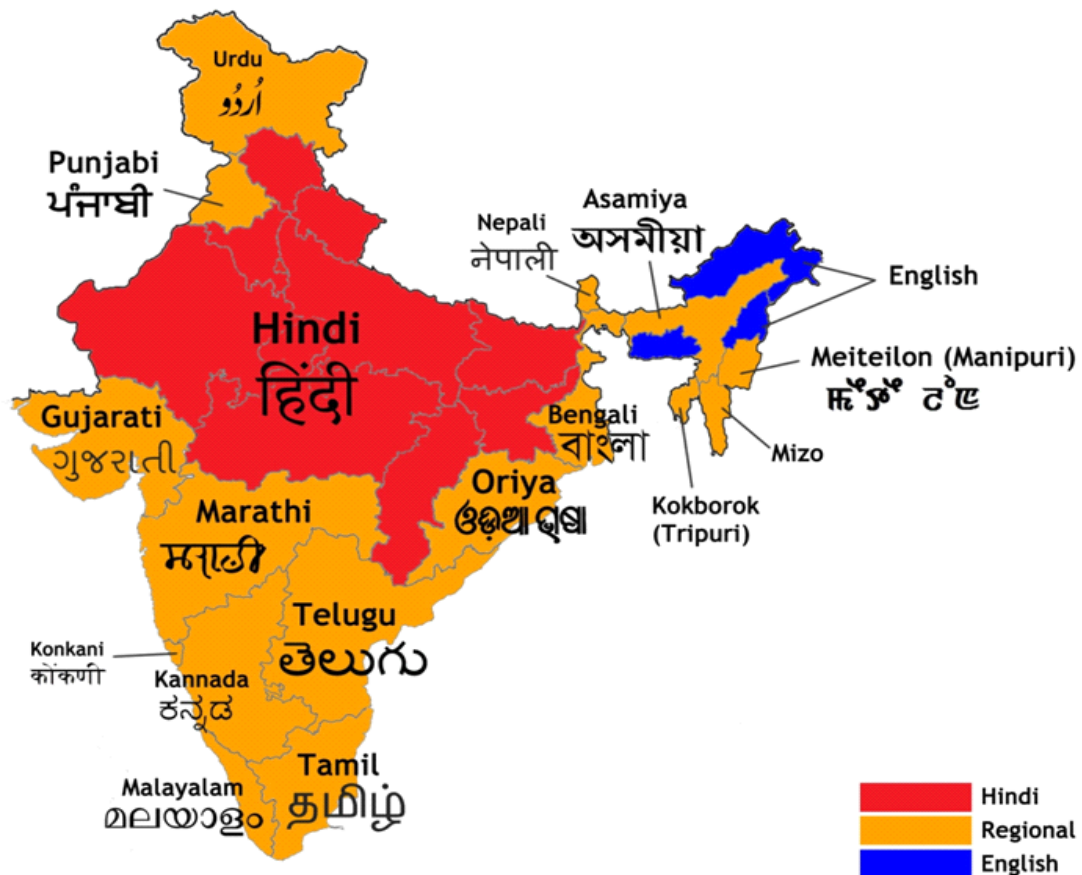


Fig: 2.1: The map of India showing its Composite Culture (amalgamation of different cultures)

2.3.4: Multiculturalism:

Like the concept of composite culture, there is one other 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. Multiculturalism can describe a mixed ethnic community area where multiple cultural traditions exist. The best example of the city where multiculturalism exists is New York. Multiculturalism is also known as “ethnic pluralism”. It is the collaboration of different ethnic or cultural groups without sacrificing their particular identity. The concept of multiculturalism differs from discipline to discipline. In the arena of Sociology, it refers to the end-state of either a natural or artificial

process and occurs on either a large national scale or on a smaller scale within a nation's communities. On a smaller scale multiculturalism occurs artificially when a jurisdiction is established or expanded by amalgamating areas with two or more different cultures like French, Canada and English. On a large scale, it can occur as a result of either legal or illegal migration to and from different jurisdictions around the world. Sociologists use the concept of multiculturalism to describe one way of approaching 'cultural diversity' within a society.

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

STOP TO CONSIDER :

Multiculturalism:

- 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.

