

Educational Sociology

Unit I:- Educational Sociology and Culture

Concept of Education:-Education is a never ending process of inner growth and development and its period stretches from cradle to the grave. Education, in real sense, is to humanise humanity, and to make life progressive, cultured and civilized. It is very important for the progress of individual and society.

Etymologically, the term “Education” has a number of derivations:

1. According to one view, education is derived from the Latin word “**Educare**” which means to ‘bring up’ or ‘to nourish’. It means that the child is to be brought up while keeping in view certain aims and ideals.
2. According to another view term “Education” is derived from the Latin word “**Educere**” which means ‘to lead out’ or ‘to draw out’. In other words it means that education is to lead out or draw out the best in the child and man.
3. According to third view the term education is derived from the Latin word ‘**Educatum**’ which means ‘the act of teaching or training’.

Indian Concept of Education

Some of the important views regarding education given by Indians are:-

1. **Rig Veda**:-According to Rig Veda, education is that “which makes a man self-reliant and selfless”.
2. **Upanishads**:-According to Upanishads, “Education is that whose end product is salvation”.
3. **Vivekananda’s View**:-According to Vivekananda, “Education is the manifestation of divine perfection already existing in man”.
4. **Tagore’s View**:-According to R.N. Tagore, Education is that “which makes one’s life in harmony with all existence”.
5. **Gandhi’s view**:-According to M.K. Gandhi, “By education I mean an all round drawing out of the best in child and man- body, mind and spirit”.

Western Concept of Education

Some of the most popular views of western educational thinkers are as follows:

1. **Plato's view:**-Plato defined education as a life long process starting from the first years of childhood and lasting to the very end of life.
2. **Aristotle's View:**-Aristotle briefly defined education as “creation of a sound mind in a sound body”.
3. **Pestalozzi's view:**-Pestalozzi defines education as “Natural, harmonious and progressive development of man's innate powers”.
4. **Froebel's view:**-In the words of Froebel, “Education is the unfoldment of what is already enfolded in the germ. It is the process through which the child makes internal external”.
5. **Dewey's view:**-John Dewey remarks, “Education is the process of living through a continuous reconstruction of experiences. It is the development of all those capacities in the individual which will enable him to control his environment and fulfill his possibilities”.

Conclusion:- Education is a life-long process of developing personality, shaping behaviour and moulding character of the child. It is not just the communication of information by the teacher or acquisition of knowledge by the child but the total development of personality. It consists of all those experiences which affect the individual from birth till death.

Aims and objectives of education

The aims and objectives of education are intimately connected with human life. Some of the important aims and objectives of education are as follows:

1. Earning livelihood
2. Development of personality
3. Physical development
4. Intellectual development
5. Moral development
6. Aesthetic development
7. Social development
8. Cultural development
9. Spiritual development
10. Total development
11. Training for civic life

12. Training in international living

The secondary Education Commission stated the following objectives of secondary education:

- Development of democratic citizenship
- Training in the art of living efficiently
- Improvement of vocational efficiency
- Development of personality
- Development of qualities of leadership

Indian Education Commission has suggested four objectives of education:-

- To increase productivity
- To develop social and national unity
- To consolidate democracy
- Modernize the country
- To develop social, moral and spiritual values

Meaning of Sociology:-The word sociology is derived from the combination of the Latin word socius- meaning companion or associate and the Greek word logos meaning science or study. Thus the etymological meaning of sociology is the science of society or companionship. It is the science or study of the origin, development, organization and functioning of human society.

August Comte is accredited with the coining of the term sociology in 1839. He is traditionally considered to be the father of sociology.

Definition:-

Sociology has been defined in a number of ways by different sociologists. A few definitions are cited here:-

1. **August Comte**, the founding father of sociology, defines sociology “as the science of social phenomenon subject to natural and invariable laws, the discovery of which is the object of investigation”.

2. **Kingsley Davis** defines sociology as a “general science of society”.

3. **Emile Durkhiem** defines sociology as the “science of social institution”.
4. **Park** regards sociology as the ”science of collective behavior”.
5. **Ogburn and Nimkoff** remarks that “Sociology is the scientific study of social life”.
6. **Henry Fairchild**:- “Sociology is the study of man and his human environment in their relation to each other”.
7. **Morris Ginsberg**:- Of the various definitions of sociology, the one given by Morris Ginsberg seem to be more satisfactory and comprehensive. He defines sociology “as the study of human interactions and interrelations, their conditions and consequences”

Scope of Sociology

Every science has its own field of inquiry. It becomes difficult to study a science systematically unless its boundary or scope is determined precisely. Sociology as a social science has its own scope or boundaries. But there is no one opinion about the scope of Sociology. However, there are two main schools of thought regarding the scope of Sociology:

- (1) The Specialist or Formalistic school and
- (2) the Synthetic school.

There is a good deal of controversy about the scope of Sociology between the two schools. The supporter of first school believe that Sociology is a specific science and the scope should be limited whereas others believe that it is a general science and its scope is very vast. The brief description of these schools is as follows:

(1) Specialistic school:

The supporters of this school of thought are George Simmel, Vierkandt, Max Weber, Vonwiese, and F. Tonnies. The main views of the school regarding the scope of Sociology are -

- (i) Sociology is a specific, pure and independent social science.

- (ii) Sociology studies the various forms of social relationships.
- (iii) Scope of Sociology is very narrow and limited.
- (iv) Sociology deals with specific form of human relationship.
- (v) Sociology need not study all the events connected with social science.
- (vi) Simmel believes that it is a specific social science and it should deal with social relationships from different angles.

Criticism:

- (i) Sociologist alone does not study the forms of social relationships. Other social scientists also do that.
- (ii) The distinction between the forms of social relations and their contents is not practicable.
- (iii) Thirdly, the formalistic school has narrowed down the scope of Sociology.
- (iv) Finally, the conception of pure Sociology is imaginary.

(2) Synthetic school:

The supporters of synthetic school are the sociologists like Ginsberg, Durkheim, Comte, Sorokin, Spencer, F. Ward, and L.T. Hobhouse.

According to this school-

- (i) Sociology is a general and systematic social science.
- (ii) Scope of Sociology is very vast.
- (iii) Sociology needs help from other social sciences.
- (iv) It is a synthesis of social science.
- (v) Sociology is closely related with other social sciences.

