**Govt. Degree College Kulgam.**

**Department of Education.**

**E. Content for BG 1St Semester CBCS.**

**IST SEMESTER**

**Paper: Educational Sociology.**

**UNIT –I EDUCATIONAL SOCIOLOGY AND CULTURE**

**a) Education--Concept & Aims & Objectives**

Education is a process which continues throughout life. From sociological point of view, education starts at the time of birth of the individual & ends with his death. Brown considers that, “Education is the consciously controlled process whereby changes in behaviour are produced in the person & through the person within the Group”. Hereby consciously controlled person is meant external control. This means that through educational process the changes in the behaviour of the person are brought about not by the internal forces but by those external which are latent in the Environment .When a child learns any new activity like eating food with his own hands , the environment and the child’s close relations are key figures in the learning process. It is on account of the reason that we consider such learning as Social process. But it is to be remembered that each and every type of behaviour cannot be attributed to education. For example, the producing of sound of an infant is a natural process and due to certain physiological factors it is produced by each infant .But when the sound is organized by parents or society in the form of a language it occurs as a result of the process of education.

The educational process is a social process from a specific point of view. On account of it, in accordance with different social conditions, changes in the behaviour of the child are brought forward. The innate powers of the child get motivation due to social environment & he begins to learn & brings a change in his behaviour. This in fact is Education.

**AIMS AND OBJECTIVES OF EDUCATION**

There are many aspects of social interaction. That which makes for more effective

participation in the total process of social interaction whether in terms of social , economic ,

health or many other socially desirable value is education . In this way, education is a

process which occurs by itself due to social interaction & social motivation. This process is

helpful in the progress of the society & encourages social institutions. We can say that the

aim of education from educational Sociology point of view is the study of social

relations .In fact, whatever influence are exercised on the individual due to social

interactions they are known as Education.

Here we can emphasize that from Sociological point of view, the aim of education is

not simply the development of individuality & the acquiring of Knowledge but to inculcate such qualities in the individual that he understands his social responsibility and after making an adjustment in the society makes efforts for its progress . In a democracy, educational

Sociology emphasizes that through education the people should be prepared for democratic living. Therefore the aim of education should be to give education for good citizenship. Besides this, the aim of education should be to prepare the individual for earning his living. In an industrialized society, the proper use of leisure is also important & therefore, the aim of education should also be the training for the proper utilization of leisure.

**MEANING AND SCOPE OF SOCIOLOGY AND EDUCATIONAL SOCIOLOGY**

**Meaning of Sociology:**

The history of the development of Sociology starts from 1837 when French philosophers, Auguste Comte coined this word. In 1837, in one of his lecture, he used the word “Sociology” By Sociology he meant the application of scientific method in the study of relationship between the society & the individual. Comte considered this subject as “Pure Knowledge” because its study can be made through methodological & pure researches.

 Now the questions before us are:

What do we mean by Sociology? What are its aims? In fact, Sociology is concerned with social interaction. It studies the Group. It studies all those things which exercise some sort of influence upon human behaviour. It studies the problems related with customs, traditions ,legends, myths, mythologies , religious and Social institutions, classifications of castes effects of Social institutions, classifications of castes, effects of Geographical conditions, crimes, evolutions of human beings & similar other problems. In short, we can say that Sociology studies in its totality the cultural heritage. It studies cultural consciousness, whether physical or Spiritual which is practical & imitable and can be transmitted through language from Generation to Generation.

Some of the definitions given by different Sociologists are as under:

1. Auguste Comte defines Sociology as “the Science of Social phenomena subject to natural & invariable laws, the discovery of which is the object of investigations”

2. Acc to Emile Durkhiem “Sociology is the Science of social institutions”.

3. Acc to Max Weber, “Sociology is a Science which interprets social behaviour with the aim of arriving at a casual explanation of human behaviour.”

4. Ginsberg opines that “Sociology is the science of human interactions & inter-relations, their conditions and consequences”.

5. Acc to Robert Park , “Sociology is the Science of collective behaviour .”

6. Acc to William Ogburn, “Sociology is the Scientific Study of Social life.”

**MEANING OF EDUCATIONAL SOCIOLOGY**

Like Sociology, the main concern of Educational Sociology is to study the social

interaction. Brown considers that “all education proceeds by the participation of the

individual in the social consciousness of the race”.

 Ottoway was of the opinion that education is an activity which goes on in a society, & its aims & methods depend on the nature of the society in which it takes place ”. The educational Sociology after making a study of the interactions of the different elements of the society with the individual throws light on their importance in education. This Science emphasizes the progress of the society through the medium of education. The problems of schools & instructions are looked upon specially as the problems of the society. For example, it studies as to what

type of education should be given to the children? What should be its curriculum? Which

books are to be taught & also why the children become delinquents truants etc. The

answers to these questions can also be obtained through a study of the nature and form of

society.

The educational Sociology also tries to search a suitable solution of these

problems. This science throws light on those institutions and organizations and on those

social interactions which are of great importance in educational process. In short, we

can say that this science utilizes total educational interaction which helps in the

personality development of the individual so that he becomes a better social being.

**Scope of sociology.**

Opinions of varied nature have been reported by various thinkers about the scope of

sociology. Some thinkers are of the opinion that sociology has a limited field of enquiry

and deals with those problems which are not dealt by other social sciences whereas

others advocate that sociology is the study of human interactions and interrelations their conditions and consequences .There are two main schools of thought to be considered with regard to explaining the scope of sociology.

**1. Formalistic School 2. Synthetic School**

**1. Formalistic school:**

According to this school, sociology studies one specific aspect of social relationships in abstract nature. Therefore, the scope becomes limited.

**2. Synthetic school:-**

The Synthetic school wants to make sociology a synthesis of the social sciences and thereby makes the scope of sociology wider and purposive.

**SCOPE OF EDUCATIONAL SOCIOLOGY**

Educational Sociology studies the effect of social interaction on education and of

education on social interaction . The specific problems which are vital organs in its study are as follows.

What is the importance of teacher in the society and how can he be given a place of honor in it?

What type of relationship should be established between the teacher and the taught?

3. How do social feelings influence this relationship?

4. How can mutual relationships be established between school and other agencies?

5. What are the needs and the motives of the local community?

6. How can social elements be broken in smaller units like school, playgroup etc and what relationship do exist between them?

7. How does the social life influence the school and the individual?

8. How can through ideal social life and good schooling democratic feelings are inculcated?

9. How can such desirable changes in the curriculum which may help in the progress of the individual and the society be brought about?

10. What is the importance of Press, radio and films in the sociological process?

11. How are the social progress and the social control possible?

In this way, we can say that in the scope of educational sociology the study of each and every type of social relationship is included.

**Culture**

**Meaning of the Culture**

Understanding of human society, immediately leads us to understand its cultural patterns. Culture is one of the most important concepts in Social sciences .It is a unique possession of man. It is one of the distinguishing traits of the human society. Culture differs from civilization, as it includes material progress and refers to standard of living while as Culture includes material as well as non material elements of society.

The word Culture has been derived from the latin word “cultura‟ which means 'to till','to

cultivate ' means culture is cultivated and it can grow itself Culture refers to the totality of what

is learnt by an individual as a member of society. Culture can be said as the social heritage of

society that is transmitted to each generation.

Culture in the traditional sense means refinement or taste for five things. Culture in broad sense includes in itself all our ethics, morals and manners, our custom sand tradition our

religion art, literature and laws etc.

Definitions:

**Graham Wallas:**

Culture is an accumulation of thoughts, values and objects. It is a social heritage

acquired by us from proceeding generations through learning as distinguished from biological

heritage which is passed to us automatically through the genes.

**Mazumdar:-**

 Culture is the sum total of human achievements, material as well as non-material

capable of transmission.

**Mathew Arnold:-**

Culture refers to the way of life. The habits, the manners, the very tone of voices,

the literature, the things which give pleasure to community, the words, the thoughts, which make the furniture of their mind.

**E.BTylor:-**

Culture is that complex whole which includes knowledge beliefs, art, morals, laws customs and any other capabilities and habits acquired by man as a member of society.

**Roberty :-**

Culture is the body of thoughts and knowledge both theoretical and practical which only man can posses.

**Characteristics of culture**

**Learned Quality:**

Culture is not biological heritage or innate dispositions .Cultural dispositions are learned through socialization, habits and thoughts. It means communication of skills traditions and customs are acquired by the individual. Any behaviour which is socially acquired is called learned behaviour.

**Social Quality:-**

Culture is not individualistic. It is a social product which is shared by most members of group. Culture grows in a particular society; each and every member of society belongs to culture without any discrimination.

**Integrative quality:-**

All the parts of Culture are interrelated and interdependent. Culture functions as a whole, just as the parts of human body functions together. Different parts of the culture functions together like an organization. We can't deny any element of culture line any belief or custom that exist in society.

**Dynamic quality:-**

Culture is ever in the process of change certain aspects of culture change rapidly some other slowly .No nation has constant cultural tradition. Every generation adds something new and modifies something of old.

**Adaptive quality:-**

Culture has the characteristics of adaptation .Each culture tries to adapt the qualities outside its own environment. The contact of two or more cultures takes places and this

interaction leads to adaptive quality of culture

**Idealistic Quality:-**

Ideas are the real foundation of culture. It is the manifestation of human mind in the course of human history. It is sum total of the ideal patterns and norms of behavior of a group.

**Transmitive Quality:-**

Culture is transmitted from person to person and generation to generation .The individual is moulded according to his family and society of which he is a member Culture is constantly accumulating the new generation’s gains by the experiences of the older generation through the communicability of culture.

**Gratifying Quality:-**

Culture of a given society meets and satisfies the social, physical and ethical needs of people and satisfies the demands of mankind.

**Dimensions or Components of Culture**

There are two components of Culture

**1. Material Component 2. Non Material Component**

**1 .Material Component:-**

The tangible objects makeup what is called the Material Culture. It includes all the conceivable kinds of physical objects produced by humans. These physical objects reflect the nature of society in which they are made. Material Culture consists of manmade object. Those products which man creates through his knowledge and skills. It is concrete, visible, having shape, size, length, breadth volume etc. Any physical substance which has been changed and used by man .material element of culture refers to civilization standard of living this element help us in development of natural resources helps to control environmental problems around population problems. Material culture like buildings, roads, bridges weapons, tools, furniture, currency, banks, Parliaments, electronic equipments etc.

**2. Non Material Culture:-**

It includes all those ideals attitudes and values which modify the behaviour of an individual . It is something internal and intrinsically valuable. This components of culture consists of the words the people use or the language they speak. Non material culture consists of following components

**Cognitive Component:-**

Culture helps us to develop certain knowledge and beliefs about what goes on around us. Cognitive component refers to knowledge, belief, ideas abstract things and theories. All societies whether pre-literate or literate include a vast amount of knowledge about the physical and social world. The possession of this knowledge is referred to as cognitive dimension. Knowledge is collection of ideas and facts that are relatively objective, reliable and verifiable. Knowledge can turned into technology and as such it can be used for dealing with social problems and controlling the natural environment. The high standard of living in modern societies may be attributed to their advancement in knowledge and sophisticated technology.

Every society has its own central ideas about its own social organization. Cognitive ability differentiates between animals and humans, cognition enables humans to think, remember, recognize and imagine.

The important aspect of cognitive element is belief. Beliefs are ideas that are

more subjective and unverifiable. They may include, for example the idea that God controls our lives. The best example of belief is religion. By belief we mean what is true. People accept them as being true and guide their activities.

**Normative Component :-**

Each culture has its own idea not only about what is important in the society but layout how people should act. This is the normative definition of culture, made up of norms and values .

values are socially shared ideas about what is good, desirable or important. These shared ideas are usually the basis of society’s norms. Norms impose restrictions on human behavior. The term Norm it used to specify any rule or standard value that defines what people should do or should not do. It refers to those things which has normative influence on the growth of particular culture

Norms are of the following types

**Folk ways :-**

Folk ways are relatively „weak‟ only expecting us to have properly in our everyday lives. It is not a big deal if we violate them nobody would punish us severely. The worst we would get is that people might consider us peculiar, wicked or immoral. Folk ways are usual norms that cover our customary ways of thinking, feeling, behaving, eating speaking dressing etc.

**Mores:-**

Much stronger norms than folk ways are mores. They absolutely insist that we behave morally and violations of such norms will be severely reacted. Mores are those norms which have great moral significance and are thought to vital to the well being of society. Mores are not written and are not enforced by any person. These are strong traditions and customs.

**Laws:-**

In advanced societies laws are third type of norms that are formally defined and enforced

by designated persons laws are in written form and have the power of penalize and punishment for the defaulter .

**Symbolic component:-**

All the components exist due to symbols. A symbol is a language, gesture, sound or anything that stands for some other thing. We use signals and signs to communicate. A signal indicates the existence of a thing or event or condition, like shaking hands or bowing etc have symbolic meanings.