2.5 Culture and Personality:

After discussing a lot on Culture and its different types and approaches, a question may generally be aroused in your mind at this point that, why the concept of "Personality" is attached to culture. Is Culture and personality correlated? If so how? The answer to this question is yes. 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, connotes everything that is acquired by the individual as a social being. It refers to the cognitive construct of an individual. Personality is aggregate or substance of his psychological processes. It denotes the "whole" of an individual. The cognitive constructs builds one's personality.

Every society prescribes certain forms of behaviour for the individual. They must follow to live a social life and make social adjustments. The standards, norms, beliefs prescribed by the society are known as culture. 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. Personality is the social heritage of the individual. Each society tends through its culture to create a ‘basic personality type’ with a complexity of characteristics. The culture to which an individual belongs becomes a permanent imprint upon the personality that he carries with him. The way of life that is determined by the culture to which an individual belongs conditions and moulds his personality.

The influence of Culture on personality can be presented as follows—

- The environmental characteristics including those of physical environment and cultural environment determine personality to a great extent.
- One of the determinants of personality will be the social structure in which the individual is born and nurtured.
- 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.
- When the individual is consciously introduced to his culture, he becomes socialized. A socialized person can fulfill all his socio-individual needs, which leads him to develop a good personality.
- Each culture almost equates itself with certain values which mould the personality of the individual.
- The cultural context which affects the mental make-up, habits and attitudes of the children shapes his personality.

Thus, it is clear from the above discussion that Culture plays a crucial role in the development of personality. It is the culture which provides the context for molding a desirable personality.

CHECK YOUR PROGRESS:

Q.3. Discuss the role of culture in shaping child’s personality.

2.5 Education as an instrument of Socio-cultural change:

Change is natural. Everything is changing. It can be considered as the law of nature. Changes in society are much desirable. People live in society. The life of man is changing with the changes of time. 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 aspect lead 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 socio-cultural changes can be presented as follows-

- Education helps in removing the evils that exist in the society like early marriage, child labor, dowry system, traditional beliefs.
- It helps to change the traditional attitude and outlook of people towards women and marriage system of the society.
- It paves the way for bringing advancement of technology and industry.
- 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-economical as well as political issues.
- It widens people's vision towards life.
- It is the agent which fosters the sense and feeling of equalization in society.
- 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.

CHECK YOUR PROGRESS:

Q.5. How can education bring socio-cultural changes? Write in your own words with appropriate examples.

2.7 Summing Up:

Thus, in this unit, you are introduced with the concept of culture, different types and approaches of culture. Besides, you have come to know about the relationship between culture and personality. The role of education in the socio-cultural changes has also been discussed here. It is perceived that through this discussion, you have developed a clear concept of culture. The unit can be summed up for your better understanding as-

- The word “culture” has been derived from a French term, which in turn is derived from the Latin “colere,” which means “to tend to the earth and grow”, or “cultivation and nurture”.
- Culture is the characteristics and knowledge of particular people, group of people which encompass the language, religion, cuisine, social habits, music and arts of those people or group of people.
- The **primitive culture** refers to the way or standard of living of the primitive times.
- The Archaic culture, the Paleolithic culture, Mesolithic and Neolithic ages or cultures are the best examples of primitive culture.
- 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 result of drastic changes and improvement in the primitive 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
- The inner experience, organized religious belief and dogmas which influence the lives of people are known as **spiritual culture**.
- The **composite culture** emphasizes the presence of complex culture and culture order.

- **Multiculturalism** describes the way of approaching ‘**cultural diversity**’ within a society.
- The **personality** of an individual is the combination of all the **socio-cultural**, psychological characteristics.
- **Education** can initiate **social change** by bringing changes in the attitudes of men.

2.7 References and Suggested Reading:

1. C.N. Shankar Rao: “*Sociology-Principles of sociology with an introduction to social thought*”
2. H. R. Mukhi: “*A Simple book of sociology*”
3. Kuppu swamy.B: “*Social change in India*”
4. Mahanta N.N: “*Foundation of Education*”

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Unit 3

Agent of Socialization

Contents:

- 3.1 Introduction
- 3.2 Objectives
- 3.3 Meaning of Socialization
 - 3.3.1 Characteristics of Socialization
- 3.4 Agents of Socialization
 - 3.4.1 Family
 - 3.4.2 School
 - 3.4.3 State and Religion
- 3.5 The School as a social system
- 3.6 Summing Up
- 3.7 Reference and Suggested Readings

3.1 Introduction:

The human infant comes into the world as biological organism with animal needs. He is gradually molded into a social being and he learns social ways of acting and feeling. Without this process of molding, the society could not continue itself, nor could culture exist, nor could an individual become a person. This process of molding an individual as social being 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. Here in this unit, we will discuss this process of socialization and its various agents.