Conclusion:

From the above discussion, we come to know that formalistic school believes in the study of the parts, which makes up the society and synthetic school advocates the study of the whole society. However, both the schools complement to each other. They are not opposed to each other. Thus, Sociology is a general science of society and specialised discipline. Sociology is a growing science. Therefore, it is neither possible nor desirable to restrict its scope.

Meaning of Educational Sociology

Educational Sociology can be described as that discipline which applies the general principles and findings of sociology to the process of education. It is an applied branch of sociology which provides bases for organising education in a manner that social problems are removed and social progress attained. It is the application of sociological principles and sociological findings to solve the problems of education. It is the study of social interaction, e.g. classroom interaction which involves

- (a) Teacher- teacher relationship
- (b) Student- student relationship
- (c) Student- student relationship
- (d) Student- teacher relationship and
- (e) Teacher- administrator relationship

Definition of Educational Sociology

Following definitions of some well-known scholars make the meaning of educational sociology clear:-

1. **Ottaway:-**“Educational Sociology starts with the assumption that education is an activity which goes on in society and the society in turn determines the nature of education”.
2. **Good:-** “Educational Sociology is the scientific study of how people live in social groups, especially including the study of education that is obtained by the living in the social groups, and education that is needed by the members to live efficiently in social groups.”
3. **George Payne:-**Educational Sociology is the scientific study of the relation between education and society.

Aims of Educational Sociology

According to Harington, following are the aims of educational sociology:

1. To acquire knowledge about school work and the work of teachers in relation to society and social progress.
2. To study the effects of social elements on the school.
3. To acquire the knowledge about the effects of social elements on individual.
4. To construct a curriculum of education with full understanding of the economic and cultural tendencies of society.
5. To gain knowledge about the democratic ideologies.
6. To employ research techniques for achieving the aims of educational sociology.

Scope of Educational Sociology

Educational Sociology is a wide and comprehensive subject which deals with the influences of education process on social relationship and the effects of sociological processes on education.

Following are the important issues of study for educational sociology::

1. Mutual relations of teachers and study.
2. The place of a teacher in society.
3. Social problems, needs and aspirations.
4. Small units of society and their interrelation.
5. School and its relations with local social institutions.
6. Effect of social life upon individuals and school.
7. Progress of democratic feelings in school.
8. Necessary modifications in the curriculum for individual and social growth.
9. Encouragement to critical thinking and investigation.
10. Evaluation of radio, television and press as medium of social progress.
11. Determination of teaching methods of the development of child.
12. Investigation of all the sources of social restrictions and social development.

Culture

Meaning of Culture: -The word culture is often used to refer to sophisticated tastes in art, literature, or music. The sociological use of the term is much wider, for it includes the entire way of life of a society, and in this sense everyone who participates in society is “cultured”. To the sociologist, culture consists of all the

shared products of human society. These products are of two kinds, material and nonmaterial. Material culture consists of all the artifacts or physical objects human beings create – Wheels, clothing, schools, factories, cities, books, spacecraft, etc. Nonmaterial culture consists of more abstract creations---languages, ideas, beliefs, rules, customs, myths, skills, family patterns, political systems.

Definitions of Culture

1. “In terms of anthropology, culture is a continually changing pattern of learned behavior and the products of learned behavior including attitudes, values, knowledge and material objects which are shared by and transmitted among the members of society”. (**Cuber**)
2. “Culture is that complex whole that consists of everything we think, do and have as members of society”. (**Bierstedt**)
3. Culture is that complex whole which includes knowledge, belief, art, morals, law, custom and other capacities and habits acquired by man as a member of society.” (**Tylor**)
4. “Culture is the expression of our nature in our modes of living and of thinking in our every day intercourse in art, in literature, in religion, in recreation and enjoyments.” (**MacIver**)

Conclusion:-Educational sociology applies sociological principles to the process of education to acquire objectives of sociology through the educative process carried on by the school and the community.

Characteristics of Culture

The important characteristics of culture are:

1. **Culture is acquired:-**Culture is not biologically inherited but learnt socially by man. It is not an inborn tendency. It refers to learned ways of behaviour.
2. **Culture is social:-**Culture does not exist in isolation. Neither is it an individual phenomenon. It is a product of society. It originates and develops through social interactions.
3. **Culture is shared:-**Culture in the sociological sense is something shared. It is not something that an individual alone can possess. For example, customs,

traditions, beliefs, ideas, values, morals, etc., are all shared by people of a group or society.

4. **Culture is transmissive:**-Culture is capable of being transmitted from one generation to the next. Parents pass on cultural traits to their children and they in turn to their children, and so on. Culture is transmitted through language.
5. **Culture is continuous and cumulative:**-Culture exists as a continuous process. In its historical growth it tends to become cumulative. Culture is a 'growing whole' which includes in itself, the achievements of the past and the present and makes provision for the future achievements of mankind. It may thus be conceived of as a stream flowing down through the centuries from one generation to another.
6. **Culture is dynamic:**-Though culture is relatively stable, it is not altogether static. It is subject to slow but constant changes.
7. **Culture is adaptive:**-Culture is responsive to the changing conditions of the physical world. It is adaptive. It also intervenes in the natural environment and helps man in his process of adjustment.
8. **Culture is gratifying:**-Culture provides proper opportunities and prescribes means for the satisfaction of our needs and desires.
9. **Culture varies from society to society:**-Every society has a culture of its own. Cultures are not uniform. Cultural elements such as customs, traditions, morals, ideals, values, ideologies, beliefs, etc., are not uniform everywhere.
10. **Culture is idealistic:**-Culture is idealistic in nature because it embodies the ideals, values and norms of the group.

Types of Culture According to contents there are two types of culture in each society.

1. **Material Culture:** Material culture includes all those man-made things and objects which human society has created for its physical welfare in times of peace and war. Items such as clothes, utensils, homes, roads, ornaments, T.V., radio, various machines, gadgets and various means of transport and communication are some examples of material culture.

2. **Non-material Culture:** Non-material culture includes all those ideals, attitudes and values which modify the behaviour of man, language, literature, art, music, religion, customs, traditions etc. are some of the examples of non-material culture.

Components of Culture: All cultures comprise different components that are necessary for members of society to competently participate in social life and interactions. First, culture provides a stock of knowledge – a cognitive component – that is a basic foundation for social behavior. Culture also comprises elements necessary for the maintenance of integration and conformity in society – a normative component that is, ways of specifying the correct ways of thinking and behaving and of defining morality.