**Relationship Between Culture and Education**

There is close relationship between culture and Education . The Culture plays an

important role in the world of mankind . Culture has a bearing on education. The social living is effected by education and education itself is governed by social life.

 The total pattern of society’s life. Education produces a cultured man and is also nourished and nurtured by the cultured man. This type of relationship can be discussed under the following sub headings.

**Role of Culture towards Education:-**

An education that is not related to cultural patterns of society is not effective. Education and culture should go together. They cannot be separated from each other .To be born in human society means to be cultured .Every aspect of culture like customs, tradition, belief, moral, laws, art, literature ,language influences the education processes and educational institutions . All school activities are the part of culture.

 According to Theodre Brameld , “ It is from the stuff of culture that education is directly created and that gives to education not only its own tools and methods but its reason for existing

at all. The role of culture is considered in the sense that it makes man able to adjust in

social environment.

Culture plays a vital role in the personality development. The modern concept of education is built around the child and society. The role of culture is obvious while formulating the aim of education, curriculum construction, role of teachers, method of teaching, discipline, co-curricular activities including cultural activities.

**Role of Education in Culture:-**

Education is the sole agency of culture. Education a profound implications for the culture

Education plays a vital role in a human race. Every aspect of social life is influenced by education, just as culture influences education much in the same way education also exerts its powerful influence upon the culture of a country. There are few major roles of education with respect to culture.

**Conservative Role:-**

One of the important function of education is preservation of cultural heritage .If education is not any agency of social conservation, there would be no cultural heritage at all. The education safeguards the culture and as a conservative force it maintains statuesque. It preserves all healthy elements of culture like literature, language, art, customs, tradition and values.

**Transmitive Role:-**

Education is the source of cultural transmission from past to present and then future. Culture here refers to a set of values, beliefs, skills literature, norms etc that are not carried through the genetic mechanism .They must be learned and this cultural heritage must be transmitted through a mechanism known as social organization. Education plays this function of cultural transmission in all societies.

According to Ottoway, ''One of task of education is to hand over the cultural values

and behaviour patterns of the society to its young and potential members "

**Progressive or creative Role:-**

Education is a creative force. In this role certain modifications are to be brought in cultural heritage before it is transmitted to next generation. Education takes the views of society and for the social desirability certain things are added in culture e.g. inventions, poems literature, social values etc as such education is a creative factor. There is a need to purify those cultural

patterns which have bad or negative effect on society .This purification role is played by education.

Education is not only concerned with conservation and transmission of culture, but also build new cultural patterns, Progressive role of education develops scientific altitudes cultivates social sensitiveness and promotes freedom to adopt social condition .This role of education stresses to turn the society from low standards to high standard, from illiteracy to literacy, from under development to development and from unawareness to awareness.

**Unit 2 (Social change)**

**Meaning of Social Change:-**

The alteration of society overtime is known as Social change .Change is the law of nature. Nature is never at rest, it is changeful and change is ever present in the world. Society is not at all a static phenomenon but it is a dynamic entity. Change is an ongoing process. Society is subject to constant change. Social change has occurred in all societies and all times. There are times when these changes are slow, in fact so slow that people do not even perceive them as, there are times when they are so rapid and drastic. At the time of partition behaviour patterns, ideas and values, attitudes and habits of people receive a violent shake up and changes suddenly and radically. In all spheres of life things are changing.

In the economic sphere, we are entering the industrial; era due to advance in science and technology, in the political field .We are building up democratic organization in line with genius of our race and in the atmosphere and inspiration of a free country, in the sphere of education we are straining to get free from a system which held creativeness in an iron strangle hold

**Definition of social change**

**Kingsley Davis:-**

By Social change is meant only such alterations as occur in social organization that is change in structure and function of society.

**Gillin and Gillin:-**

Social changes are variation from the accepted modes of life; whether due to alterations in geographical conditions, in cultural equipment composition of the population or ideologies and whether brought by diffusion or invention within the group.

**M.E Jones:-**

Social change refers to a process response to many types of changes, to changes in manmade conditions of life, to changes in the altitudes and beliefs of man and to the changes that go beyond the human control to the biological and the physical nature of things.

**Kupaswami:-**

Social change is change in social behaviour and in social structure.

**Henry Johnson:-**

This thinker includes five kinds of changes under social change a) change in social value b) institutional changes c) change in distribution of possessions and rewards d) change in personal ends e) change in abilities or attitudes or personal.

From above definitions social change can best be defined as a new fashion or made, either modifying or placing the old in the life of people or in the operation of society. Social change includes modification in social techniques, relationship, behaviour patterns, folkways mores and institutions. Sometimes leading to change in philosophical outlook.

**Characteristics of Social Change**

Social Change is not governed by any universal law .The change that takes place in the society due to various factors or reasons may have positive impact on the group in the society. Like changes that takes place due to democratic trends .Similarly some changes have negative impact on the group in society like affect of biological weapons or adaptation of immoral behaviour, prostitution in society etc .Television has positive as well as negative effects.

Social change may be planned or unplanned:-

The planned social change are often conditioned by human engineering and technology .Policies, Programmers’ and Projects are launched by man in order to determine and control the rate and direction of social change .

 Unplanned changes refer to change resulting from natural factors like earthquakes, floods, famines etc. Social Change does not stop: Social change never stops .From ancient period to current has society been in continuous flux .Social change is continuous process, all societies at all times have undergone through this change. Social change denotes the time sequence: change happens through time. Innovation of new things like computer or cell phone, modification and renovation of the existing social behaviors and the discarding of the old cultural patterns take time.

**Social change is environmental:** Social change takes place within a geographic and cultural context. Both these contexts have impact on human behaviour Social changes human change: From sociological point of view any alteration that takes place in society must exert its effect on group behvaiour. The people are affected by social change and changes are effected by people.

**Numerous Factors are responsible for social change:** The changes that take place in society are caused by various factors like physical, economic, geographical, political, technological etc. A single factor may trigger a particular Change, but it is always associated with other factors e.g. change in economic status may lead to change in social relations also.

**Short verses long run changes:** Some social changes may bring about immediate results while some other may take years to produce results. There are also opened and closed societies in open society people accept change without delay , while as closed societies like tribes are not easily accepting these changes.

**Factors responsible for Social change**

It is not an easy task to identify the single factor which causes social change. A study of the different societies at different points of time may indicate the directions in which the social changes have taken place in those particular societies .Also it is believed that when individuals are concerned with the modifications in status and role, the stress and strains are produced in them and thereby social change take place social change is brought about by a number of factors - Economics, Social and political etc.

**1) Economic Factor:-**

In terms of economic factor, industrialization has made a far reaching impact on the process of Social change; it has revolutionized the whole way of life, institutions, organizations and community life.

Modern industrial capitalism promotes the constant revision of the technology of production, a process into which science is increasingly drawn. The impact of industrialization can be seen on Indian family system& caste system.

**2) Political Factor:-**

It is one of the most important factor of Social change State is the most powerful organization ,which regulates the social relationships . It has the power to legislate new laws, repeal old thesis to bring Social change in the Society. Laws regarding child marriage, widow remarriage, divorce, inheritance and succession untouchability are some of the examples which have brought many changes in the social structure of Indian society. The type of political leadership and individuals in power also influence the rate and direction of social change. In many societies, the political leadership controls the economy also.

**3) Social Factor:-**

It is an admitted fact that Society is a web of Social relationship. These come into existence through mutual interactions among the members of the society - men, women, children, young and old. The behaviour takes the form of mutual activities, which ultimately help in tilling up human relations and this leads to social change. The social factor takes care of segments like poverty, unemployment population explosion and many other social situations. The factors /elements strongly intervene the social pattern of any society and consequently bring social change.

Human resource development depends upon various factors of standard of living e.g. education develops human resources. Better health provisions contribute to his health maintenance. Social services meet the individual’s needs. Employment provides economic security; sufficient per capita income helps an individual in improving consumption pattern, living and investment. The improvement in human resources, human capital and technological resources improve economic conditions of the country and its individuals.

**Resistance to Social change / Factors Resisting Social change**

**Social barriers:** Social factors such as orthodox, rigid caste and class structure, public opinion, vested interests, Factionalism, Conflict are the barriers to change.

**Cultural barriers:** Conservatism, fatalism, superstitions, a feeling of pride and dignity in the old and traditional ways of life. Incompatibility of new and old cultural traits, slavery and poverty are the cultural barriers to social change.

**Political barriers:** Political factors also resist social change. In our country many kings, maharajas and big land lords oppose many changes to bring about equality among the people.

**Economic barriers:** Economics conditions also are obstruction in Social change. Poor people do not think of anything except bread and other necessities of life. A person may become lazy because of excessive surplus money. He thinks everything in terms of materialistic benefits He is resistant to good change.

**Psychological barriers:** Man’s love for traditions, his pessimistic attitude, the lack of desire for material and economic gains indifference towards the material world and learning problems are some of the psychological barriers to Social change.

**Fear:** Fear of the people that social change will prove harmful is resistant to change. Those who are leading a life of slavery and poverty have lack of confidence and Fear that Social change will bring misery and sorrows are barriers to social change. Change is always a potential threat within the social system. This is a powerful factor against change in all social systems.

**Shortage of inventions:** When the public is not dynamic there are fewer or no inventions people are not prepared to accept the invention.

**Isolation:** Isolation is another different factor. When a certain Social group, a society or a community is isolated from the rest of the Social group, community, nation or the world .The members do not have the opportunity to observe other groups and consequently do not become aware of their weakness, shortcomings, tensions and needs. It must be kept in mind that isolation may be psychological as well as geographical. Sometimes strong in group loyalties also cause social isolation.

**Education and Social Change**

Education is the basis to fulfill the societal need and propagate such ideas. In this way, education becomes a social process by means of which society moulds children according to its needs and approved pattern of behaviour.

**Education as an agent/instrument of social change**

Education is the most powerful instrument of social change. It is through education that the society can bring desirable changes and modernize itself Education can transform Society by providing opportunities and experiences through which the individual can cultivate himself for adjustment with the emerging heads and philosophy of the changing society. A Sound Social progress he ads careful planning in every aspect of life - Social, Cultural economic and political Education must be planned in a manner which is in keeping with the needs and aspirations of the people as a whole.

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

The Education Commission has stated, "If this change on a ground scale is to be achieved without violent revolution and even then it would still be necessary. There is one instrument and one instrument only .That can be used Education. But the national system of education is the only instrument that can react all the people. It is a sure and tired instrument, which has served other countries well in their struggle for development. Sociologists, Social psychologists, philosophers, politician’s educationists and educational planners referred education as an instrument of social change.

In the words of Dr. Radhakrishin, "Education is an agent for social change what in simpler societies was done by the family, the religious, social and political institutions, has to be done by educational institutions today.

**Education as an effect of Social change**

Education is conceived as an effect of social change. These changes first come and consequently Society needs to recast education as a social institution. In India, after independence we have introduced major changes in policy, economy and religious Social and technological fields’ .We have adopted new values and goals such as democracy, freedom of individual, secularism, equality, and social justice, industrial development and so on.

In short, education works in such a way that it brings about phenomenal changes in every aspect of man's life. Thus education is continuous, reorganization and integration of activities and experiences. Education is a constructive agency for improving our society, Brown has rightly stated, "Education brings change in behaviour and if its main functions are to remain mere transmission or enrichment of culture, it will fall short of the role in a dynamic society.

Education must also promote situation at all age levels but within the maturity and ability of the individual to stimulate a creativeness of mind, which can explore new horizons and bring the vision of the future into a living reality.

**UNIT: III**

**(Social Process /Social mobility)**

The concept of social process refers to some of the general and recurrent forms that social interaction may take. The interaction or mutual activity is the essence of social life. Interaction between individuals and groups occurs in the form of social process. Social processes refer to forms of social interaction that occur again and again.

Let us discuss social interaction in order to have an understanding of social process.

**Meaning of Social Interaction:**

Man is a social animal. It is difficult for him to live in isolation. They always live in groups. As members of these groups they act in a certain manner. Their behavior is mutually affected. This interaction or mutual activity is the essence of social life. Social life is not possible without interactions. Social interactions are reciprocal relationships which not only influence the interacting individuals but also the quality of relationships. According to **Gillin and Gillin**, “By social interaction we refer to social relations of all sorts in functions – dynamic social relations of all kinds – whether such relations exist between individual and individual, between group and group and group and individual, as the case may be”.

 **Eldredge and Merrill** say, “Social interaction is thus the general process whereby two or more persons are in meaningful contact-as a result of which their behaviour is modified, however, slightly”. The mere placing of individuals in physical proximity, although it usually results in at least a medium of interaction, does not weld them into a social unit or group.

 When the interacting individuals or groups influence the behaviour of each other it is called social interaction. People in action with one another means interaction of some kind. But not every kind of action is social.

 When people and their attitudes are involved the process become social. Social interaction may then be defined as that dynamic interplay of forces in which contact between persons and groups result in a modifications of the attitudes and behaviour of the participants.