3.2 Objectives:

After the discussion of this unit you will be able to-

- define the term socialization
- identify the nature and characteristics of socialization
- know about the agents of socialization
- comprehend the school as a social system.

- explain about social intelligence and emotional intelligence

3.3. Meaning 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 act.

Definitions of Socialization

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.”

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.

Characteristics of Socialization

We can discuss the characteristics of socialization as follows

- Socialization inculcates basic discipline among individuals.
- It helps to control human behaviour.
- Socialization takes place rapidly if the agencies of socialization are more unanimous in their ideas and skills.
- Socialization takes place formally and informally. It takes place informally through family and formally through educational institutions.
- Socialization is a continuous process. It begins with the birth of the individual and continues throughout their life.

STOP TO CONSIDER :

- Socialization is a process through which society develops an individual according to its ideals, beliefs and traditions and bestows recognition as social being.
- In the words of **H.T. Mazumdar**: “Socialization is a process whereby original nature is transformed into human nature and the individual into person.”

3.4 Agents of Socialization

Through the earlier discussion, you are introduced to 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. 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~~ agents to meet the goal of socializing people. In a society or community, there are various sources or means which perform an active role in the very process. But among them, the prominent are –Family, School, Peer Group, State, Society, and Religious Institution. Here, we are focusing only on a few of them.

Family as an agent of socialization:

It is the first and the most important agency of socialization. Children spend maximum period of time with their family. In the family, children come in contact with their parents, brothers, sisters, uncles, aunties, cousins, grandparents etc. and learn 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.

According to **Freud** and other psychoanalysts, 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 it. The role of the siblings is also important for the socialization process of a child. The child's personality is also influenced greatly by the behavior of its 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 has 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.
- 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.

- Children learn sympathy, cooperation, honesty, truth, justice, feeling of love and many other social and human values at home. When they are formally taught in schools it becomes very easy for them to understand and practice them.

CHECK YOUR PROGRESS:

Q.1. Why is family considered to be the primary agent of socialization?

School as an agency of Socialization:

Education is considered as the prime factor of Socialization of children and for that matter School. School is a great socializing factor. 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 in contact with the other members 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 a 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-

1. School socializes children by giving them opportunities to manifest their qualities, instincts, drives and motives and helps to develop their personality.
2. School socializes the children by imparting socially desirable knowledge and skill and providing socially desirable experiences.

3. 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.
4. 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.
5. By preparing pupils for different roles, school can develops the social qualities in children.
6. By developing the quality of good citizenship, increasing their social competitiveness, increasing their initiative and independence, school can socializes the children.
7. Rewards and punishment and teacher's behavior and reaction in the school also play a significant role in the process of socialization of the children.
8. The cultural heritage of the society is preserved through the school and the school performs the function of transmission of information to the individual.

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. The teacher is the most important figure after parents with whom children identify themselves and give him/her the utmost respect in the society. For the children the teachers' personality and character provide a model which they try to emulate. 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.
- Teacher treats all children equally. He does not discriminate them on the basis of their caste or creed. 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.
- School is a social subsystem, so if a child can adjust in the school he is likely to adjust in the society also.

In this way the teacher becomes an important socializing agent. The teacher can influence his/her pupils to socialize and adjust themselves to the school environment. Then they are likely to adjust in the society also.

STOP TO CONSIDER :

- Family is the first and the most important agency of socialization. Child spends maximum period of time in his family.
- In the family children come in contact with their parents, brothers, sisters, uncles, aunts, cousins, grandparents etc. and they learn many habits and behavior from them. Love, sympathy, Co-operation, consideration and so many such qualities are learnt by them in the family first.
- Children also learn many ideals, customs and traditions from the family

State as an agency of Socialization:

This is yet 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 obeyed by all its members without asking any question. 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, you 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 a common goal. Children are the part of this group.
- The rules regulations formed by the state influence the behaviour of the child.
- The discipline and 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 develops a concern and feeling of patriotism towards the country to which they belong.
- The various educational as well social programmes adopted by the state motivate children to exhibit 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 developing 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 cultural exchanges.