1. Cognitive culture

(i) **Symbols:** -A symbol is anything that represents something else. It can be either a material object (a flag, a cross) or a non-material element (a sound, a gesture). As members of a culture, we are constantly and thoroughly surrounded by symbols: when we stop at the red light, we obey a symbolic command. Symbols carry shared meanings among people and they can be used to produce loyalty or hostility.

(ii) **Language:** -A major symbolic system in use in all human societies is language. Other species have linguistic systems but human language is significantly different. Human language has to be learned and is variable (thousands of different human languages exist in the world), flexible (there is significant linguistic variation over time) and generative (humans can create linguistic forms, such as sign or computer languages, literature and poetry). Human language comprises two basic components: vocabulary (list of all existing words) and grammar (rules of combination).

2. Normative Culture

(ii) **Values:** -Values are general abstract moral principles defining what is right or wrong, good or evil, desirable or undesirable. In other words, values often come in pairs of positive and negative terms: we value freedom and dislike oppression, we value education and dislike ignorance or we value individualism and fear collectivism.

(ii) Norms, Folkways, Mores

Norms are specific guidelines for behavior based on values. They are rules and instructions specifying what are expected of us in different situations. For instance, the value of honesty implies the norm that students should not cheat on exams or plagiarize papers. Doing so would violate the value of honesty that is characteristic

of academic life. Norms can be prescriptive – defining how one ought to behave in given situations – or proscriptive – defining how one ought NOT to behave.

William Graham Sumner (1840-1910) distinguished between two types of norms: folkways and mores.

Folkways--- are conventions of everyday life that members of society are expected to follow but whose violation is not considered serious. If someone picks their nose in public, it is considered impolite and inappropriate behaviour but no one gets arrested for this.

Mores (pronounced mo-RAYS) on the other hand, are norms which reflect strongly-held values and whose violation involves a strong negative societal reaction, such as incarceration or even death.

Relationship of Education with Culture

Education and culture are intimately and integrally connected. The cultural pattern of a society conditions its educational pattern. The ultimate relationship between culture and education is evident from the fact that one of the major aims of education is to impart to the child his cultural heritage. The relationship between education and culture can be summarized as under:

Influence of culture on Education

Culture influences the following aspects of education:

1. **Aims of education**:-The meaning and aims of education are determined by the cultural ideals, values and patterns of society. In other words as the culture of a society so shall be its aims of education.
2. **Curriculum**:-The aims of education are achieved through curriculum. As the aims of education are determined according to the culture of society, so the curriculum is conditioned according to the culture of society.
3. **Methods of teaching**:-Culture and methods of teaching are intimately connected. That is why the changing cultural patterns of a society exert powerful influence upon the methods of teaching also. In ancient times education was teacher-centred but in the modern times education has become child-centred.
4. **Influence of culture on discipline**:-Cultural values also influence the concept of discipline. The present cultural patterns of thinking and living are directly linked to our concept of discipline. In ancient and middle ages, societies where

authoritarianism ruled, the concept of discipline was repressive. But in modern times when democratic values of life are being accepted all over the world, the concept of discipline has come to mean impressionistic or emancipatory or self-discipline.

5. **Influence of culture on text books:**-Curriculum is contained in the text books. These text books are written according to formulated or determined curriculum which in turn is deeply influenced by Cultural values.
6. **Influence of culture on teacher:**-Each individual teacher is imbued with the cultural ideals and values of the society of which he happens to be an integral member.
7. **Influence of culture on school:**-A school is a miniature society. The activities and programmes of the school are organized according to the cultural ideals and values of the society which establishes and organizes the school.

Influence of Education on Culture

Just as culture influences education, much in the same way education also exerts its powerful influence upon the culture of a country. The influence of education on culture is described as follows:

1. **Preservation of culture:**-Each country believes and flaunts the superiority of its own culture over the rest. Hence it tries to preserve its culture in its original form. Education is the only means to complete this task. In other words, education preserves the culture of society.
2. **Transmission of culture:**-Transmission of culture from one generation to another is the best guarantee of its preservation. Education transmits the social values and ideals to the young and capable members of society.
3. **Development of culture:**-Education brings about the needed and desirable changes in the cultural ideals and values for the progress and continued development of society.
4. **Maintaining the continuity of culture:**-Education upholds the continuity of culture through its diverse activities and programmes. Society establishes schools to preserve and transmit its culture from generation to generation.
5. **Removing cultural lag:**-When material culture develops at a fast pace due to scientific researches and inventions, non-material culture comprising of ideals, values and norms lags behind creating a gulf between the two. Education is the only means to bridge this cultural lag by its activities and programmes of development.

Conclusion:- Education and culture are mutually interdependent, complementary and supplementary in all their aspects and activities.

Unit-II: Social Change

Meaning of Social Change

Social change refers to any significant alteration over time in behavior patterns and cultural values and norms. By “significant” alteration, sociologists mean changes yielding profound social consequences. Examples of significant social changes having long-term effects include the industrial revolution, the abolition of slavery, and the feminist movement.

Definition of Social Change

Sir Jones:- “Social change is a term used to describe variation in or modification of any aspect of social processes, social interactions or social organisation.”

Gillin and Gillin:- “Social changes are variations from accepted modes of life whether due to alteration in geographic conditions, in cultural equipment, composition of the population or ideologies and whether brought about by diffusion or invention within the group”.

MacIver and Page:- “Social change refers to a process responsive to many types of changes; to changes in the manmade conditions of life; to changes in the attitudes and beliefs of men, and to the changes that go beyond the human control to the biological and the physical nature of things”.

Kingsley Davis:- “By social change is meant only such alterations as occur in social organisation, that is, the structure and functions of society”.

Merril and Eldredge:- “Social change means that large number of persons are engaged in activities that differ from those in which they or their immediate forefathers were engaged in some time before. Society is composed of a vast and complex network of patterned human relationships in which all men participate. When human behaviour is in the process of modification, this is only another way of indicating that social change is occurring”.

Conclusion:-Human society is constituted of human beings. Thus whatever apparent alteration in the mutual behaviour between individuals takes place is a sign of social change. This fact of social change can be verified by glancing at the history of any society. Man is a dynamic being. Hence society can never remain static. It undergoes constant changes.