The two basic condition of social interaction are (i) social contact and (ii) communication. In the words of **Gillin and Gillin,** “social contact is the first phase of interaction”. Social contacts are always established through the medium of someone causes sense organ.

An object can be perceived by the sense organ only when that object causes communication with that sense organ. Hence the means of communication are essential adjuncts of social contact. Communication may be the form of direct person to person or it may take place through some medium of long-range contact such as the telephone, telegraph, television etc. Social interaction usually takes place in the forms of cooperation’s, competition, conflict, accommodation and assimilation. These forms of social interaction are called “social processes”.

### Meaning of Social Process:

Social processes refer to forms of social interaction that occur repeatedly. By social processes we mean those ways in which individuals and groups interact and establish social relationships. There are various of forms of social interaction such as cooperation, conflict, competition and accommodation etc. According to Maclver, “Social process is the manner in which the relations of the members of a group, once brought together, acquire a distinctive character”. As **Ginsberg says,** “Social processes mean the various modes of interaction between individuals or groups including cooperation and conflict, social differentiation and integration, development, arrest and decay”.

### Types of Social Processes:

There are hundreds of social processes. But we find some fundamental social processes that are found to appear repeatedly in society. These fundamental processes are socialisation, cooperation, conflict, competition, accommodation, acculturation and assimilation etc. Loomis classified social processes into two categories; the elemental and the comprehensive or master processes. He describes elemental processes are those by which the separate elements of the social system are articulated and comprehensive processes are those by which several or all of the elements are articulated or involved. These elements are beliefs (knowledge), sentiment, end or goal, norm, status-role (position), rank, power, sanction, and facility. The elemental process are (1) Cognitive mapping and validation, (2) Tension management and communication of sentiment, (3) Goal attaining and concomitant ‘latent’ activity, (4) Evaluation, (5) Status-role performance, (6) evaluation of actors and Allocation of status-roles, (7) Decision-making and initiation of action (8) Application of sanctions, (9) Utilisation of facilities. The comprehensive or master processes are (1) Communication, (2) Boundary maintenance, (3) System linkage, (4) Social control, (5) Socialisation and (6) Institutionalisation. Social process can be positive or negative. Accordingly, social process have been classified into two broad categories, variously entitled ‘conjunctive and disjunctive, ‘associative and dissociative’.

#### Associative Process:

The associative or conjunctive social processes are positive. These social processes work for the solidarity and benefit of society. This category of social processes include cooperation, accommodation, assimilation and acculturation etc. Three major social processes such as cooperation, accommodation and assimilation are discussed below.

**1. Cooperation:**

Cooperation is one of fundamental processes of social life. It is a form of social process in which two or more individuals or groups work together jointly to achieve common goals. Cooperation is the form of social interaction in which all participants benefit by attaining their goals. Cooperation permeates all aspects of social organisation from the maintenance of personal friendships to the successful operation of international programmes. The struggle for exists forces the human beings not only to form groups but also to cooperate with each other. The term ‘cooperation’ has been derived from two Latin words – ‘Co’ meaning ‘together and Operary meaning ‘to work’. Hence, cooperation means working together for the achievement of a common goal or goals. When two or more persons work together to gain common goal, it is called cooperation. Boys cooperate in games, men in business, workers in production, and public officials in community controls and so on, in an endless variety of beneficial activities that make possible an integrated social life. Co-operation means working together in the pursuit of like or common interests. It is defined by Green as “the continuous and common Endeavour of two or more persons to perform a task or to reach a goal that is commonly cherished.

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

In the words of **Fairchild,** “Cooperation is the process by which the individuals or groups combine their effort in a more or less organised way for the attainment of common objective”, Cooperation involves two elements: (i) Common end and (ii) Organised effort. When different persons have the same goals and also realise that individually they cannot achieve these goals, they work jointly for the fulfillment of these goals.

The impossibility of solving many of our personal problems alone cause to work with others. Cooperation also results from necessity. It would be impossible to operate a modern factory, a large department store, or an educational system if the divisions and branches in each do not work together.

**Characteristics:**

**Following are the important characteristics of cooperation:**

1. Cooperation is an associative process of social interaction which takes place between two or more individuals or groups.

2. Cooperation is a conscious process in which individuals or groups have to work consciously.

3. Cooperation is a personal process in which individuals and groups personally meet and work together for a common objective.

4. Cooperation is a continuous process. There is continuity in the collective efforts in cooperation.

5. Cooperation is a universal process which is found in all groups, societies and nations.

6. Cooperation is based upon two elements such as common end and organised effort.

7. Common ends can be better achieved by cooperation and it is necessary for the progress of individual as well as society.

**Types of Cooperation:**

Cooperation is of different types. **Maclver and Page** have divided cooperation into two main types namely, (i) Direct Cooperation (ii) Indirect Cooperation.

**(i) Direct Cooperation:**

Under direct cooperation may be included all those activities in which people do like things together. For example, plying together, working together, carrying a load together or pulling the car out of mud together. The essential character of this kind of cooperation is that people do such identical function which they can also do separately. This type of cooperation is voluntary e.g., cooperation between husband and wife, teacher and student, master and servant etc.

**(ii) Indirect Cooperation:**

Under indirect cooperation are in included those activities in which people do unlike tasks together towards a common end. For example, when carpenters, plumbers and masons cooperate to build a house. This cooperation is based on the principle of the division of labour. In it people perform different functions but for the attainment of the common objective. In the modern technological age, specialisation of skills and function are more required for which indirect cooperation is rapidly replacing direct cooperation.

**2. Accommodation:**

Adjustment is the way of life. It can take place in two ways such as adaptation and accommodation. Adaptation refers to the process of biological adjustment. Accommodation, on the other hand, implies the process of social adjustment. “Accommodation is the achievement of adjustment between people that permits harmonious acting together in social situation. It is achieved by an individual through the acquisition of behaviour patterns, habits and attitudes which are transmitted to him socially. It is a process through which individuals or groups make adjustment to the changed situation to overcome difficulties faced by them. Sometimes new conditions and circumstances arise in the society. Individuals have learned to make adjustment to the new situation. Thus, accommodation means adjusting oneself to the new environment. According to Park and Burgess, human social organisation is fundamentally the result of an accommodation of conflicting elements. Conflicts are bound to be there in life. Since conflict cannot continue indefinitely, the conflicting individuals or groups reach an agreement and understanding and conflict comes to an end. Adjustment and agreement reached by the conflicting individuals and groups called accommodation. Accommodation is a process by which those once in conflict can work together in common enterprises. As end-result of a conflict there emerge arrangements, agreements, treaties and laws which define relationships, rights, obligations and methods of cooperation. As **Maclver and Page say,** “the term accommodation refers particularly to the process in which man attains sense of harmony with his environment”. According to **Ogburn and Nimkoff,** “Accommodation is a term used by sociologist to describe the adjustment of hostile individuals or groups.” As **Horton and Hunt** defines “Accommodation Is a process of developing temporary working agreements between conflicting individuals or groups”. In the words of **Gillin and Gillin** “Accommodation is the process by which competing and conflicting individuals and groups adjust their relationship to each other in order to overcome the difficulties which arise in competition, contravention or conflict”. It is the termination of competing or conflicting relations between individuals, groups and other human relationship structures. It is a way of inventing social arrangement which enable people to work together whether they like it or not. This led Sumner to refer to accommodation as ‘antagonistic cooperation’.

**Characteristics:**

**Characteristics of accommodation are discussed below:**

(i) It is the End-result of Conflict:

The involvement of hostile individuals or groups in conflict makes them realize the importance of accommodation. Since conflict cannot take place continuously, they make room for accommodation. It is the natural result of conflict. If there were no conflict, there would be no need of accommodation.

(ii) It is both Conscious and Unconscious Process:

Accommodation is mainly an unconscious activity because a newborn individual accommodates himself with his family, caste, play-group, school, and neighbourhood or with the total environment unconsciously. Sometimes, individuals and groups make deliberate and open attempt to stop fighting and start working together. For example, warring groups enter into pacts to stop war. Striking workers stop strike after having an understanding with the management.

(iii) It is a Universal Activity:

Human society is composed of antagonistic elements and hence conflicts are inevitable. No society can function smoothly if the individuals and groups are always engaged in conflict. They must have to make efforts to resolve conflicts, so accommodation is very much necessary. It is found in some degree or other in every society all the time.

(iv) It is a Continuous Process:

Accommodation is not confined to any particular stage or to any fixed social situation. Throughout the life, one has to accommodate oneself with various situations. The continuity of the process of accommodation does not break at all. It is as continuous as man’s breathing.

(v) It is a Mixture of both Love and Hatred:

In the words of Ogburn and Nimkoff, accommodation is the combination of two kinds of attitude love and hatred. The attitude of love makes people to cooperate with one another but it is the hate which leads them to create conflicts and to get involved in them and then to accommodate with one another.

 **3. Assimilation:**

Assimilation is a fundamental social process; it is that process by which individuals belonging to different cultures are united into one. Successful accommodation sets the stage for additional consequences of human interactions, namely assimilation. This implies the complete merging and fusion of two or more bodies into a single common body, a process analogous to digestion, in which we say that food is assimilated. Assimilation in social relationships means that the cultural differences between divergent groupings of people disappear. Thus, they come to feel; think and act similarly as they absorb new common traditions, attitudes and consequently take on a new cultural identity. We see the process operating among ethnic groups which enter a society with their own society’s culture. For instance, American Indians adopted cultural elements of whites abandoning their own culture. But assimilation is not limited to this single field only. For example, husbands and wives with dissimilar background often develop a surprising unity of interest and purpose. The term is usually applied to an immigrant or ethnic minority in process of being absorbed socially into a receiving society, e.g. the assimilation of African Negroes as immigrants in American society. But this does not mean that the immigrants have abandoned everything of their culture and that they have not contributed anything to the host country. The assimilation of Negroes has contributed much to American cultural store in the form of Jazz music. Assimilation is a slow and gradual process. It takes quite some time before individuals or groups once dissimilar becomes similar. Acculturation is the first step to assimilation. Acculturation is the name given to the stage when the cultural group which is in contact with another borrows from it certain cultural elements and incorporates them into its own culture.

The contact between the two groups inevitably affects both; though it is natural that culturally weaker group would do more of the borrowing from and would give very little to the culturally stronger group. When two cultures meet, the dominant culture becomes the common culture of the two interacting cultures. For example, before Muslim rule Malaya had the influence of native culture and Budhism. But subsequently, Muslim culture prevailed upon the local culture.

**Some of its definitions of assimilation are given below:**

According to **Biesanz and Biesanz,** “Assimilation is the social process whereby individuals or groups come to share the same sentiments and goals”.

“Assimilation”, says **E.S. Bogardus,** “is a process whereby attitudes of many persons are united, and thus, develop into a united group”.

As **Ogburn and Nimkoff** define, “Assimilation is the process whereby individuals or groups once dissimilar become similar, that it become identified in the interests and outlook”.

According to **Park and Burgess,** “Assimilation is a process of interpenetration and fusion in which individuals and groups acquire the attitudes and values of other persons or groups, and by sharing their experience and history, are incorporated with them in a common cultural life”.

**Characteristics of Assimilation:**

1. Assimilation is an associative process.

2. Assimilation is a universal process. It is found in every place and at all times.

3. Assimilation is a slow and gradual process. It is gradual as the individual comes to share the expectations of another group and slowly acquires a new set of values. The process cannot take place overnight. The assimilation of the Anglo-Saxon and Norman cultures has taken more than two centuries in Britain.

4. Assimilation is a unconscious process. Individuals are not conscious that the discard their own values and acquire new set of values.

5. Assimilation is a two-way process. It is based on the principle of give and take. Assimilation takes place when groups of individuals borrow cultural elements from each other and incorporates them to their own culture. Contact between two groups essentially affects both. Both the groups discard their cultural element and substitute them with new ones.

**Dissociative Processes:**

Social process which leads to negative results is called dissociative processes. These social processes result in disintegration of society. These also known disjunctive social processes. Competition and conflict etc. are examples of dissociative social processes.

#### Competition:

Competition is one of the dissociative from of social processes. It is actually the most fundamental form of social struggle. It occurs whenever there is an insufficient supply of anything that human beings desire, in sufficient in the sense that all cannot have as much of it as they wish. **Ogburn and Nimkoff** say that competition occurs when demand out turns supply. People do not complete for sunshine, air and gifts of nature because they are abundant in supply.

But people compete for power, name, fame, glory, status, money, luxuries and other things which are not easily available. Since scarcity is in a sense an inevitable condition of social life, competition of some sort or the other is found in all the societies.

In any society, for example, there are normally more people who want jobs than there are jobs available; hence there is competition for them. Among those who are already employed, there is likewise competition for better jobs. There is thus competition not only for bread but for luxuries, power, social, position, mates, fame and all other things not available for one’s asking.