CHECK YOUR PROGRESS:

Q.2. Discuss the role of state in the process of socialization in the context of India?

Religion as a agency of Socialization

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

You have your own religious values which control you, motivate you and inspire you to find divinity in you. Therefore, religion is considered as one of the most important agents of social control. Religion exerts great influence on the views of a person. It has significant role in organizing and directing social life. The religious views followed by the family influence the life of the children. They are motivated and 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- wedding, child dedication, child rearing rituals, burial, etc. affect the lives of the children because they are actively involved in all of them. 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 and manner are all influenced by the religion of the child. Thus, it is clear 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 and language of an individual are the gifts 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 facts regarding Religion and Socialization can be derived—

- Religion is considered to be the best teacher of individual as it paves his/her way of self development.
- Religion exerts great influence on the views of a person.
- 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 gifts for an individual provided by his/her religion.
- Religion shapes collective belief into collective identity.

STOP TO CONSIDER :

Religion and Socialization

- Religion is considered to be the best teacher of individual as it paves his/her way of self development
- Religion exerts great influence on the views of a person.
- 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 mind of the children.

CHECK YOUR PROGRESS

Q.3. Discuss Religion as an important agent of socialization.

3.5 The school as a social System:

In this unit, we have discussed 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 paper, sociology 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 is responsible for contributing 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 to 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 remember that the “social relationship” and “social contact” are two integral parts 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 values. Children are made to realize how values are important in one’s life.

- **Centre of practicing social behaviour:**

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

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

STOP TO CONDER :

- **As a social system—**
- School is the miniature society
- School is the centre of acquiring social values
- School is the centre of practicing social behaviour.
- School provides the platform for Representation of Culture.
- It is the hub of social Tolerance

3.6 Summing Up:

- In conclusion, this unit tries to give you some idea about the process of socialization and its different agents. The unit , thus deals with the following points-
- 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 a social being. In short, the basis of socialization is interaction.
- In the words of **MacIver**, “Socialization is the process through which social being develops relationships and associate with each other.”.

- In this unit, we have also discussed various agencies of education like-Family, School, Religion and State. The most important agency is the Family where child get the first social environment.
- In the family, child comes in contact with his parents, brothers, sisters, uncles, aunties, cousins, grandparents etc. and learns many habits and behavior from them. Love, sympathy, Co-operation, consideration and so many qualities are learnt by them from the family first.
- Here, we have also discussed school as a social system.
- **As a social system, School —**
 - is the miniature society,
 - is the centre of acquiring social values,
 - is the centre of practicing social behaviour,
 - provides the platform for Representation of Culture,
 - the hub of social tolerance.

3.7 References and Suggested Reading:

1. C.N. Shankar Rao: *“Sociology-Principles of sociology with an introduction to social thought”*
2. H. R. Mukhi: *“A Simple book of sociology”*
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4. Mahanta N.N: *“Foundation of Education”*
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Unit 4

Social Stratification and Social Mobility

Contents:

- 4.0 Introduction
- 4.1 Objectives
- 4.2 Concept & Definition of Social Stratification, Social Mobility, Social Change, Social Order & Social control
 - 4.2.1 Social Stratification
 - 4.2.2 Social Mobility
 - 4.2.3 Social Change
 - 4.2.4 Social Control :
 - 4.2.5 Social Order
- 4.3 Characteristics of Social Stratification, Social Mobility, Social Change, Social Order & Social Control
 - 4.3.1 Characteristics of Social Stratification :
 - 4.3.2 Characteristics of Social Mobility :
 - 4.3.3 Characteristics of Social Change :
 - 4.3.4 Characteristics of Social Order :
- 4.4 Types of Social Stratification and Social Mobility :
 - 4.4.1 Types of Social Stratification :
 - 4.4.2 Types of Social Mobility :
- 4.5 Factors of social change :
 - 4.5.1 The Demographic or Biological factor :
 - 4.5.2 Geographical or Physical Factor :
 - 4.5.3 Technology as a factor of social change :
 - 4.5.4 Cultural Factors:
 - 4.5.5 Economy as a factor of Social Change :
 - 4.5.6 Education as a factor social change :
 - 4.5.7 Legislation as a factor of social change :
 - 4.5.8 Planning as a factor of social change :
 - 4.5.9 Social movement as a factor of social change :

- 4.6 Population Growth :
 - 4.6.1 Population Explosion in India
- 4.6 Causes of population growth :
- 4.7 Relationship Between Education and Social Stratification & Social Mobility
 - 4.7.1 Social Stratification and Social Mobility :
 - 4.7.2 Education and Social Stratification :
 - 4.7.3 Education and Social Mobility :
- 4.8 Role of Education for Population Control :
- 4.9 Let us Sum Up
- 4.10 Check Your Progress
- 4.11 Further Reading

4.0 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 perform 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.