Factors of Social Change (Economic, Social and Political)

1. **Economic Factor:** Economic factor is very important factor of social change. Society changed when primitive society changed from agricultural to feudal system and then to capitalist system. It is because of economic factors that the society is divided into classes and class has its own social values. Social system changed when industrial revolutions came in the past. Karl Marx has gone to the extent of saying that every social system revolves round economic system. Social relationships, social institutions and organizations change where there is change in the economic conditions of both the individuals as well as the society as a whole.
2. **Social Factors:** Social factors play a very important role in bringing about social change in the society. Health, education, housing, social services, food, nutrition and employment are the social factors related to standard of living in a society. Thus, social factors are the important factors which condition the social change.
3. **Political factors:** Political factors are those factors which affect the political aspects of social life. Independence of India from foreign rule and partition of India may be described as political factors. Lowering of voting age i.e. 18 years may change the political situation in the country.

Resistance to Social Change

All the changes or innovations are not accepted by the society. The attitudes and values of a group determine what kind of changes a group is likely to accept. A process of selective acceptance operates. Some innovations are accepted instantly and some are rejected entirely. We have accepted many material traits of Britishers such as dress pattern, china clay potteries etc., but not accepted the marriage system

(courtship, premarital sex, frequent divorces etc.) because these would conflict with our values.

An innovation is most quickly accepted when its usefulness can be easily demonstrated that it is cheap and helpful. Compatible innovations are more readily accepted than those which clash with important features of the existing culture. Innovations, which are substitutive and not additive, are less readily accepted. A society's attitude and values greatly encourage or retard change. A people who revere the past, worship their ancestors, honour and obey their elders, and are preoccupied with traditions and rituals will change slowly and unwillingly. A changing society has a different attitude toward change, such attitudes powerfully stimulate the proposal and acceptance of changes. Attitudes and values also affect both the amount and direction of social change.

A society's rate and direction of changes are greatly affected by the needs its members perceive. The concept of cultural lag implies that changes in part of the culture create a need for adaptive changes in related parts of culture. "Necessity is the mother of invention", however, it is not guarantee that needed invention or discovery will be made.

The structure of a society affects its rate of change in subtle ways. A highly conformist, authoritarian society or a highly integrated culture is less prone to change than the individualistic, permissive society or the less highly integrated culture. The structure of Indian society, which is traditional, rigid and tightly structured, does not permit changes easily- Such a system is strongly resistant to change.

The resistance to change by people in a culture is called cultural inertia and this resistance can be a liability of patterns of behaviour that have outlived their utility to persist. The attitude that retaining them is easier than discarding them.

To change is a painful effort and to discard old ways and old values for new is not easy. Hence, all over the world, there is resistance to changes to new or improved practices. Resistance may be mild or may take the form of violent refusal depending on the nature and type of change. This inertia can constitute a major obstacle to improvement as we have observed in the matters of family planning and new methods of agriculture during early period of independence in India.

Since isolation retards change and cross-cultural contacts promote change, physically or socially isolated groups show fewer changes. Societies in closest contact with other societies are likely to change most rapidly. Conversely, isolated areas are centres of stability, conservatism and resistance to change.

Change is always costly. Not only does change disrupt the existing culture and destroying cherished sentiments and values, but it also involves some specific costs. Social and personal dis-organisations are costs of social change. Discoveries and inventions, as well diffused new traits and complexes, are often set off a chain reaction of change disrupting to many aspects of the culture.

The different parts of the culture, interrelated and interdependent though they are, do not change at the same rate of speed. These forces what is called the phenomenon of 'cultural lag'. All rapidly changing societies have many cultural lags.

Education and Social Change

Education plays a vital role in the process of social change. It is through education that society can bring desirable changes and modernize itself. Education fulfills the needs of society and propagates such ideas which promote social change in all fields of life. Education analyses the social change. It helps the individual to distinguish between right and wrong. The relationship between education and social change are outlined as under:

1. **Education as an Instrument of Social Change:** Education is regarded as an instrument of social change. Education can initiate social change by bringing about a change in the outlook and attitudes of man. Education is considered as a powerful instrument of social change, because it deals mainly with the thought patterns and behavior patterns of younger generations. The axe of education can cut down the thick roots of traditional superstitions, ignorance and the backwardness. Education prepares the people for social change. Francis J. Brown remarks that education is a process which brings about changes in the behavior of society. It is a process which enables every individual to effectively participate in the activities of society and make positive contribution to the progress of society.

Education as an agent of social change: Education works as a runway in the process of social change. It is the function of education to assist in adopting good changes. Education promotes capacity to welcome and accept social change; people welcome and adopt any social change only when they become convinced of its utility and desirability. It is education which creates a wholesome and conducive environment of those social changes to become acceptable to all. Education helps in overcoming resistance. Education helps people in removing blind faith and prejudices and accepting something new. In the words of Dr. Radhakrishnan, "Education is an agent of social change. What in simpler societies was done by the family, religious, social and political institutions, has to be done by the educational institutions today".

Education as an effect of social change: Education is considered as an effect of social change. It may cause numerous adjustments and adaptations within a single educational system as a whole e.g. after independence we have major changes in policy, economy and religious and technological fields. We have adopted new values and goals such as democracy, equality, social justice and so on. In short, education works in such a way that it brings phenomenal change in every aspect of human activity.

Functions of Education in the sphere of Social Change

The functions of education in the sphere of social change are as follows:

1. **Perpetualizing eternal values:-** A society has some eternal values which stabilize and consolidate it. Ralph Litton, While discussing this principle, has stated that whenever these eternal values lose their hold due to social changes the society begins to decay and degenerate. In such times of crises, education protects these eternal values, saves them from pernicious effects of social changes and promotes their knowledge and acceptance in such a manner that inspite of social changes, people in general keep faith in these values. In our society, such eternal values are of moral and spiritual nature. Education should protect, preserve and promote these values.
2. **Promoting capacity to welcome and accept social change:-** Education propagates in the society both the materialistic and non-materialistic techniques. It prepares the mentality of people to welcome and adopt desirable social changes easily and gladly. People welcome and adapt any technique or

pattern only when they become convinced of its utility and desirability. Education, thus structures a wholesome and conducive environment for these social changes to become acceptable to all.