According to, **Sutherland, Woodword and Maxwell.** “Competition is an impersonal, unconscious, continuous straggle between individuals and groups for satisfaction which, because of their limited supply, all may not have”.

As **E.S. Bogardus says.** “Competition is a contest to obtain something which does not exist in quantity sufficient to meet the demand.”

According to **Biesanz and Biesanz,** “Competition is the striving of two or more persons for the same goal with is limited so that all cannot share it”.

**Park and Burgess** write, “Competition is an interaction without social contract”.

**Characteristics:**

By analyzing various definitions, the following characteristics of competition can be drawn:

(i) It is Universal:

Competition is found in every society and in every age. It is found in every group. It is one aspect of struggle which is universal not only in human society but also in the plant and animal worlds. It is the natural result of the universal struggle for existence.

(ii) It is Impersonal:

Competition is not a personal action. It is an ‘interaction without social contact.” The competitors are not in contact and do not know one another. They do not compete with each other on a personal level. The attention of all the competitors is fixed on the goal or the reward they aim at. Due to this reason competition is known as an impersonal affair.

(iii) It is an Unconscious Activity:

Competition takes place on the unconscious level. Achievement of goal or the reward is regarded as the main object of competitors. Rarely they do know about other competitors. For example, the students of a particular class get engaged to secure the highest marks in the final- examination. They do not conceive of their classmates as competitors. Students may, no doubt, be conscious of the competition and much concerned about marks.

Their attention is focused on the reward or goals rather on the competitors. (iv) It is Continuous Process: Competition never comes to an end. It is not an intermittent process. It is continuous. As goods are short in supply there must be competition among the people for their procurement. The desire for status, name, fame, glory, power and wealth in an ever increasing degree makes competition a continuous process in human society.

**Forms of Competition:**

Competition can be divided into many categories or forms. They are economic competition, cultural competition, social competition, racial competition, political competition etc. It exists everywhere but appears in many forms.

1. Economic Competition:

Generally, economic competition is found in the field of economic activities. It means a race between he individuals and groups to achieve certain material goods. Thus economic competition takes place in the field of production, consumption, distribution and exchange of wealth. For example, competition between two industrial sectors for the production of goods. In modern industrial society, the materialistic tendency of people has led to economic competition to a great extent.

2. Cultural Competition:

Cultural competition is found among different cultures: It occurs when two or more cultures try to establish their superiority over others. This type of competition leads to cultural diversities in society. When one culture tries to establish its supremacy over other cultures, it gives birth to cultural competition.

In ancient times, it was found that there was a strong competition between the Aryans and non-Aryans and sometimes it led to conflict. The religious competition between the Hindus and Muslims in present day is a bright example of cultural competition.

3. Social Competition:

Social competition is mainly found in modern societies. It is the basic feature of present day world. For acquiring a high status, popularity, name and fame in society people compete with each other. Social competition plays a vital role in the determination of individual’s status in society.

4. Racial Competition:

Racial competition is found among different races of the world. It takes place when one race tries to establish its superiority over the other. The whole human society is divided into a number of races and there always arises an intense competition among them. The competition between the Indo-Aryan race and Dravidian race in India is example of racial competition. Similarly, in South Africa, there is a competition between the white and black races.

5. Political Competition:

Political takes place in the political field. In all democratic countries, competition is inevitable among the various political parties and even between the different members of a political party to obtain political power. Similarly, at the international level, there is always diplomatic competition between different nations. In India, competition between Congress (I) and B.J.P. for political power is a bright example of political competition.

Besides the above types, there are two other types, of competition such as personal and impersonal competitions. Personal competition means the rivalry between the people. It occurs among the two opponents on their personal level.

In this competition, the competitions are well known to each other personally. Competition between the two students in a class-room or competition between two players in a particular game is the bright example of personal competition.

Impersonal competition, on the other hand, takes place among the groups not among the individuals. In this competition, the competitors compete with one another not one personal level but as members of groups such as business, social and cultural groups. In India, competition between the various religious groups like Hindus, Muslims, Christians, Sikhs etc. is an example of impersonal competition.

**Conflict:**

Conflict is one of the dissociative or disintegrative social processes. It is a universal and fundamental social process in human relations. Conflict arises only when the attention of the competitors is diverted from the object of competition to themselves.

As a process, it is the anti-thesis of cooperation. It is a process of seeking to obtain rewards by eliminating or weakening the competitors. It is a deliberate attempt to oppose, resist or coerce the will of another or others. Conflict is a competition in its occasional, personal and hostile forms.

Conflict is also goal oriented. But unlike cooperation and competition, it seeks to capture its goal by making ineffective the others who also seek them.

Accord ing to **J.H. Fitcher,** “Conflict is the social process in which individual or groups seek their ends by directly challenging the antagonist by violence or threat of violence”. As **K. Davis defines,** “Conflict is u codified form of struggle”.

According to **A.W. Green,** “Conflict is the deliberate attempt to oppose, resist or coerce the will of another or others”.

**Gillin and Gillin** say, “Conflict is the social process in which individuals or groups seek their ends by directly challenging the antagonist by violence or threat of violence”.

**Characteristics:**

Conflict is an important form of social process. It is a part of human society. The main characteristics of conflict are as follows:

(i) It is a Universal Process:

Conflict is an ever-present process. It exists at all places and all times. It has been in existence since time immemorial. The cause of the universality of conflict is the increase of man’s selfishness and his materialist tendency. Karl Marx has rightly mentioned, that ‘violence is the mid-wife of history’.

(ii) It is a Personal Activity:

Conflict is personal and its aim is to eliminate the opposite party. The defeat of the opponent is the main objective in conflict. When competition is personalized it becomes conflict. The parties, locked in conflict, lose sight of their definite goal or objective and try to defeat one another.

(iii) It is a Conscious Activity:

Conflict is a deliberate attempt to oppose or resist the will of another. It aims at causing loss or injury to persons or groups. The attention of every party is fixed on the rival rather than on the reward or goal, they seek for. So consciously, knowingly or deliberately the parties make struggle with each other in conflict.

(iv)  It is an Intermittent Process:

There is no continuity in conflict. It is occasional. It lacks continuity. It is not as continuous as competition and cooperation. It may take place all of a sudden and may come to an end after sometime. If the conflict becomes continuous, no society can sustain itself. So it is an intermittent process.

**Causes of conflict:**

Conflict is universal. It cannot be definitely said when conflict came into existence or there is no definite cause for its emergence. Still then a number of thinkers have pointed out the valid causes of conflict.

**Malthus** an eminent economist and mathematician says that conflict arises only when there is shortage of food or means of subsistence. According to him, the increase of population in geometrical progression and the means of subsistence in arithmetical progression is the main cause of conflict between the people.

According to **C. Darwin,** an eminent biologist, the principle of struggle for existence and survival of the fittest are the main causes of conflict.

According to **Freud** and some other psychologists, the cause of conflict lies in man’s inmate or inborn aggressive tendency.

Some thinkers point out that the differences in attitudes, aspirations; ideals and interest of individuals give rise to conflicts. No two men are exactly alike. On account of the differences they fail to adjust themselves which may lead to conflict among them.

Social change becomes cause of conflict. When a part of society does not change along with changes in the other parts, cultural lag occurs which leads to conflict. The old generation and new generation conflict is the result of social change.

The rate of change in the moral norms of a society and in man’s hopes, demands, and desires is also responsible for the emergence of conflict. For example, the moral norm that children should obey their parents have persisted in our country since time immemorial but now the younger generation wants to go in its own way. In consequence, there is more parent-youth conflict than before.

**Types of Conflict:**

Conflict expresses itself in thousands of ways and various degrees and over every range of human contact. MacIver and Page have distinguished two fundamental types of conflict. Direct and Indirect conflict.

**(i) Direct Conflict:**

When a person or a group injures, thwarts or destroys the opponent in order to secure a goal or reward, direct conflict occurs; such as litigation, revolution and war.

**(ii) Indirect Conflict:**

In indirect conflict, attempts are made by individuals or groups to frustrate the efforts of their opponents in an indirect manner. For example, when two manufacturers go on lowering the prices of their commodities till both of them are declared insolvent, indirect conflict in that case take place.

**George Simmel has also distinguished four types of conflict. These are:**

(i) War:

When all the efforts to resolve the conflict between two States fail, war finally breaks out as it is the only alternative to the peaceful means of solution. War provides only means of contact between alien groups. Though it is dissociative in character but it has a definitely associative effect.

(ii) Feud:

Feud or factional strife does not take place among the states or nations. It usually occurs among the members of the society. This kind of strife is known as intra-group but not the inter-group conflict.

(iii) Litigation:

Litigation is a form of conflict which is judicial in nature. To redress their grievances and to get justice people take recourse to legal means in the court of law.

(iv) Conflict of Impersonal ideals:

It is a conflict carried on by the individuals not for themselves but for an ideal. For example, the conflict carried on by the communists and capitalists to prove that their own system can bring in a better world order.

**Distinction between competition and Conflict:**

To clarify the distinction between conflict and competition the following points may be noted:

i. Conflict takes place on a conscious level, competition is unconscious.

ii. Conflict involves contact, competition does not.

iii. Conflict may involve violence, competition is non-violent.

iv. Conflict is personal, competition is impersonal activity.

v. Conflict lacks continuity, competition is a continuous process.

vi. Conflict disregards social norms, competition does care for norms.

vii. Conflict diverts members attention from group objectives, competition keeps members alert to the goal or objective.

**Cooperation, Conflict and Competition: Interrelations:**

Cooperation is the basic form of human interaction in which men strive jointly with each other for a good goal. Competition as a form of interaction occurs when two or more persons or groups struggle for some goal. Conflict takes the form of emotionalized and violent opposition in which the major concern is to overcome the opponent as a means of securing a given goal or reward.

It is direct and openly antagonistic struggle of persons or groups for the same object or end, cooperation is an associative process, while competition and conflict are dissociative processes. Competition and conflict divide men. But competition differs from conflict in that the former is impersonal, while the latter is personalized competition in a less violent form of struggle than conflict.

The three forms of interaction thus appear to be distinct and separate. In reality, however, cooperation, conflict and competition are interrelated. They are ever-present processes in human relations. They are not separable things but phases of one process which involves something of each.

According to Cooley, conflict and cooperation are not separable things, but phases of one process which always involves something of both. Even in the most friendly relations and in the must intimate associations there is some point where interest diverge. They cannot therefore cooperate beyond that point and conflict is inevitable. The closest cooperation, for instance, within the family does not prevent the occurrence of quarrels.

Cooperation exists between men when their interests remain harmonious. But according to Davis, there is no group whether family or the friendly group which will not contain the seeds of suppressed conflict. Elements of conflict exist in all situations, because the ends which different individuals try to attain are always to some extent mutually exclusive.

Conflict also involves cooperation. In very conflict, there is some hidden basis of compromise or adjustment. For example, enemies in wartime cooperate under certain rules while they proceed to annihilate each other with the accepted modes and weapons of war. As end-result of conflict, there emerge arrangements and agreements which give rise to cooperation.

Regarding the end of a conflict Mack and Young comments, “At its most rudimentary level, conflict results in the elimination or annihilation of the opponent. In human society, however, most conflict ends in some sort of arrangement or accommodation or in the fusion of the two opposing elements”.

There is no competition which will not contain the seeds of conflict. As competition becomes more personal, it shades into conflict. Conflict does not always occurs when competition become acute. It only happens if attitudes of the competitors become personal and hostile toward one another.

But every competition will contain such attitudes, though suppressed. An individual wishes not only to win the prize but beat another individual. Each knows that he can win the prize only by defeating the other. When competition becomes personalised in this way and becomes keener, hostility between the competitors easily develops.

Competition also involves cooperation. A competitive struggle implies some agreement among the competitors. Members of football teams compete according to rules prescribed for them.

The interrelations between three processes have been stated by Giddings in following ways. In a given region, with specific physiographic characteristics, including food supplies, an ‘area of characterization’ is formed ; and human being dowelling intend to become increasingly alike’, and to develop solidarity on the basis of ‘consciousness of kind’. In this way, says Giddings, The first two conditions of social life… namely grouping and substantial resemblance are provided.

But since they are alike, individuals living together in one habitat compete with each other in obtaining things which each is able to get by his own effort, and they combine their effort obtain things that no one can get without the help of others.

Whatever happens, their interests and activities are not wholly harmonious and easily become antagonistic. Competition tends to endanger conflict inimical to group solidarity. Eventually, says Giddings, equilibrium of ‘live and let live’ is arrived at, which makes conscious association possible for human beings.

**Social Norms:**

M.Sherif in “The psychology of social Norms,” 1936, used the term

for the first time to describe the common standards or ideas which guide members responses in all established groups. Today, the word norm is very often used as a genetic term to represent folkways, mores, laws, customs, etc. If today, some action is called a norm or normative it only emphasis that it conforms to community expectations of behaviour. Norms represent “standardized generalization” concerning expected modes of behaviour they are based on social values. A norm is a pattern setting limits on individual behaviour. Norms are the ‘blueprints’ for behaviour. They determine guide, control and also predict human behaviour.