4.1 Learning Objectives:

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

- define and understand the concepts of social stratification, social mobility, social change, social order & social control
- understand the characteristics of social stratification, social mobility, social change, social order & social control
- identify the types of social stratification and mobility.
- understand the factor of social change and causes of population growth

- understand the relationship between education and social stratification & social mobility
- understand the role of education on population control

4.2 Concept & Definition of Social Stratification, Social Mobility, Social Change, Social Order & Social Control :

4.2.1 Social Stratification :

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 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 a more or less 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”.

4.2.2 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.”

4.2.3 Social Change :

Social change is one of the major characteristics of every society. Change is a universal phenomenon in human society, which is slow in static

societies and rapid in dynamic societies. Similarly change is present everywhere in the world, because change is the law of nature. It is an on-going process. Society is subject to constant changes. Social change has occurred in all societies and at all times. There are various factors which have brought social change that is changes in a social structure, in its patterned, social relationship and in its ways of doing things. Social change implies when there is a change in three major aspects in the society- change in social structure, change in the roles and change in relations.

According to Kingsley Davis , “Social change is meant only such alterations as occur in social organisation, that is, structure and functions of society.”

4.2.4 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. Give a comprehensive definition of social stratification.

Q.2. Give a comprehensive definition of social mobility

1.2.5 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.”

CHECK YOUR PROGRESS

- Q.3.** Give a comprehensive definition of social order.
- Q.4.** Give a comprehensive definition of social control.
- Q.5.** Give a comprehensive definition of social change

4.3 Characteristics of Social Stratification, Social Mobility, Social Change, Social Order & Social Control:

4.3.1 Characteristics 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 uniform in all the societies.
- Social inequality is another important characteristics of social stratification.
- Social stratification is consequential, the stratification system has its own consequences

4.3.2 Characteristics 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.

4.3.3 Characteristics of Social Change :

- Social change is a continuous process.
- Social change is a universal although the rate of change varies.
- Social change is sometimes international but often unplanned .
- Social change is temporal. It is temporal in the sense, it stands for the time sequence.
- Social change is environmental. It must take place within a geographic or physical and cultural context.

4.3.4 Characteristics 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 characteristics.
- 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.

4.3.5 Characteristics 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.

CHECK YOUR PROGRESS:

- Q.6.** Mention a major characteristic of social stratification.
- Q.7.** Mention a major characteristic of social mobility.
- Q.8.** Mention a major characteristic of social change.
- Q.9.** Mention a major characteristic of social order.
- Q.10.** Mention a major characteristic of social control.

1.4 Types of Social Stratification and Social Mobility :

1.4.1 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 particular 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 particular 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 exists are found.

1.4.2 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 eg. 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.

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 eg. a farmer’s daughter might train to become a teacher or she may achieve another occupation.

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

STOP TO CONSIDER :

Sociologists, historians and social anthropologists have proposed a number of general theories which may be grouped into four (4) main categories:—

(a) Evolutionary theories, (b) Cyclical theories, (c) Conflict theories and (d) Functional or dynamic or equilibrium theories.

4.5 Factors of social change :

4.5.1 The Demographic or Biological factor :

The biological factors influence the numbers, the composition, the birth-rate, the death rate, the fertility rate, migration and the hereditary qualities of the successive generations. The biological factors like the size and composition of population, produce social change. The population growth creates problems like—food problem, housing problem, unemployment, poverty, low standard of living, etc. and sometimes under population also creates social problems and produce social change. Hence, the increase and decrease in population, a change in the ratio of birth and death, migration, etc. all these are likely to affect our social system.