3. **Evaluation of social changes:** A society is constantly under a process of transformation of various forms and nature in all fields of human activity. Teachers, by critical evaluation, determine the desirability or otherwise of these social changes. In other words, education lays down the required standards and criteria of values with reference to which this process of evaluation takes place effectively, and only after that, desirable social changes are propagated whereas the undesirable ones are discarded and decried.
4. **Aids the coming of new social changes:-** Education strives to banish social evils, blind customs and traditions through various social reformation projects, political movements, social service schemes and also tries to bring in needed social changes and reforms. For example, in India, Public movements, agitations against child marriage, forced widowhood, caste insultation, untouchability and social injustice resulted in desirable social changes.

Unit III: social Process/Social Mobility

Concept of Social process

Society is a dynamic network of social relationships between individuals. People are always engaged in actions of one type or the other. The characteristic ways in which these actions are designed is called social process. Social processes form the basis of society. Without social interactions, it would be impossible to establish social relationships. Thus to understand social relationships in more detail, an analysis of social processes is necessary.

Definitions

1. According to Mac Iver, social process is the manner in which the relations of the members of a group, once brought together, acquire a distinctive character.

2. Ginsberg defines social processes as the various modes of interaction between individuals or groups including co-operation and conflict, social differentiation and integration, development, arrest and decay.

3. According to Horton and Hunt, social processes refer to the repetitive forms of behavior which are commonly found in social life.

Associative and Dissociative Social Processes

Social processes may be generally classified into associative and dissociative. Associative processes unite or associate people together by harmonious relationships towards a common end. Some of the associative social processes are co-operation, assimilation, accommodation etc.

Dissociative processes are those social processes that hamper harmonious relationships and may result in social disorganization. Some examples of dissociative social processes are competition, conflict and contravention.

Associative Social Processes

Meaning of Social Interaction

The concept of Social Interaction is crucial to the study of society and social relationships. Interaction is the basic social process. It represents the dynamic element in society.

Definitions

Dawson and Gettys define social interaction as a social process whereby men interpenetrate the minds of each other.

According to Elredge and Merrill, Social interaction is a general process whereby two or

more persons are in meaningful contact as a result of which their behavior is modified however slightly.

Conditions of Interaction

The two main conditions of interaction are i) contact and ii) communication. Contact is the first stage of interaction. It means the coming together of individuals. It involves a mutual response and an adjustment of behaviour to the action of others. Contact is of two types, a) contact in time and b) contact in space. Contact in time is the contact

between generations. Contact in space occurs between individuals within a particular area. Communication is the medium of interaction. Incommunication, the feelings

or ideas of other persons are inferred from their behaviour. It takes place through senses, emotions and ideas and sentiments. Language is an important medium which aids communication.

Co-operation

Co-operation generally means working together for a common goal. The term co-operation is derived from two Latin words, 'Co' meaning together and 'operari' meaning to work. Literally the term means working together.

Definitions

According to Elredge and Merrill, Co-operation is a form of social interaction wherein two or more persons work together to gain a common end

According to A.W.Green Co-operation is the continuous and common endeavour of two or more persons to perform a task or to reach a goal that is commonly cherished. Co-operation requires sympathy and identification. It is possible only when there is a

similarity of thoughts and purpose, mutual awareness, understanding and selflessness. Co-operation takes place under certain conditions. It requires a motivation and a favourable attitude towards sharing the work and rewards. Also there should be a knowledge of the benefits of co-operative activity and people should equip themselves with the skills necessary for co-operation.

Types of Co-operation Co-operation may be classified into direct and indirect or primary, secondary and tertiary. Direct co-operation is when people are involved in an identical function. They do the same activity together. It gives them social satisfaction. e.g. playing together, worshipping together etc. Indirect co-operation is when people work individually for the attainment of a common end. People do different tasks which ultimately results in the achievement of a common goal. It is based on the principle of specialisation and division of labour, e.g. Spinners, weavers, dyers and tailors do different work which ultimately results in the making of clothes.

Primary co-operation is found in primary groups like family, neighbourhood etc. In such type of co-operation, every member works for the betterment of all. Every one works together and the rewards are shared between all the members. Means and goals are one in primary co-operation. Secondary co-operation is found in secondary groups. It is highly formalised and specialised. It is a feature of modern society. Each person performs his task in co-operation with others so as to enjoy the reward

separately. Co-operation found between bigger groups is called tertiary co-operation. The two groups may work together for common goals or even antagonistic goals.

Significance of Co-operation

As a form of social process, co-operation is universal and continuous. It is so important for a person that survival is almost impossible without it. Co-operation helps a society to progress. It gives strength to a society. Also it provides solution to many international problems and disputes.

Accommodation

Human life is full of conflicts. People have to encounter conflicting situations and deal with them accordingly to move on in life. One of the basic social processes that help in dealing with conflicts is accommodation. Individuals make adjustments to avoid as well as deal with conflicts. Such adjustments that people make to get on with others is called accommodation. It is the process of getting along in spite of differences.

Definitions

The psychologist J.M.Baldwin who was the first to use the concept defined accommodation as changes in the behaviour of individuals which help them to adjust to their environment.

According to Mac Iver, accommodation refers particularly to the process in which man attains a sense of harmony with his environment.

According to Ogburn and Nimkoff, Accommodation is a term used by sociologists to describe the adjustment of hostile individuals or groups.

Characteristics

Following are the characteristics of accommodation.

- i. Accommodation is the natural result of conflict
- ii. It may be a conscious or unconscious activity
- iii. It is a universal process
- iv. It is a continuous process
- v. The effect of accommodation varies with circumstances

Methods of Accommodation

There are different forms in which accommodation takes place. According to Gillin and Gillin, there are seven methods of accommodation. They are

- a) Yielding to co-ercion: It takes place between parties with unequal strength. The stronger party uses force or threat of force to make the weaker party accept the conditions of agreement.
- b) Compromise: When the opposing parties are almost equal in power, each party makes some concessions and yield to some demands of the other. This is called Compromise.
- c) Role of third party in Compromise: This type of accommodation involves a third party in Compromise. It may be of three types – Arbitration, Mediation and Conciliation. In arbitration, a third party tries to bring about an end to a conflict through compromise. The decision of the third party is binding in this case. In mediation, a neutral agent is involved to create a peaceful settlement but his decisions are not binding as in the case of arbitration. The function of the mediator is mere advisory. In Conciliation, the conflicting parties are persuaded to develop friendship and come to an agreement.
- d) Toleration: In this strategy, conflicts are avoided rather than settled or resolved. In toleration, overt conflict is avoided and the conflicting groups bear their differences and co-exist.
- e) Conversion: It involves a sudden rejection of one's beliefs, convictions and loyalties and the adoption of others. This is commonly found in religious contexts.
- f) Sublimation: Sublimation means the substitution of aggressive attitudes by non aggressive ones. It may occur at both individual and group level.
- g) Rationalisation: This involves providing explanations for one's behaviour. Individuals and group try to justify their actions by blaming it on others or other reasons. This is called rationalisation.