Norms are group shared expectations. Norms govern our social life in all situations.

According to Donald Light Jr. and Suzanne Keller, “Norms refers to the rules that guide behaviour in everyday situations and are derived from the values.”

G.R. Leslie, R.F. Larson and B.L. Gorman says, “Social Norms are rules developed by a group of people that specify how people must, should, may, should not and must not behave in various situations.”

So norms can be understood as rules and regulations that groups live by. Norms are the means through which values are expressed in behaviour.

**Characteristics of Social Norms:**

i) Social norms are universal. They are the very basis of social order. No society can function in the absence of norms.

ii) Norms vary from society to society. They are relative to situations and groups. In a multi-group society or a complex society wide variation in norms is found. Some norms do not

govern the behaviour of all the people always. Norms of behaviour meant for old people are not applicable to the children.

iii) Norms are related to the factual order. For example, a rule requiring all men to have three wives would be valueless if the sex ratio did not permit it. Thus norms in order to become effective must represent correctly the relations between real events.

iv) In most of the situation people do not question most of the norms and accept them implicitly, because norms become the part and parcel of their personality through the process of socialization. So norms are normally internalized by the people.

v) Norms are not followed by all always. People may go against some norm in some particular situations. Sometimes law abiding people break laws when they are provocated. If everyone always did the ‘right ‘things at the ‘right ‘time and ‘right’ place, there would be no need to have rules or laws.

vi) The social animal would not have survived in the absence of proper norms concerning marriage, courtship, childbearing and child caring, etc. Hence the first function of norm is

that of ensuring survival itself. Unlike the young ones of other species, human infants must be cared and instructed for at least some years.

vii) Most of our responses to most of the situations must be habitual ones; norms ensure such habitual responses. Norm provides practical solutions to everyday problems. Even cooking becomes problematic if cooking norms are not known. Social life would be much less efficient if the methods of doing had to be constantly reinvented by trial and error.

**Social Values:**

Social values provide the general guidelines for conduct, they facilitate social control. Values are the criteria people use in assessing their lives, arranging their priorities,

measuring their pleasures and pains, choosing between alternatives courses of action.

Michael Haralambos says, “A value is a belief that something is good and worthwhile. It defines what is worth having and worth striving for”.

Young and Mack, “Values are assumptions, largely unconscious, of what is right and important.”

So values may be defined as measure of goodness or desirability.

Values provide goals or ends for its members to aim for. These goals or ends are to be

pursued in different contexts and situations. If the dominant value is “success”, then, it expects all the individuals to become successful at school, in work, at sports and in life, in general.

Values provide the general guidelines for the behaviour of the people.

**Functions of values:**

1. Values help to bring about some kind of adjustment between different sets of rules.

The people seek the same kinds of ends or goals in different field of their life. Hence it is possible for them to modify the rules to help the pursuit of this end.

1. Values bring legitimacy to the rules that govern specify activities. The rules are accepted as rules and followed mainly because they embody the values that most people accept.
2. Values provide goals or ends for the members to aim for.
3. Values provide uniformities and stabilities in group interaction. They hold the society together because they are shared in common. Somesociologists argue that shared values form the basis for social unity or social solidarity. Since they share the same values with others, the members of a society are likely to see others as “people like themselves”. They will, therefore, have a sense of belonging to a social group. They will feel a part of the wider society

.

**Social Mobility:**

The phenomena of social inequality is universal but it does not have a common pattern and trend in various societies. The phenomenon of social inequality differs from one society to another in its form, nature, intensity, etc. However, inspite of the various differences every form of social inequality has the element and mechanism of chance or movement within it.

**These changes may be of two types.**

First, the change occurring in the norms of social differentiation and ranking. Second, the shifting of individuals or groups from one rank to the other in the social hierarchy. The term social mobility has been used to explain the changes of the second type.

In the words of Sorokin (1959), “Mobility signifies any transition of an individual or social object or value, anything that has been created or modified by human activity from one social position to another.”

Wallace and Wallace say, “Social mobility is the movement of a person or persons from one social status to another.”

So Social mobility is the processes by which individuals move from one position to another in society positions which by general consent have been given specific hierarchical values.

**Dimensions of social mobility:**

Social mobility is a multi dimensional phenomena. Its various dimensions are direction, duration, context, unit of mobility etc.

1. The direction of social mobility: Any movement in the social stratification may have three possible directions. i.e., higher, lower or at the same level of the social rank held by the moving individual or group. These movements have been respectively termed as upward, downward and horizontal mobility. Some scholars have classified the above stated three directions of social mobility in two categories i.e., vertical and horizontal.
2. The dimension of time: Any movement in the social ranking may be of an individual or group and in any direction, includes a time dimension. From the perspective of the duration of time, social mobility has been classified into two categories, i.e., intergenerational and intergenerational social mobility. The former signify the shifting of positions during the subjects own life while the latter connotes the movement from one generation to another.
3. The dimension of space: Social mobility has a dimension of space also. It signifies the physical movement of the subject from one geographical area or working place to another.
4. The context of social mobility: Social equality exists in every society. However, the context of inequality varies from one society to another. The classification of societies as closed and open is the best example of the differences in the context of inequality. The chances for social mobility will be much more in the context of open system of inequality than in the closed system. The class based western societies exemplify the open context while the caste based Indian society is the best example of closed context.
5. The unit of mobility: The unit in social mobility may be an individual, family or group. Individual mobility is the only movement of individual alone which sometimes even dissociates him from his membership group. For example in a class based society an individual may join any class lower or higher, on the basis of his personal efforts and achievements. On the other hand, group mobility has been perceived as a feature of caste based society. The group mobility demands homogeneity and the united efforts of all the members of the group. Many a time’s individual and group mobility may be perceived occurring simultaneously.

**Types of Social Mobility:**

1. **Vertical social mobility:** Vertical social mobility refers to the movement of an individual or people or groups from one status to another. It involves change in class, occupation or power positions. It involves a change within the lifetime of an individual to a higher or lower status than the person had to begin with. In the view of Miller, “vertical social mobility may be distinguished into three categories: intergenerational, intergenerational and career or stratum mobility, the latter explains group mobility. In his own words, “stratum mobility refers to the movement of an occupational class or stratum from a higher or lower position in the stratification structure whether in terms of income, prestige, skillor another dimension from one time period to another.” Example; movement of people from the poor class to the middle class, from the occupation of labourers to that of bank clerks, from the position of the opposition to that of the ruling class, etc.
2. **Horizontal mobility:** “Horizontal mobility” is a change in position without the change in status. It indicates a change in position within the range of the same status. It is movement from one status to its equivalent.” For example; an engineer working in a factory may resign hisjob and join another factory as an engineer and may Work in more or less the same capacity, or join an engineering college and start working as a professor.

Though there is change of workplace and work, the general status of the person does not change much.

Horizontal mobility can cause disruptions in family and community ties nowadays. Some of the recent studies suggest that people are becoming more aware of these disruptions and increasingly resistant to unwanted job changes. Most Indians typically cling on jobs whenever they get into them. They are normally not prepared to take a risk to change their job.

**UNIT - IV**

**SOCIAL PROBLEMS - CONSEQUENCES & REMEDIES**

***What is a social problem?***

Social problems are undesirable situations, conditions, or behaviour Concerning society, social institutions, social relations, social structure, and above all social organisations. In present social setup we witness various social problems like poverty, illiteracy, child labour and child abuse, drug abuse, gender discrimination, population explosion, etc.

**A) POVERTY :-**

Poverty refers to a situation when people are deprived of basic necessities of life. It is characterised by inadequacy of food, shelter and clothing, and an insufficient supply of those things which are required for an individual to maintain himself and his family.

An individual is called poor when he is unable to gather the means to keep himself and his family in a healthy social condition. Poor people are the depressed and deprived class. They do not get proper nutrition and diet.

Poverty is a social problem due to which the people facing it have limited economic resources and their standards of living is low. The people are deprived from the modern facilities of in education, health, communication, and good food. Such people are worried due to lack of income resources and they are unable to

fulfil their needs to live a life parallel to their neighbours. In this age of competition they feel deprived of their rights, and inferiority complex prevails upon them.

They feel shy in the company of well-off families. Sometimes, they are even victims of disdain owing to their condition. “*Poverty is that condition in which a person, either because of inadequate incomeor unwise expenditures, does not maintain a scale of living high enough to provide for his physical and mental efficiency, and to enable him & his natural dependents to function usefully according to the standards of the society of which he is member.‟ (Gillin and Gillin).*

India is still a poor country despite of an impressive economic growth. An estimated 250 million people are below the poverty line and approximately 75% of them dwell in the rural areas. According to the Planning Commission of India, poverty line is drawn with an intake of 2400 calories in rural areas and 2100 calories in urban areas. If a person is unable to get that much minimum level of calories he is considered being below the poverty line.

**Causes of Poverty:-**

Some prominent causes of poverty are:

**i) Lack of Education:** Education is something which has enable many people to overcome poverty. Anyone with good education and knowledge can overcome poverty through hard work and dedication. Education can benefit a person belonging to a poor household by providing him/her with enough aptness to acquire a job later in life. Uneducated people are usually unable at acquiring economic benefits. By 2001, there were about 38 crore illiterates in the country.

Govt. of India and other state govt.s are playing a vital and crucial role in eradicating illiteracy from our country, but the problem poverty is becoming a stumbling block in doing so.

**ii) Poor Agriculture:** India is mainly an agricultural country. About 80% people of our country depend on agriculture. But our agriculture sector is facing a no. of problems. Farmers are poor and uneducated. They do not know the modern methods of farming. They possess no good facilities for irrigation. They do not get seeds and fertilizers in time. Thus, the yield is poor. Agriculture is not profitable today. We face the shortage of food. We have to import it. So, poor agriculture is one of the causes of India's poverty.

**iii) Growing Population:** Our population is growing rapidly. But our resources are limited. The growth in population has created problems for us. Today, our population is 1.20 billion; tomorrow it will be 1.21 billion and so on. The size of an Indian family is relatively bigger. The average size of an Indian family is around 4.2. The growing size of the population has its adverse effects of people‟s health. A sizeable no. of people are suffering from various diseases for which medical treatment is not available. We need more food, more houses, and more hospitals. As a consequence of this, we have no money to spend on developmental projects. The ever-growing rate of population must be checked. If not, we may not be able to remove the crisis of poverty from our society.

**iv) Gap between rich and poor:** The widening gap between rich and poor is also responsible for poverty. The rich are growing richer and the poor poorer. This economic gap between the two must be reduced. Our social system should be changed. The poor people must get all help to reap the fruits of independence.

**v) Corruption and black-money:** There are corruptions in every walk of life. There is inefficiency in offices. People have become selfish. They neglect the national interests. Black money causes the problem of rising prices. India is regarded as one of the countries in which corruption has become very much widespread during the recent years. The evil of corruption is not conducive to social stability and equilibrium. Some people might wrongfully gain all privileges through corruption, but hundred others suffer due to it. Therefore, black money affects our economy. It causes poverty.

**vi) Unemployment:** India as a nation is faced with the massive problem of unemployment. Unemployment can be defined as state of worklessness for a man/woman fit and willing to work. The continuously expanding army of unemployed is another cause of poverty. The number of job seekers is increasing at a higher rate than the expansion in employment opportunities.

The chronic problem of unemployment is not confirmed to any particular class, segment or society. It is all pervading.

**vii) Other Causes:**

**1) Climatic Factor:** Climate can also be a cause of poverty. The hot climate of India reduces the capacity of the people to work, and hence, naturally, production can not be increased in the desired quantity.

**2) Lack of Motivation:** It is an important cause of rural poverty. Some rural people do not have a motive to work hard or even to earn something. This accounts for the poverty of the rural population.

**3) Idleness:** Some of the rural people are lazy, dull and reluctant to work. Hence they rot in poverty.

**Effects of Poverty:-**

**1) Illiteracy:** Poor people constitute greater share of illiterate population. Education becomes extremely difficult when people are deprived of basic necessities of life.

**2) Child Labour:** In India large number of boys and girls are engaged in child labour.

**3) Nutrition and diet:** Poverty is a leading cause of insufficient diet and inadequate nutrition. The resources of poor people are very limited, and its effects can be seen in their diet.

**4) Poor living condition and housing problem:** They don't get proper living conditions. They have to fight the hardship of poverty to secure food, clothes, and shelter. A large number of families live in houses with a single room only.

**5) Unemployment:** Poor people move from villages to towns and from one

town to another in search of employment/work. They are mostly illiterate and

unskilled. Due to unemployment many poor people are forced to live an unfulfilled life.

**6) Feminisation of poverty:** Women are the worst victims of poverty. Poverty affects greater no. of women than men. The total of poor women outnumbers the total population of poor men. The causes include low income, gender inequality, etc. They are deprived of proper diet, medicines, and health

treatment.