4.5.2 Geographical or Physical Factor :

The physical factor consists of the surface of the earth, climate, rainfall, rivers, mountains, forests, animal life, etc. they have

a profound influence upon the human society. Slow geographic changes as well as occasional conclusions in the forms of storms, famines, and floods, cyclone and hurricanes do take place and they may bring about social change. For e.g. – the great volcanic eruption of yokohama in 1923 was responsible for the development of new kind of architecture in Japan.

4.5.3 Technology as a factor of social change :

The technological factor has immense influence in social change. Technology is a product of civilization. When the scientific knowledge is applied to the problems of life, it becomes technology. Beginning in the middle of 18th century, technological progress occurred so rapidly that changes were called industrial revolution. Factories, mass production, the use of steel, new forms of transportation and communication, etc. all these had a profound effect on where and how people lived.

4.5.4 Cultural Factors:

Culture influences our social relationship. Cultural factor consists of our values and beliefs, ideas and ideologies, morals and manners, customs and traditions and various institutions. Not only social values direct social change but they themselves are subject to change. Ideas and ideologies are also changeable. They change with time. There is an intimate connection between our beliefs and social institutions, our values and social relationship. So, social and cultural changes are interrelated. Culture give speed and direction to social change. Our ways of behaving, living, thinking and acting are very much influenced by the changes in social values. Culture not merely responds to the outside influences but itself is a force for directing social change.

4.5.5 Economy as a factor of Social Change :

The economic interpretation of social change is closely associated with Karl Marx. He stated that since man has to work in order to eat. Factors involving production and distribution of

food become supreme in human life. The economic life is the fundamental condition since the existence of man depends upon his ability to sustain himself, Karl Marx also stated that the character of the society depends on the way in which the economic problems are solved by any society. This way developed into norms. For e.g.-norms of barter, trade, exchange, etc. The change of these norms introduce further change through out the structure of the society.

4.5.6 Education as a factor social change :

The term social change refers to changes in the social organisation, that is changes in the social structure. Innovation in the education system leads to structural changes in the society. That means, changes in the education system brings about changes in the society. For e.g.- the modern education system, which has a direct effect not only on occupation, income and status but also in the standard of living. The educational programme like population education, adult and non formal education, total literacy mission, etc. Have a great influence in social change. Education also helps to bring about a change in our customs, traditions, superstition and helps to solve our social problems.

4.5.7 Legislation as a factor of social change :

The general function of law is to influence the sub-groups and persons belonging to our society to conform to the group expectation. Thus, the law is a means of social control. If all the sub-groups and persons conform to the law of the society, it is assumed that solidarity will be facilitated. There are two views about the functions of law. According to one view, the essential function of law is social control. Accorded to other view, law could be more dynamic. It has not only the function of social control but also to bring about social change by influencing behaviour, beliefs and values.

4.5.8 Planning as a factor of social change :

Planning is a rational activity. It pre-supposes that an endeavour is made to bring about certain changes which are considered to be more efficient and more worthwhile. Thus, social

planning involves a certain consensus in the whole society. In the present certain there have been made several attempts to bring about a great social change by persistent and planned effort. For e.g.-the framing of the constitution, which was guided by novel ideas of social equality and social justice..

4.5.9 Social movement as a factor of social change :

Crowds, rumours, patience and other forms of collective behaviour have lasting significance for society as a whole. Social movement are the most important type of collective behaviour and activity involving a large number of people, which are often spontaneous and in violation of established norms. A social movements involves organized activity opposing some dimensions of change.

4.6 Population Growth :

The sociologists are interested in population because there seems to be a reciprocal relation between its size and composition in any given society, the current social order and cultural configuration. In a human society the cultural interposes to influence both the birth rate and death rate. The population of the world started increasing since 1650 and in the 20th century its growth gained momentum and reached climax between 1960-70. The following table gives an idea of the rate of growth of world's population.

Population, if manageable and efficient, is an asset to any country. It is the index of its inner strength. It leads to a better and fuller exploitation of its natural resources. But if it becomes unmanageable, it becomes a major threat towards the progress of the country. A country is over-populated or under populated in relation to its area, resource and their utilization.