Significance of Accommodation

Without accommodation social life would be hard. Accommodation controls conflict and

helps people to maintain co-operation. It helps people to adjust to the changing conditions. It is a means of resolving conflict and maintaining co-ordination between individuals and groups with opposing interests.

Assimilation

Assimilation is also a type of social adjustment like accommodation, but it is more permanent. Assimilation is the fusion of groups and their cultures. It requires more

fundamental changes as it involves the absorption and incorporation of one culture by another.

Definitions

According to Young and Mack, Assimilation is the fusion or blending of two previously

distinct groups into one. Ogburn and Nimkoff define assimilation as the process whereby individuals or groups one dissimilar become similar and identified in their interest and outlook.

Bogardus defines assimilation as the social process whereby attitudes of many persons are united and thus develop into a united group.

Characteristics

The major characteristics of assimilation are listed below

- i. Assimilation is a slow and gradual process.
- ii. It is not confined to a single field
- iii. It is an unconscious process
- iv. It is a two-way process

Factors influencing Assimilation

Assimilation is a process which is influenced by a lot of factors that relate with the involved groups.

The major factors that favour assimilation are:

- i. Toleration
- ii. Intimate social relationships
- iii. Intermarriages
- iv. Cultural similarity
- v. Education
- vi. Equal social and economic opportunity

The major factors that hinder assimilation are:

- i. Isolation
- ii. Racial or physical differences
- iii. Cultural differences
- iv. Prejudice
- v. Dominance and subordination relation between the involved groups.

Differences between accommodation and assimilation

Accommodation	Assimilation
Accommodation is a sudden process	Assimilation is a slow and gradual
2. It may or may not provide permanent solution to group differences and disputes	2. It provides permanent solution to group differences and disputes
3. It may be a conscious or unconscious	3. It is an unconscious process

Dissociative Social Processes

Competition

Competition is a social process which is ever present in society. It is a type of opposition

where the focus is on the attainment of rewards. It is a fundamental form of social struggle. Whenever there is an insufficient supply of things that people commonly desire, there will be competition.

Definition

According to Park and Burgess, Competition is an interaction without social contact. Horton and Hunt define Competition as the struggle for possession of rewards which are limited in supply, goods, status, power, love- anything.

Characteristics of Competition

Competition is a social process with its own unique characteristics. Some of the major

characteristics of competition are,

- i. Whenever there is scarcity, there is competition
- ii. Competition is continuous
- iii. Competition is universal
- iv. It is dynamic
- v. It is a cause of social change

- vi. Competition may be personal or impersonal
- vii. Competition may be constructive or destructive
- viii. It is always governed by norms

Types of Competition

Competition may generally be classified into social, economic, political and cultural. In social competition, people always compete with each other to attain higher status and position. It is usually found in open societies where individual’s talents and capacities are recognised. Economic competition is found in the process of production, distribution and consumption. People compete with each other for economic rewards. Political competition is always to secure power. Cultural competition is the competition that takes place between two cultural groups.

Significance of Competition:-Competition plays an important role in social life. It has certain functions in society. The

important social functions of competition are

- i. Assigns status to individuals
- ii. It is a source of motivation
- iii. It provides for social mobility
- iv. It contributes to socio economic progress
- v. It may result in discoveries and innovations

Differences between competition and co-operation

Competition	Co-operation
1. Social interaction where individuals try to monopolise rewards by surpassing all individuals.	1. Social interaction where two or more persons work together to gain a common end.
2. Takes place at the individual as well as group level	2. Based on joint efforts of people
3. May bring about both positive and negative results	3. Brings about positive results

4. It is limited by social norms	4. Co-operation has no limits
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Conflict

Conflict is a form of struggle between individuals or groups. Unlike competition, the focus in conflict is not on the reward, but on eliminating the opponent. It is more negative than competition.

Definition

Horton and Hunt define conflict as a process of seeking to monopolise rewards by eliminating or weakening the competitors.

In the words of A.W.Green, Conflict is the deliberate attempt to oppose, resist or coerce the will of another or others.

According to Gillin and Gillin, Conflict is the social process in which individuals seek their ends by directly challenging the antagonist by violence or threat of violence

Characteristics of Conflict

Conflict may be identified as having the following characteristics.

- i. Conflict is universal
- ii. Conflict is a conscious action
- iii. Conflict is not continuous, but intermittent. Conflict maybe personal or impersonal

Types of Conflict

Georg Simmel has distinguished between four types of conflict: i) war ii) feud iii) litigation iv) conflict of impersonal ideals.

i)War is a deep seated antagonistic impulse to gain material objective.

ii)Feud is an intra-group conflict which arises out of the injustice done by one group to another.

iii)Litigation is a judicial struggle by an individual or group to protect right to possessions. Conflict of impersonal ideals is a conflict carries out by individuals for an ideal.

Generally conflict maybe classified into corporate and personal conflict, latent and overt

conflict, class conflict, racial conflict, caste conflict, group conflict, international conflict etc.

Significance of conflict

Conflict is an essential social process. It is necessary for the formation and growth of society. Conflict has both positive and negative effects on society.

The negative effects of conflict are

- i. It disrupts social unity
- ii. It lowers the morale and weakens the solidarity of the group
- iii. It creates disorder and confusion in society
- iv. It causes psychological and moral damage too

The positive effects of conflict are

- i. A limited amount of conflict contributes to group stability
- ii. External conflict brings about unity among the members
- iii. Personal conflicts help people to rise to higher levels

Difference between Conflict and Competition

Conflict	Competition
1. Focus on the opponent rather than the reward	1. Focus on the reward rather than the opponent
2. Always a conscious activity	2. Maybe conscious or unconscious
3. It is an intermittent process, not continuous	3. It is a continuous process
4. Mostly results in negative consequences	4. May lead to positive as well as negative consequences

Difference between Conflict and Co-operation

Conflict	Co-operation ¹
1. A conscious and deliberate act	1. Maybe a conscious or unconscious act

2. No regard for others	2. Based on sympathy and consideration for others
3. An intermittent process	3. A continuous process
4. Brings about mostly negative Consequences	4. Brings about positive consequences

Concept of Social mobility

Definition of Social Mobility

The term “social mobility” refers to the movement of individuals from one social class to another. Individuals may move up or down, or remain at the same level but in a different occupation. Sociologists study how various structural and social factors contribute to the social mobility of groups or individuals. They also compare the rate of mobility in the United States with that in other countries.