**7) Social Tensions:** Poverty is often characterised with income disparity and unequal distribution of national wealth between the rich and the poor. Concentration of wealth in the hands of few rich people leads to social disturbance and revolts. Fair or even distribution of wealth leads to overall

improvement in the general standard of living of people.

**Solutions for reducing poverty:-**

Some solutions for reducing poverty include job creation, raising the minimum wages, access to sanitation and clean water, and micro-financing.

**1) Job Creation:** This reduces poverty in a significant way because it gives people income, enabling them to take care of their needs. In most cases, labour is the only asset that can help poor people improve their lives. According to the United Nations, unemployment is one of the major causes of poverty.

**2) Quality Education:** This provides children with the knowledge and life skills they need to realise their full potential, and is essential in creating a change in a child's life. Children - especially girls - mustn't be deprived of their right to education.

**3) Economic Security:** Poverty can be overcome by helping communities around the world gain their economic security they need to thrive. This can be achieved by training people living in poverty to acquire the skills and knowledge they need to secure a livelihood, and thus, support their families.

**4) Agricultural Development:** Farmers must get all prerequisite facilities for irrigation and other agricultural activities. They should be trained and educated for better efficiency of work. This will make agriculture profitable and hence, reduce poverty.

**5) Controlling Population:** The ever-rising population must be brought under check. Family planning schemes should be introduced.

**6) Honesty in work:** Corruption must end. Our offices should work efficiently for the betterment of the country on the whole.

Poverty is a national problem and it must be solved on war footing. The govt. is taking a no. of steps to mitigate poverty. Eradication of poverty would ensure a sustainable and inclusive growth of economy and society. We all should do everything possible within our limits to help alleviate poverty from our country and the world in whole.

**The Five Year Plans:-**

The Indian Government set up the Planing Commission in 1950 and started the Five Year Plans. With a view to develop the country in a methodical manner.

The First Five Year Plan (1951-56) had spent about Rs.2378 crores for Various developmental purposes and this amount had almost increased to 6 lakh crore in the 8th Five Year Plan. (1990-95). These Five Year Plans mainly aimed at - attaining self-reliance in agriculture production, the removal of unemployment; achieving desirable progress in industry, increasing standard of living, and family, at wiping out poverty. Between (1951-1991), our annual national income has increased by 3.5%, agriculture production by 2.7%, industrial production by 6.1% and per capita consumption by 1.1%. The government is hopeful of achieving considerable progress especially in the industrial sector by means of implementation of the policy of economic liberation.

**20 Point Programme:-**

During the period of Emergency (1975-78), Indra Gandhi, the Prime Minister of India, introduced the much publicised 20- Point programme with the main intention removing poverty (“Garibi Hatao”) and economic exploitation, and upliftment of weaker sections of the society.

Under this scheme, number of programmes were include : development of S.C, S.T, and other backward classes; distribution of surplus land to the weaker sections, providing minimum wages to the landless workers, providing irrigational facilities to the rural people and expanding their employment opportunities, Family Planing, extension of primary health services, welfare of women, children and labourers, simplification of industrial policy, extension of primary education facilities, providing drinking water to all villages etc.

**Nationalisation:-**

With a view to facilitate economic growth, 14 banks were nationalised in 1962, When Indra Gandhi was the Prime Minister of India. In 1972, coal mines were nationalised and that was followed by government taking control of big private steel and iron company wholesale business in food grains.

**Other Anti- Poverty Programmes:-**

Among the other „Anti-Poverty programmes‟ launched by the Government, are The IRDP, NREP, and *Jawahar Yojna The Integrated Rural Development Programme*, initiated in 1978-79, was a major attempt to attack poverty. In the beginning it was limited only to 20 districts, but, by 1982 it was extended to 5011 blocks. The programme is based on “*the local needs, resources, endowments and potentialities.*” Its major objective is to enable selected families to cross the “*poverty line*” through “*a strategy of productive assets and endowment*”.

The Central and State govt.s provide financier; resources for the programme and lay down broad guidelines for its implementation.

*The National Rural Employment Programme* was launched in Oct 1980 and it became a regular programme of our Five Year Plan for 1981. The main purpose of *NREP* is to *generate additional gainful employment opportunities, to create durable community assets and to improve the overall quality of life in rural areas.*

*The Jawahar Rozgar Yojna* was introduced in the month of Apr 1989 with the intention of helping at least one member of each poorest family by providing employment for about 50-100 days in a year at his/her own workplace or residential area. About 30% of the jobs under this programme are reserved for women.

**B) ILLITERACY:-**

Illiteracy, as a social problem, has been considered as a barrier to national reconstruction and development. A illiterate person is one who can not read, write, and understand the views of others and can not express his own views on day to day phenomena. *One who can, with understanding, both read and write a short, simple statement in his everyday life, is an illiterate.* (UNESCO).

An illiterate person always remains dependent on others even for simple Things like writing and addressing a letter. It has been observed such people have been far greatly exploited by the so-called literate persons of the society. It is a great social problem which requires special attention of the govt., teachers, parents, and citizens of the society. Literacy is the basic requirement of economic

development and has been recognised throughout the world and hence, literacy has reached 99% in countries of Japan, South Korea, the USA, the UK, Germany, France, etc. But in India literacy is still hovering around 74% on an average, reaching 90% in Kerala and below 75% in Bihar, Arunachal Pradesh, Jharkhand, etc. All efforts and success in literacy have become obliterated by

huge rise in population.

**Causes:-**

**1.Population Explosion:-** Our country is the second-most populated nation in the world, after China. The population is growing at a rate of 1.2% per annum. The increasing population has led to a situation where the children of our country wish to seek education but the unavailability of adequate no. of schools and infrastructure proves to be a hindrance. The existing schools are already overflowing with students and lack the infrastructure to take in more. Consequently, admission into these schools gets increasingly difficult.

**2. Poverty:-** A huge portion of our population (29.8%) lies below the National Poverty Line, which indicates that they do not have access to basic requirements of essential commodities, including food and water, for themselves or their families. Such households earn barely enough to feed their children one square meal a day. Education is a luxury they can't afford. The vicious circle of

poverty stands like an evil ring of fire between the society and the gift of education.

**3. Orthodox and Traditional Outlook:-** A section of our society has been Unable to move with the times, owing to generations being ensconced by religious dogma or orthodox family practices. They reject modern education as a threat to their beliefs and way of life. Consequently, the children of such families are deprived of the opportunity to study in modern schools and free their minds of meaningless conventional and conservative ideologies.

**4. Gender Bias:-** This is once again a significant contributor to illiteracy in India and many other countries. Since ancient times, the male child has always been prodded into education while the female child is expected to remain at home and assist in housework, like sewing, cooking,etc. No need was seen to educate her in equal terms or encourage her to read and write. Instead, she was to be married as soon as possible. Even till date, rural India has not completely succeeded in treating its daughters equally in terms of respect and education. Such abominable biases are bound to restrict the growth of literacy and adversely affect social productivity.

**5. Aimless Policies:-** Our development efforts are often half-baked and implemented in a hurry which causes their limited benefits to be steamrolled by the ever-expanding population. The administration hasn't been able to provide adequate facilities for education, particularly in villages throughout the country. Without the implementation of effective policies, we will be hard pressed to

eliminate illiteracy in the country.

**6. Brain Drain:-** Emigration is a steadily increasing phenomenon in today's globalised world. Many Indians are working abroad in search of more opportunities. Many such individuals resort to settling overseas for better working conditions and higher compensations, in order to acquire greater

living standards, or to advance their own personal development by exposing themselves to new cultures. The emigration of such educated individuals creates a negative impact on the literacy rates of our country, lowering it and proving detrimental to the improvement of educational statistics in the country.

**Consequences:-**

The consequences of illiteracy are many and harmful in several respects. As well as affecting illiterate individuals themselves in their daily lives and often

jeopardising their future, this scourge has a significant effect on society, both socially and economically.

The consequences of illiteracy on individuals and society include the

following:-

**For Individuals:-**

1. Limited ability obtain and understand essential information.

2. Unemployment: The unemployment rate is 2-4 times higher among those with little schooling than among those with a Bachelor's degree.

3. Lower income.

4. Lower-quality jobs.

5. Reduced access to lifelong learning and professional development.

6. Precarious financial position.

7. Low self-esteem, which can lead to isolation.

8. Exploitation in life at the hands of other people due to ignorance and unawareness.

9. Poverty: It is the single biggest effect of illiteracy. Illiteracy and poverty go side-by-side. It has been observed that usually the person who is illiterate is poverty-stricken. These are the two sides of the same coin. The inability to attain basic nutritious and potable water are the more popular quoted

effects of poverty in India.

10. Inaptness at forming one's own opinion independently.

11. Impact on health: Illiterate individuals sometimes may even misuse medication due to ignorance of healthcare resources, and because they have trouble reading and understanding the relevant information (warnings, dosage, contradictions, etc.)

**For Society:-**

Since literacy is an essential tool for individuals and states to be competitive in the new global knowledge economy, many positions remain vacant for lack of personnel adequately trained to hold them, due to illiteracy.

The difficulty in understanding societal issues lowers the level of community involvement and civic participation. Without the basic tools necessary for achieving their goals, individuals without an adequate level of literacy can't be involved fully and on a completely equal basis in social and political discourse.

**Remedies:-**

Steps taken by the govt. to check illiteracy:-

**1. National Adult Education Programme:-** Launched on 2nd Oct 1978. Adult education has a very significant role to play in improvement of illiteracy.

To overcome illiteracy need of hour is to promote adult education. Government should give priority to adult education. Adult literacy booklets in regional languages and instructional material should be provided. Establishment of reading rooms and libraries for adults.

**2. Functional Literacy Programme:-** It is sub-programme of Adult Education Programme, launched in 1986 by involving NSS and students of colleges and universities on the principle of “Each one, teach one”.

i, To develop abilities for reading and writing.

ii, To create awareness among labourers about their rights and duties, benefits of various schemes.

**3. National Literacy Mission (NLM):-** It was launched in 1988 to achieve the goal of imparting „functional literacy‟ to 80 million illiterate persons in the 15-35 age group by 1995. NLM, while laying emphasis on acquisition of literacy of literacy and numeracy skills, seeks to elicit awareness among illiterate people, leading to their empowerment.

**4. Efforts by Voluntary Organisations:-** The govt. alone can't solve the vast problem of illiteracy in the country. It is not possible to achieve the objective of total eradication of illiteracy entirely through governmental efforts.

**5. UGC recommendations on eradication of illiteracy:-**

1. Planned involvement of students and teaching personnel.

2. Leadership role of universities and colleges in the mass programme for functional literacy.

3. Reorientation and developing education system for the development of students as well as of community.

4. Extending human and physical resources of the universities in meeting urgent challenges of national reconstruction including eradication of illiteracy.

**6. National Policy of Education:-**

The national policy of education (1986) envisaged the following important aspects of adult education:-

1. Mass literacy campaign

2. Large scale involvement of students and teachers.

3. Centres in rural areas for continuing education.

**7. Liberal Education:-**

For the erudition of illiteracy 100% enrolment in schools is the only solution. For this purpose, some liberal attitude on the part of administrators,

teachers,NGO‟s and social workers play a great role. So it would be the

responsibility of the educational reformers to frame such educational schemes

that must make education more liberal and approachable to a common man.

**C) CHILD LABOUR & CHILD ABUSE:-**

Children are the gifts; they are precious gifts presented by Almighty God to human life for filling the world with smile,happiness and hope. Children are the future citizens; it is childhood which determines a child‟s future his/her worthy contribution to the world.Thus it becomes an important aspect for us, for everyone in the society, and for the Government to protect, nourish and work for the overall welfare of the children of a particularNation and the children of the world as a whole. When we discuss about child labour, we know that it is a curse upon the God gifted little ones on Earth.

Child labour is a system of involving children in any economic activity. Childrenat the age of playing engage themselves in to economic activity for their family. Child labour can seen throughout the country in a wide way. Child labour is something hateful and exploitative.According to the U.N. Convention on the rights of the child, “A Child means an individual below the age of eighteen years. According to the Indian Constitution, no child below the age of 14 years shall be employed to work in any factory or engages in any other hazardous employment. (Article 23 ).

*“Child labour means any work by children that interferes with their full physical*

*development, the opportunities for a desirable minimum education and for neededrecreation.” (*Stein and *Davies).*

Child abuse is when a parent or caretaker, whether through action or falling to act, causes injury, death, emotional harm or risk of serious harm to a child.