1.6.1 Population Explosion in India :

India is a great country and it has a vast population at present. In fact, India's population is the second largest in the whole world, the first being China. According to the census of 1981, India's population was 685 million. Its rate of growth per year is 2.48 percent. Alarming growth of population has become one of the most

formidable problems of India today. Massive population is seriously threatening our economic development. India claims 15% of the world population but has only hardly 2% of the world's land. China tops the list with more than 1008 million people and India stands second in population size. It is thus a veritable population explosion that India is facing which is more dreadful than the atomic explosion. According to 2011 census report the total population in India is 1,210,193,422 and change in percentage is 17.70 %.

4.6 Causes of population growth :

- Excess of birth over death : Growth of population depends on the excess of births over deaths. Birth-rate means the number of children born per thousand of living population, and similarly, the death-rate in India is very high.
- Improvement in transport facilities has helped people avail of medical and health facilities without much difficulty. These have saved countless lives and added to the size of the population.
- Lack of conscious family planning : There is the lack of conscious family planning on the part of the married people. People feel that more children are wanted for economic purpose. Further, blind faith in fate and the existence of joint family system induce thoughtlessness in the matter of begetting children.
- Migration is also another major cause of rapid population growth in the country.
- Child marriage, early marriage have also contributed to the problem of population growth.
- Social attitudes of Indians also favour an increase in population. Poverty, illiteracy, ignorance, absence of recreational facilities, attitudes of conservatism, orthodoxy, feeling of dependence on God, etc. , are all responsible for the rapid growth of population.
- Lack of entertainment facilities have also been observed. People, especially in the rural areas, have been forced to find entertainment in the sex-play in the absence of proper entertainment facilities.
- Progress of medical knowledge and its application has considerably reduced the death-rate. It has helped us to control the spread of

diseases like Malaria, T.B., Cholera, Influenza, Smallpox, etc. and protected the lives of people from the jaws of death. Thus it has contributed to the greater population.

- Improvements of the field of agriculture and industry also contributed to an increase in population. Industries have been providing employment opportunities to thousands of persons. These development have given people the confidence that they can afford to feed more people if they beget.
- During the earlier days the Government did not take much interest in introducing family planning to slow down the rapid growth of population. Though family planning programme was started under the Five Years.

CHECK YOUR PROGRESS:

Q.11. Mention two major causes of population growth.

4.7 Relationship Between Education and Social Stratification & Social Mobility :

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 aspects 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.

4.7.1 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 can not be changed, the status which is determined on the basis of birth can not 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 hardwork 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 eg., 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.

4.7.2 Education and Social Stratification :

Education has a great role towards social stratification. Education is a life long 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 aspects 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.

4.7.3 Education and Social Mobility :

Education has a great role and is one of the important instrument 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. There fore 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.

4.8 Role of Education for Population Control :

Illiteracy is a major factor or cause for the growth of population in a country. As the people are not educated, they remain ignorant and develop a narrow mindedness and a conservative outlook in themselves. They are not aware of the consequences that may prevail if one has a large family. In this regards, education itself is a suggestion for controlling the growth of population.

Following are some points of education towards population control-

- ❖ Education attempts to educate the biological reproductive behaviour of men.
- ❖ Education involves training in utilization of human resources more effectively.
- ❖ Education aims at removing old values and attitudes from mind and develop new one towards life and sex.
- ❖ Population education is a programme of creating awareness among the younger generation, about the alarming education created by the growth of population.
- ❖ Demerits of large family and its harmful effects on children's life and education may be discussed through education.
- ❖ Effects of population growth on our economic, social, cultural and political life may be discussed.
- ❖ Effects of the problem on our physical environment, natural environment and on the quality of our life should be explained.

4.8.1 Role of Education in the Educational Institutions :

- At the elementary stage, concept of small family, its good effects on family relations and their consequences may be discussed.

- At the secondary stage, history and comparative study of population growth in India and in other countries of the world may be explained.
- Scientific knowledge of biological reproductive system and sex education should be included in the secondary education curriculum.
- At the university stage, research study on population problems must be discussed.
- Appropriate literature on population education for all stages as supplementary reading materials should be prepared.

4.8.2 Programme of Education in Society :

- Aims and objectives of family planning and family welfare should be explained to people.
- Health problems and economic problems arising out of child bearing should be discussed.
- Mass communication media like the T.V., radio and the popular magazines should be effectively used to educate the people on the subject.
- New reproductive behaviour and its related scientific methods to control birth should be popularised in the newly married couple.

In this regard, sex education is also a must to be imparted to the younger generation. How to control and check the growth of population can only be answered through sex education to people.