Types of Social Mobility

Sociologists have identified several types of social mobility:

1. Horizontal social mobility
2. Vertical social mobility
3. Intergenerational mobility
4. Intra-generational mobility
5. Occupational Mobility

Horizontal Social Mobility

Horizontal mobility one of the types of mobility, is the straight change from left to right or right to left. In horizontal mobility to place is changed but the social position of an individual remains on the same level. For example; when a lecture is transferred from one government college to another with the same grade or pay scale and as a teacher is horizontal mobility.

Vertical Social Mobility

Vertical mobility refers to the change in status of an individual as moves up or down the social ladder. For example, the manager of the meat department who is promoted to general manager of the supermarket has achieved upward vertical mobility. The promotion is accompanied by an increase in income and overall responsibility. On the other hand, the major league, baseball player who is sent back to the minor leagues has suffered downward vertical mobility.

Intergenerational Social Mobility

Intergenerational mobility refers to social mobility that takes place between generations. When the daughter of a taxicab driver earns a college education and goes on to become a successful medical doctor, intergenerational mobility has occurred. Downward intergenerational mobility may take place as in the case of a taxicab driver whose father is a physician.

Intra-generational Social Mobility

Intra-generational mobility refers to a change or changes in the social status of an individual or group of individuals within the same generation. For example, suppose that five children are born into one family of rather moderate means. After high school, four of the children enter the job market at medium-low levels, while the fifth child works part-time while attending college. After college graduation, the fifth child enters a major corporation at a rather high level, and after three years, the one is promoted to a top managerial position. While he/she has attained upward vertical mobility, his/her brothers and sisters have remained at the same socioeconomic level.

Territorial Social Mobility

Territorial social mobility is the change in locality, territory or residence when an individual move from one place to another place is called territorial mobility. The trend of territorial mobility is common in urban areas as compare to rural. In urban areas people change one house and get another on rent, while rural people are mostly unwilling to migrate to city and change their residence.

Social Norms Values

Social Norms:-Norms are specific guidelines for behavior based on values. They are rules and instructions specifying what are expected of us in different situations. For instance, the value of honesty implies the norm that students should not cheat on exams or plagiarize papers. Doing so would violate the value of honesty that is characteristic of academic life. Norms can be prescriptive – defining how one ought to behave in given situations – or proscriptive – defining how one ought NOT to behave.

Types of Norms:-William Graham Sumner (1840-1910) distinguished between two types of norms: i)folkways and ii)mores.

i)Folkways:- Folkways are conventions of everyday life that members of society are expected to follow but whose violation is not considered serious. If someone picks their nose in public, it is considered impolite and inappropriate behavior but no one gets arrested for this.

ii)Mores:- Mores (pronounced mo-RAYS) are norms which reflect strongly-held values and whose violation involves a strong negative societal reaction, such as incarceration or even death.

Unit IV

Social Problem: Social problems are the general factors that affect and damage society. A social problem is normally a term used to describe problems with a particular area or group of people in the world. Social problems often involve problems that affect real life

Definition

1. According to Frank, “Social problem is any difficulty of a fairly large number of persons which we wish to remove or correct”.
2. According to Reinhardt, social problem may be defined as “A situation confronting a group or a section of society which inflicts injurious consequences that can be handled only collectively”.
3. Walsh and Furfey have defined social problem as “Deviation from the social ideal remediable by group effort”.

Some of the main social problems in our country include:

(I)Poverty (II) Illiteracy (III)Child labour (IV) Drug abuse (V)Gender discrimination, etc.

Characteristics of Social Problems

On the basis of the above definitions, we can identify the following characteristics of social problems:

- All social problems are situations which have injurious consequences for society.
- All social problems are deviations from the “ideal” situation.
- All social problems have some common basis of origin.
- All social problems are social and political in origin .
- All social problems are caused by pathological social conditions.
- All social problems are interconnected .
- All social problems are social in their results – they affect all sections of society.
- The responsibility for social problems is social – they require a collective approach for their solution.
- Social problems occur in all societies

Poverty

Poverty as a social problem is very much rampant in India. Poverty and unemployment, the twin social problems are found throughout the length and breadth of this land. Poverty is general scarcity or dearth, or the state of one who lacks a certain amount of material possessions or money According to Gillin and

Gillin, "Poverty is that condition in which a person either because of inadequate income or unwise expenditures, does not maintain a scale of living high enough to provide for his physical and mental efficiency and to enable him and his natural dependents to function usefully according to the standards of the society of which he is a member".

Absolute Poverty and Relative Poverty

Absolute poverty or destitution- refers to the deprivation of basic human needs, which commonly includes food, water, sanitation, clothing, shelter, health care and education.

Relative poverty- is defined contextually as economic inequality in the location or society in which people live.

Consequences of Poverty

The repercussions of Poverty may vary in scale, but all carry a negative effect.

Social Consequences

1. High Infant Mortality and Annual Death Rate.
2. Increase in hygiene and diet related diseases, for example cholera, dysentery, tuberculosis etc.
3. Increased Crime Rate, since people turn desperate to survive in the face of poverty.
4. Increased rate of homeless people
5. As poverty sets in, more and more people face greater financial woes - those who already have a roof over their heads may experience difficulty paying rent to their landlords, and those without homes cannot afford a home. This will greatly affect the nation's tourism trade - A Street full of beggars and homeless vagabonds is but an eyesore to tourists. Poverty poses a great impact on the affected children's development, both physically and mentally. It takes a toll on poor children's development. For example, poverty causes malnutrition which would affect the development of a child's mental thinking and healthy body.

Political Consequences

1. **Increased risk of war:-** Nations that are unable to keep up with world economy, lack raw materials and markets to do so may turn to war in a bid to

obtain new markets for its goods, and simultaneously acquire raw materials from the state as well. This, however, is not a viable option - often this will lead to international condemnation, resulting in trade embargos from various countries, or even conflict between peacekeeping forces (i.e. the UN) and the nation itself. Therefore, it can be said that such a move isn't ideal - the negative aspects overshadow the positive ones.