There are many forms of child maltreatment, including neglect, physical

abuse, sexual abuse, exploitation, and emotional abuse. There are number of facts that are responsible for child abuse these are, *poverty,lack of education , serious material problems, violence between family members ,inadequate housing* , *loneliness and social isolation etc.*

**Causes:-**

**1) Poverty:-** Poverty is the main cause of child labour and child abuse. On an average 30% of Indian population lives below poverty line. Extreme poverty is the root cause of child labour and child abuse. The causes of poverty itself havebeen sub-divided into five categories:

a) Economic depression

b) Geographic Situation.

c) Social poverty.

d) Culture poverty.

e) Political in-accessibility.

**2) Illiteracy:-** India is in average in illiteracy. According to 2001 census was 65.38%. Illiterate people do not think twice about engaging their children in manual labour, since they do not aware about the harmful physical and mental trauma, being poor they can not afford a decent education for the children, nor do they understand the importance of primary education in child's life.

**3) Unemployment:-** Due to unemployment of the parents, children do not get proper education and are forced to get involved in child labour.

**4) Women are denied formal education:-** In some countries women are brought up only for to perform household chores since a very young age. Such a Society believes that an educated women will not fit in to the traditional role of a home maker and bear children. This notion fuels child labour, and young girls thus get pushed in to doing manual house work from an early age.

 **5)Urbanisation:-** In search of better prospects often end up pushing their

children to take up odd, menial jobs. This happens due to lack of proper educational resources in the rural areas, as a result of which these people do not find jobs in cities. so to make end meet, children bear the brunt while the adults are left unemployed.

**6) Availability of cheap child labour:-** child labours are cheaper as compered to adult labours, people prefer the cheaper one ,this is the another common Cause of widespread child labour.

**Consequences:-**

1) Child labour is an inhuman practice. The mental growth of the children engaged in child labour is checked.

2) Children get less time and opportunity to go to school. They are deprived of education which makes them illiterate.

3) Child labour destroys their childhood. It takes away the childhood of the children. As a matter of fact childhood is an age of play, recreation and inculcation of good habits. child labour adversely affects the personality,growth and development of the child.

4) Children are the future pillars of the economy and involving them into child labour will only make those pillars weak.

5) Children who cannot find work to feed large families restore to begging on the streets, and in many cases also fall pray to prostitution. at other times, they even turn into thieves just to make a quick buck on which the families survival depends.

6) Child labour affects the country's growth: Child labour is a barrier in the development and growth of the country. educated youth are called the pillars of the nations strength,when the pillars are weak how it can contribute in the growth of that country.

7) Drug Addiction: Children who remain away from their family for some earning become drug addicts because their is no check of there families on them.

8) Encourages Delinquency and Crime.: children who are engaged as child labour by different agencies become delinquent. They indulge in anti-social activities like smoking, drinking, gambling,theft etc. Hence child labour is responsible for encouraging towards delinquency and criminal activities.

**Remedies:-**

**1) Education:-** This helps children learn skills that will help them earn a living. Children need to learn how to read and write. They need social and professional skills that only school and a nurturing environment can provide. Free and compulsory education should be given up to 14 years of age

Because the cost of textbooks, uniform and school fees makes it impossible for them to get education.

**2) Social Service:-** That helps children and families survive crisis such as diseases or loss of home and shelter.

**3) Family Control:-** So that families are not burdened by children.

**4) Enforce Labour Laws:-** Most countries have laws against child labour; however, some governments support child labour (regardless of existing laws) as a way of gaining a competitive market advantage.Ours is civilised society having no place for the exploitation of the children. Therefore, any exploiter of the child must be booked and taken into task, only then we can think of a

society free from exploitation of children.

**5) Abolish Child Trafficking:-** Everywhere in the world, there are adults who earn a living by buying and selling children. The governments of all countries must take harsh measures against child trafficking.

**6) Replace Child Workers With Adult Workers:-** There are 800 million unemployed adults in the world and yet the number of working children is estimated to be at over 300 million.

7) Making adequate provisions as directed in NPE,1986 in the formal and non formal education for dropouts or other types of children who are unable to attend full time school.

8) NGOs can help in containing the child labour activities. Many NGO‟s and other voluntary organisations are also operating in this country. therefore ,for the eradication of child labour, the involvement of NGO‟s can play a wonderful role in this direction.

9) National Policy Of Child Labour 1987:-

a) Establishment of special schools to provide non-formal education and vocational training to children withdrawn from work.

b) Participating in the international programme on elimination of child labour, launched by the ILO (International Labour Organisation) in 1991.

10) The National Policy For Children 1974:- It shall be the policy of the state to provide adequate services to children, both before and after birth and through the period of growth, to ensure their full physical, mental, and social development.

11) Earning while learning mode of education:- India is a vast country. 1.2 billion people are living in this country. It is very difficult to control and give facilities to this much of population. it is very difficult for the government to give financial support to everyone. Mahatma Gandhi‟s basic education must be applicable i,e “Earn while you learn and learn while you earn”.This formula

can help the children as wells their parents, and it will help the children to receive education in the schools at the optimal level. The parents of the children will also not object, because it will supplement the income of the family.

**D) DRUG ABUSE:-**

A drug can be said to be any substance used in medicine. It can also be said to be any substance taken by some people to get certain effect, such as

Happiness and excitement. The word abuse implies improper or excessive use of drugs. Voss (1982) expressed that drug abuse is used without a precise definition and may refer to different things in different circumstances. Drug abuse has recently emerged as major social problem in India involving the children and the youth of the country. As reported by the “National Committee on Drug Abuse” in India said that drug abuse in India is likely to worsen and get out of hand if the planned, comprehensive and sustained measures are not taken immediately to curb the evil.It is spreading at such a fast pace that the number of addicts is multiplying with every passing day.The worst hit age group is between 16 to 35 years. Pedlars, shopkeepers and *panwallas* are the main sources of supply.

The lower income group comprises a significant portion of drug abuse. A large portion of drug addicts are often unemployed, labourers, transport workers and students. Drugs can be classified in to two categories:

1) The soft drug e.g antibiotics and analgesics.

2) The hard drug e.g cocaine, marijuana heroin etc. A drug addict is said to be

someone whose life has become dependent on drugs.

“Drug abuse means use of the illegal psycho-active substances.”(Law).

**Causes:-**

There are two primary causes of drug abuse among the youth. These are:-

1. Peer Pressure

2. Depression

**1. Peer Pressure:-** Youth are associated with different types of people otherwise known as friends. Sometimes a child, due to his/her inexperience, enters a "friendship" that can prove to be afflictive for the child. Peers from such a "friendship" can pressurise the child into doing harmful actions like taking drugs. Such a dangerous activity, if not checked immediately, can become a habit in the long run, and destroy the child's life.

**2. Depression:-** Another primary cause of drug abuse is depression. When certain sad or disheartening things happen to someone, the person starts thinking that they want to be happy once more. Hence, the use of hard drug will come in. This harmful activity gradually turns into a habit.

**Other Causes:-**

**1. Influence of broken family:-** Broken family where one of the parents may be

dead or alcoholic or violent, mounts pressure upon its members and

consequently the children belonging to such a household remain under

constant psychological strain. In order to escape from this psychological strain, they take drugs and get themselves trapped in drug addiction.

**2. Easy availability of the drugs:-** Easy availability of drugs is equally a vital contributor towards drug abuse.

**3. Unemployment:-** Unemployment leads to feelings of depression and failure. This can also lead to drug abuse.

**4. Curiosity:-** Curiosity of taking drugs is also a contributor towards drug addiction. This desire is especially prominent when a child's peer group is experimenting with drugs as a "challenge".

**5. Influence of Mass Media:-** The drug addicts in films , advertisements and other programmes projected as heroes and there by attract the people towards the the drugs. The books, magazines and leading the newspapers publish the brighter aspect of drugs which motivates youth to sue for and subsequently abuse drugs. Furthermore, when a person doesn't take dosage according to the doctor's prescription and continuously keeps on taking the drug for a long time without the doctor's approval, he/she can get addicted to the drug.

**Effects of Drug Abuse :-**

The effect of drug abuse on youth is going to be viewed from three aspects.

These are :- 1) Social aspect 2) Financial aspect 3) Health aspect.

**1) Social aspect:-** The hard drug makes the taker behave hyperactively and abnormally, contribute to immoralities such as armed robbery, fall prey to sexually transmitted diseases like HIV AIDS, and get involved in many other societal vices.

**2) Financial aspects:-** The person who is addicted to drugs tends to spend More money on the purchase of these drugs. This can make the taker become bankrupt or start searching for money by all means. This will eventually get him/her in trouble.

**3) Health aspect:-** Intake of drugs makes the drug taker unstable. He/she tends to go mad and starts behaving abnormally. It leads to the infiltration of numerous diseases in the system of the taker and can eventually lead to death.

**4 Effect On Family:-** The drug user not only harm themselves but also bring miseries to the entire family.

**5 Pain Or Problem:-** In order to relieve themselves of some pain or tension people make use of the drug and ultimately with the passage of time they become addicts.

**Remedies :-**

1) Aggressive extinction of all the sources of these hard drugs including the farms where they are planted, by a joint force of UNO.

2) Parents should monitor the kind of friends their children have and guide them against bad company.

3) Teachers should teach children the bad effects of drugs. They can get the students interested in good activities like sports, quizzes, etc. Students should be encouraged to discuss their problems with teachers so they can help them to come out from the crises.

4) Continuous campaign against the use of hard drugs at the federal, state, and local level.

5) Consent of a doctor should be sought before a prolong take of a soft drug.

6) Stiff penalty be meted against anybody found dealing on hard drugs.Drugs should not be supplied in the open market unnecessarily. The government of India and the state governments must ensure that drug supply is being under their control and supervision.

7) Rehabilitation of the affected persons. More drug de-addiction centres must be established in the country. In this way we can give good service to our youth who have become drug addicts due to one reason or the others.

8) Formation of strict rules:- Some rules concerning drug abuse are always prevalent in society, still much has to be done in this direction.Formation of strict rules and laws should be implemented.

9) Counselling is very important to face problems, stresses, disappointments and failure in life.These should be taken as part of life. One should utilize child‟s energy in activities like music, reading, yoga and other extra cocurricular activities.

10) Friends‟ role:- If friends find someone using drugs, they should bring this to the notice of parents or teacher so that appropriate measures would be taken to diagnose the illness and the cause. This would help in taking proper remedial steps or treatment.

**E) GENDER SENSITISATION:**

“Gender” is a socio-culture term referring to socially defined roles and behaviours assigned to 'males' and 'females' in a given society; where as, the term 'sex' is a biological and physiological phenomenon which defines man and women. In its social, historical and cultural aspects, gender is a function of power, relationship between men and women where men are considered

superior, strong, capable and independent where as female members are considered inferior, weak, less capable and dependent.

Gender sensitisation means to make the masses aware about their rights,

duties and works. Gender sensitisation is very important when the sexes are treated unequally. Gender discrimination is not based solely on gender differences but on how people are treated differently because of their sexes. Employers who provide different working conditions and promotional opportunities for men and women violate anti-discrimination laws. One should know that gender discrimination is illegal, and several laws are in place to prevent and eliminate this discriminatory practice, which affects both men and women. It is apparent in work situations where one gender is given preferential treatment or one gender receives less pay or job opportunities because of gender bias and unfair stereotypes.

We proud Indians of 21st century rejoice in celebrations when a boy is born, and if it is a girl, a muted or no celebration is the norm. We have a society of people with double standards as for as our attitude towards women is

concerned. Extreme poverty and lack of education are also some of the

reasons responsible for women's low status in society. Educating girl child is still seen a bad investment because she is bound to get married and leave her parental home one day.

**Why Gender Sensitisation?**

Gender Sensitisation is the need of hour, because the genders (men &

women) are treated unequally. Gender Inequality, in simple words, may be defined as discrimination against women based on their sex. A woman is traditionally considered by the society as the weaker sex. She has been accorded a subordinate position to men. She is exploited, degraded, violated and

discriminated both in home and in outside world. This peculiar type of discrimination against women is prevalent everywhere in the world and more

so in Indian society.

**Causes of gender discrimination:-**

1**. Patriarchy System:-** According to the famous sociologist Sylvia Walby patriarchy is “a system of social structure and practices in which man dominates, oppress and exploits women”. Women's exploitation is an age old culture phenomenon of Indian society. The system of patriarchy finds

its validity and sanction in orthodox religious beliefs. For instance, as per ancient Hindu law giver Manu: “Women are supposed to be in custody of their father when they are children, they must be under the custody of their husband when married and under the custody of their sons in old age or as

widows. In no circumstances she should be allowed to assert herself independently. Women have no power to take independent decisions either inside their homes or in outside world. The unfortunate part of gender inequality in our society is that the women too through continued sociocultural

conditioning, have accepted their subordinate position to men and they are also part and parcel of same patriarchy system.

**2. Lack of Education:-** In old times, women were denied accesses of education, they did not get any chance to develop and show their capability. This is one of the reason for women's low status in the society. Without having good education women are found lacking in present day's demanding job skills. Parents do not spend much after 10+2 standard on the girl child and that is why she lacks in job market. Educating a girl child is still seen as a bad investment because she is bound to get married.