4.9 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.
- Social change implies when there is a change in three major aspects in the society- change in social structure, change in the roles and change in relations.
- The major factors of social change are- Biological factor, Geographical factor, Cultural factor, Technology, Economy, Education, Planning, Social movement and Psychological factor of social change.
- Social control is a process of strengthening approved habit system, extinguishing those disapproved and thereby reducing those and angers to the dominant portion of the society which serve no useful social purpose.
- Social Order is a blanket concept which includes the concepts of social system, social structure, social organizations and their functions.
- Population, if manageable and efficient, is an asset to any country. It is the index of its inner strength. It leads to a better and fuller exploitation of its natural resources. But if it becomes unmanageable, it becomes a major threat towards the progress of the country. A country is over-populated or under populated in relation to its area, resource and their utilization.
- The major causes of population growth are- Excess of birth over death, Improvement in transport facilities, Lack of conscious family planning, Migration, Child marriage, Social attitudes, Lack of entertainment facilities, Progress of medical facilities etc.

4.10 QUESTION AND EXERCISES

- **Short answer questions :**

1. What do you mean by social stratification and social mobility?
2. What do you mean by social control and social order ?
3. What do you mean by social change ?
4. What do you mean by population growth and population control?

- **Long answer questions :**

1. Define social stratification. Mention its major characteristics. Explain the relationship of social stratification and education.
2. Define social mobility. Mention its major characteristics. Explain the relationship of social mobility and education.
3. Explain the types of social stratification. Differentiate between social class system and social caste system.
4. Explain the different types of social mobility. Discuss the relationship between social stratification and social mobility.
5. Define social change. Explain the major factors responsible for bringing social change in the society.
6. Mention the characteristics of social control. Explain the formal and informal means of social control. Discuss the role of education on social control.
7. Mention the characteristics of social order. Discuss the role of education on social order.
8. What is population growth ? Explain the major causes of population growth. Discuss the role of education on population growth.

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Unit: 5

Social Disorganisation

Contents:

- 5.1 Introduction**
- 5.2 Objectives**
- 5.3 Concept and Definition of Social Disorganisation**
- 5.4 Characteristics of Social Disorganisation**
- 5.5 Factors of Social Disorganisation**
 - 5.5.1 Confusion between role and status**
 - 5.5.2 Social Change**
 - 5.5.3 Cultural Change**
 - 5.5.4 Social Attitude**
 - 5.5.5 Social Values**
 - 5.5.6 Crisis**
- 5.6 Types of Social Disorganisation**
 - 5.6.1 Individual Disorganisation**
 - 5.6.2 Family Disorganisation**
 - 5.6.3 Community and National Disorganisation**
 - 5.6.4 International Disorganisation**
- 5.7 Role of Education in the prevention of Social Disorganisation**
- 5.8 Summing Up**
- 5.9 Question and Exercises**
- 5.10 References and Suggested Readings**

5.1 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.

5.2 Objectives :

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

- Define and understand the concepts of social disorganisation
- Understand the characteristics of social disorganisation
- Identify the types of social disorganisation
- Understand the factors of social disorganisation
- Understand the role of education in the prevention of social disorganisation

5.3 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

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 purposes.”

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.

Check Your Progress:

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

5.4 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:

1. Mention two characteristics of social disorganisation.

5.5 Factors of Social Disorganisation:

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

5.5.1 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.

5.5.2 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.

5.5.3 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.

5.5.4 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.

5.5.5 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.

5.5.6 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 situation, then social disorganisation develops in the society.

Check Your Progress:

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

5.6 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

5.6.1 Individual disorganisation :

A disorganised 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 Psycho-analysts. To them it is the final expression of self concept which turns into active self hatred.

5.6.2 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.

5.6.3 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 was 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 businessmen 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 flout 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.

5.6.4 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.

5.7 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.

5.8 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. Society is made up of groups, both large and small and social organisation depends upon their effective interrelationship and their adequate functioning.
- A disorganised 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.
- 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.

5.9 Question and Exercises :

- **Short answer questions :**

1. What do you mean by social disorganisation ?
2. Define social disorganisation.
3. What is individual disorganisation ?
4. What is family disorganisation ?
5. What is community disorganisation ?
6. What is international disorganisation ?

- **Long answer questions :**

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

5.10 References & Suggested Readings :

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