**3. Priority to Male Child:-** Not only in education, but even in the case of family food habits, it is the male child who gets all the nutritious and choicest foods while the girl child gets whatever is left behind after the male members have taken their meals, or the food which is low in both quality

and nutrition. The male child is considered essential in the family to maintain the family line. The male child gets all privileges and opportunities, which are denied to the female child. Living and growing under such deprivations, the female child does not dare to think of

competing with the male child.

**4. Womenfolk accept the discrimination:-** Since a long time womenfolk have been accepting this discrimination stoically. In the old times, they refrained from raising their voice against it and deferred to their status, as they had no other choice left than to accept themselves as "weak", an idea that was inculcated by the orthodox societal forces. Women abandoned any regard

for themselves and considered men superior, physically as well as intellectually. They believed that their only job was to take care of their households and look after their children. They surmised that male members were the decision makers and experts in every walk of life because they were financially sound while the womenfolk were financially dependent. This conception still continues to persist in our societies.

**5. Inequality in Rights:-** The constitution of India gives equal rights to women as compered to men. Article 14 of the Indian constitution envisages equality before law, irrespective of cast, creed, colour, sex, or religion. However our women folk suffer a lot when there comes the question of status of women in practical affairs of life. The Indian society is male-dominated; the women

do not enjoy the same rights, in spite of so many laws that have been passed; some of these laws even have loopholes, and in the long run women are divested of their rights.

**6. Male-dominated democratic system:-** Before, the democratic structure was dominated by men, because of their outgoing nature. The women folk enjoyed right of vote but due to lack of confidence they failed to get their equal share in democratic leadership.

**7. Women are oppressed by men:-** Gender inequality takes place when women are exploited and harassed by men. Throughout the world, women are vulnerable to beating, and are murdered and tortured often by their husbands. They are forced to abort if the foetus is girl. They are considered

worse than animals, and health-wise they are neglected.

**Consequences:-**

There are several effects and consequences of gender discrimination,

especially in employment. Gender discrimination in the work place leads to an increase in employee turnover and creates a hostile work environment. Gender discrimination also promotes harassment and possible workplace violence. Historically, women have been underrepresented in the work place, athletics and academics. The residual effects of favouritism towards men and unfair

treatment of women is the primary cause of gender discrimination.

**1. Illiteracy and poor health:-** Due to gender discrimination most of women remain illiterate. Illiteracy make them incapable to decide their future. They remain dependent on their husbands or other earning members of the family. Due to dependence women can not enjoy the luxuries of life.

**2. Exploitation:-** It has been observed that working women are being exploited by their employers in the private sector. We have also seen the teasing of women in public sector. This type of exploitation is still continuing which indicates that it is not so easy for a woman to accomplish her work in a smooth manner due to gender discrimination.

**3. Imbalance in sex ratio:-** Ours is a male-dominated society. Therefore there is a temptation for the birth of the male child. Still in villages girls are being discriminated against. The number of female sex has been considerably reduced by some new medical techniques, due to which an imbalance

between male and female ratio is prevalent.

**4. Increased crime rate against women:-** Due to discrimination against women, the crime rate has increased. Dowry deaths, female foeticide, and infanticide are prevalent in our society. However, due to implementation of several laws these causes have been reduced. However, the cases of discrimination are very common in far flung areas. Burning cases are also reported in different parts of the country.

**5. Social, Political and Educational Discrimination:-** The women of our country are not only discriminated against in one field of life, but they are being discriminated against in social, political, and educational fields. Women do not get that much of social status as their male counterparts

enjoy. Politically they are not so advanced as men. Of course, we get satisfaction while courting, female speakers and leaders of India. But we do not care to know the miserable condition of our vast chunk of population comprising of women.

**Remedies:-**

1. The list of legislations as well as types of discrimination or inequality may go on but the real change will not come unless the mentality of men changes; when the male species of human beings starts treating women as equals and not subordinate or weaker to them. Not only men but women

also need to change their mindset as, through cultural conditioning, they have also become part of the same exploitative system. What is needed is the movement for women's empowerment where women can become economically independent and self reliant, where they fight their own fears

and go out in the would fearlessly, where they can snatch their rights back from the clutches of man and they don't have to live fearfully.

2. Sensitise men and women that there is no difference between the two in religious point of view. No doubt men are physically stronger than women but have no difference in intelligence and capabilities. Men should be proud that their daughters are shining and getting good jobs.They should also raise their voice for the empowerment of women. Men and women should respect and honour each other.

3. Women's achievements and contribution towards uplifment of the society should be propagated through media.

4. No girl child should be allowed to sit at home during study hours. Special training camps should be organised for parents of the girl child so that they can understand the urgency of education for their children.Various steps should be taken to educate each and every female child so as she comes to know about her rights and duties.

5. Their is need for creating awareness in society about preserving the dignity of women folk. A woman‟s role as a mother, sister, and wife is important and respectable in the society.

6. Customs of giving and demanding dowry at the time of marriage should be

treated as crime. The society should be enlightened about the inhuman behaviour and crime. Article 15 of Indian Constitution prohibits inaction on grounds of sex. Article 15(3) authorises the state to make any provisions which are for the benefit of women.

7. The educationists, NGOs and social reformers should aware the masses about the menace, that is, discrimination on the basis of gender. They should sensitise them that there should be no difference between men and women in various aspects of society.

8. Diversity and inclusion policies also help to remedy gender discrimination by promoting equality between the sexes.

9. Govt. should exercise due diligence and in accordance with national legislation, to prevent, investigate, and punish acts of violence against women, whether those acts are perpetrated by the state or by private persons.

10. Provision for death penalty for foeticide and infanticide crimes. Women should refuse abortion in the case of a female child.

**F) URBANISATION:**

Urbanisation is a process whereby populations move from rural to urban area, enabling cities and towns to grow. It can also be termed as the progressive increase of the number of people living in towns and cities. It is highly influenced by the notion that cities and towns have achieved better economic, political, and social mileages compared to the rural areas. It is a process in

which an increased portion of society lives in cities and suburbs of the cities. Historically, urbanisation has been strongly related with industrialisation. Industrialisation is a process that widely utilise inanimate source of energy to improve human productivity.

Accordingly, urbanisation is very common in developing and developed worlds as more and more people have the tendency of moving closer to towns and cities to acquire “privileged” social and economic services as well as benefits.

These include social and economic advantages such as better education, healthcare, sanitation, housing, business opportunities, and transportation. Theoretical studies have demonstrated that urbanisation is the result of social, economic and political developments that lead to urban concentration and expansion of big cities, changes in land, use and revolution from rural urban pattern of organisation and governance.

Global urban population is growing at a rapid rate from 17% in 1951 to 20% in 2001 and is expected to increase by 41% by 2020. It has been documented in studies that cities and towns operate as mechanisms for growth, often driving much of people’s cultural, intellectual, and technological accomplishments and modernisation.

**Causes:-**

Following are the main causes of urbanisation:

**1. Industrial Revolution:-** Industrial employment catches the attention of people from rural to urban areas. In the urban areas, people work in the modern sector in the occupations that assist national economic development. This represents that the old agricultural economics is changing into a new non-agricultural economy. This is the trend, which will build a new modern society (Bugler 1997).

**2. Emergence of large manufacturing centres.**

**3. Job and Economic Opportunities:-** There are ample job opportunities in mega cities; therefore village people or individuals from town frequently migrate to these areas. The income is also higher. Besides it is a general perception that the living standard of urban areas is superior to that of

village areas.

**4. Availability of transportation:-** Due to easy transportation, people prefer to

stay in big cities.

**5. Migration:-** Migration is the main cause for rapid growth of mega-cities. Migration has been going on over centuries and it is a normal phenomenon. People may move to the city because they are forced by poverty from rural community or they may be pulled by the magnetism of

city lives. Combination of these push and pull factors can force people to

migrate to cities (Gugler 1997).

**6. Infrastructure facilities in the urban areas:-** Infrastructure has vital role in process of urbanisation in the development of countries. As agriculture becomes more fruitful, cities grow by absorbing workforce from rural areas. Industry and services increase and generate higher value-added jobs, and this led to economic growth. The geographic concentration of productive

activities in cities creates agglomeration economies, which further raises productivity and growth. This augments income and demand for agricultural products in cities. Besides, cities will be certainly equipped with better infrastructure and utilities such as roads, electricity, network, water, etc.

7. Growth of private sector.

**Problems due to rapid rate of urbanisation:-**

**1. Degradation of Environmental Quality:-** Due to urbanisation, there is environmental degradation, especially in the quality of water, air, and noise. With the influx of more people in cities, there is greater demand of facilities such as housing. The waste from houses and industries is directly channeled to the nearest water body, which directly pollutes the water. The domestic

waste, industrial affluents, and other wastes that are dumped directly into the water body degrade the water.

Another aftereffect of rapid urbanisation is air pollution which has also increased due to emission from motor vehicles, industrial factories, and by the use of non-environmental friendly fuel sources. The noise pollution is produced due to various human activities, which also degrades the environment and ultimately, affects the human health.

**2. Congestion:-** Congestion is a situation in which a large no. of people lives in too little a space. Congestion is a result of overpopulation in urban areas. It is obviously expected that cities are increasing their size due to massive movement of people from undeveloped areas but it causes squeezing in of denizens in a small area due to overcrowding.

It leads to a constant problem of scarcity of houses in urban areas. This problem is particularly more severe in those urban areas where there is large invasion of jobless or unemployed immigrants who could not find a place to live when they came to cities and towns from the rural areas.

**3. Health Problems:-** Factors affecting health in slums are *i, Economic conditions; ii, Social Conditions; iii, Environmental conditions; iv, Access to Public Health Services.*

- Unemployment due to shortage of jobs (as a consequence of overpopulation ) can lead to helplessness and anxiety.

- Unavailability of adequate resources can lead to fights between neighbours

over commodities like water, food, etc.

- Poor air quality can produce asthma and allergies, besides contributing to

physical inactivity.

- Impure water supply can cause contraction of water-borne diseases.

- Noise pollution can cause sleeplessness, and consequently, anxiousness.

- Most cities do not have proper arrangements for treating sewage and it is drained straight into water bodies, risking the break-out of epidemics.

- There isn‟t any arrangement for garbage disposal and the existing landfills are filled to the brim. These landfills are breeding grounds of pathogens.

- The natural development of unchecked and random spread of slums is a prominent feature in cities. These settlements in particular experience poor sanitation and insufficient water supply.

**4. Transport:-** With traffic blockage, almost all cities and towns suffer from severe form of transport problem. This problem augments and becomes more complex as the city/town grows in dimension. With its growth, the city/town performs varied and complex functions and more people move or work or shopping.

**5. Urban Crimes:-** In developed cities/towns, people get connected with different types of individuals who do not have much similarities with each other. The problem of crimes increases with the increase in urbanisation. In fact, the increasing trend in urban cries tends to upset peace and tranquility of the city/town and makes it insecure to live in, mainly for women.

**6. Education Problems:-** Urbanisation engenders lack of infrastructure in schools in urban areas, as a consequence of overpopulation. Besides, there isn’t enough space left in educational institutions for enrolment, and this leaves hundreds of children short of any fount to seek knowledge.

**Solutions/Remedies:-**

**1. Building sustainable and environment-friendly cities:-** Govt’s should pass laws that plan and provide environmentally sound cities and smart growth techniques, considering that people should not reside in unsafe and polluted areas. The objective here is to build sustainable cities that embrace improved environmental conditions and safe habitats for all urban

populations. Govt.’s should also encourage sustainable environment such as investment in green infrastructure, sustainable industries, recycling, environmental campaigns, pollution management, renewable energy, green public transportation, and water recycling. Govt. must make policies to construct low cost multi storage flats in order to accommodate the slum

dwellers.

**2. Provision of essential services:-** Urban stakeholders must ensure all populations within urban areas have access to adequate essential social services namely education, health, sanitation and clean water, technology, electricity, and food. The objective here is to provide and implement employment opportunities and wealth creation activities so that people can earn a living to pay for the maintenance of services. Subsidies can also be availed by the government to lower the costs of basic healthcare, basic education, energy, education, public transportation, etc.

**3. Creation of more jobs:-** To lessen the negative effects of rapid urbanization while at the same time conserving natural ecosystems, private investments should be encouraged so as to utilise natural resources and create more job opportunities. Tourism promotion and the sustainable exploitation of nature resources can create more jobs for the urban populations.

**4. Population Control:-** Key stakeholders in urban areas must provide campaigns and counselling for effective medical health clinics and family planning to help reduce the high rates of population growth. Medical health clinics oriented towards family planning options must be made accessible across the entire urban area with the objective of controlling

diseases and population growth.

**5. Revitalizing Economies:-** The economy of villages must be fully viable. It must be revitalized in order to undertake huge rural development programmes.

6. Govt. should provide funds to encourage entrepreneurship and also find

solutions for pollution in the country.