2. Mass emigration of population:-

In the face of a nation's poor economy and weak rule of the government, the population may seek to migrate to areas with a better-faring economy, where the trade is more profitable, where there is low cost for all. Since the people of such poverty-stricken nations choose to migrate in search of better living/job/social conditions, it may undermine the nation's ability to recuperate from the far-reaching effects of poverty.

3. Genocide:- This is a most extreme case of poverty, where there has only been one example in history - Uganda under the regime of the totalitarian and brutalistic Idi Amin, army colonel turned leader. In this case, Idi Amin's spending spree quickly landed the beleaguered nation to total economic collapse. It is known that he systematically organized a mass killing pogrom of his fellow countrymen. Relatives of the victims were to pay an exorbitant sum to "recover" the bodies, and this was how he kept Uganda's battered economy afloat.

4. Terrorism

Through recent years, analysts have been able to point out that politically and economically weak nations often fall prey to terrorism. i.e. Afghanistan, Iraq, Yemen.

Remedial Measures for Poverty

Poverty is a major social problem. To fight against poverty has become the prime concern of the Government of our country. After independence five Year Plans made it an objective to launch a direct attack on poverty. In order to eradicate the problem of poverty various measures are to be taken. The important ones are discussed below.

1) Economic Development:- To remove poverty there should be economic development. Within the framework of economic development three important factors are taken into consideration i.e. development of agriculture, fuller utilisation of power and fuller utilisation of resources by establishing industries.

Agriculture is regarded as the backbone of Indian economy.

For economic development, first there should be development of agriculture i.e agriculture should be modernised and should be made more productive oriented, profit oriented and employment oriented.

2) Check on growth of population:-If present growth rate of population cannot be checked, soon a day will come in which we shall fight among each other for a single piece of bread. In this regard, the family planning or family welfare programme should be effectively implemented.

3) Development of education:Education should be more vocational. The practical educations like carpentry, agriculture, animal husbandry, poultry etc. Should be introduced in all the educational institutions. This will enable the educated youth to earn for himself and to add to national out put instead of being dependent on county or Government for a job.

4) Comprehensive social security measures:

A comprehensive social security measures should be taken by the Government as in the developed countries of the world like U.S.A., U.K. such measures includes financial assistance to those who face economic disability, i.e. pension for invalid and widow, unemployment assistance, medical assistance, sickness insurance, material and child security and assistance etc, by such provisions those people will be able to earn instead of being parasites on society.

5) Removal of personal disabilities:

Personal disabilities like prolonged disease, physical handicap, and mental diseases etc, cause poverty. Hence Government should take various steps as to enable these handicapped people to earn their own livelihood in this respect, Government should provide facilities like adequate and free health service to rural poor, control of various diseases by permanent public health programmes, rehabilitation of physically handicapped persons employment to old workers etc.

Illiteracy

Illiteracy means when a person cannot read or write. UNESCO defines functional illiteracy as “measured by assessing reading, writing and mathematical skills in the various domains of social life which influence individual identity and insertion into society. From this perspective, literacy

involves not only reading and writing but also the acquisition of the skills necessary for effective and productive performance within society” (UNESCO 2011). Of equal relevance is the concept of functional illiteracy, which means an individual may have basic reading, writing and numerical skills but cannot apply them to accomplish tasks that are necessary to make informed choices and participate fully in everyday life. Such tasks may include:

- Reading a medicine label
- Reading a nutritional label on a food product
- Balancing a Cheque book
- Filling out a job application
- Reading and responding to correspondence in the workplace
- Filling out a home loan application
- Reading a bank statement
- Comparing the cost of two items to work out which one offers the best value
- Working out the correct change at a supermarket

Consequences of illiteracy

The consequences of illiteracy on individuals and society include the following:

For individuals

- Limited ability to obtain and understand essential information;
- Unemployment: The unemployment rate is 2–4 times higher among those with little schooling than among those with Bachelor’s degrees;
- Lower income;
- Lower-quality jobs;
- Reduced access to lifelong learning and professional development;
- Precarious financial position;
- Little value is given to education and reading within the family, and this often leads to intergenerational transmission of illiteracy;
- Low self-esteem, which can lead to isolation;
- Impact on health: Illiterate individuals have more workplace accidents, take longer to recover and more often misuse medication through ignorance of health

care resources and because they have trouble reading and understanding the relevant information (warnings, dosage, contraindications, 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;
- The higher the proportion of adults with low literacy proficiency is, the slower the overall long-term GDP growth rate is;
- The difficulty 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 cannot be involved fully and on a completely equal basis in social and political discourse.

Child Labour

Child labour refers to the employment of children in any work that deprives children of their childhood, interferes with their ability to attend regular school, and that is mentally, physically, socially or morally dangerous and harmful. This practice is considered exploitative by many international organisations. Legislations across the world prohibit child labour. UNICEF estimates that India with its larger population, has the highest number of labourers in the world under 14 years of age, while sub-saharan African countries have the highest percentage of children who are deployed as child labour.

National Legislation against child Labour in India

The Constitution of India (26 January 1950), through various articles enshrined in the Fundamental Rights and the Directive Principles of State Policy, lays down that:

- No child below the age of 14 years shall be employed to work in any factory or mine or engaged in any other hazardous employment (Article 24);
- The State shall provide free and compulsory education to all children of the age six to 14 years. (Article 21 (A));
- The State shall direct its policy towards securing that the health and strength of workers, men and women and the tender age of children are not abused and that they are not forced by economic necessity to enter vocations unsuited to their age and strength (Article 39-e);
- Children shall be given opportunities and facilities to develop in a healthy manner and in conditions of freedom and dignity and that childhood and youth shall be protected against moral and material abandonment (Article 39-f);
- The State shall endeavour to provide within a period of 10 years from the commencement of the Constitution for free and compulsory education for all children until they complete the age of 14 years (Article 45).

Child labour is a matter on which both the Union Government and state governments can legislate. A number of legislative initiatives have been undertaken at both levels. The major national legislative developments include the following:

- **The Child Labour (Prohibition and Regulation) Act, 1986:** The Act prohibits the employment of children below the age of 14 years in 16 occupations and 65 processes that are hazardous to the children's lives and health. These occupations and processes are listed in the Schedule to the Act
- **The Factories Act, 1948:** The Act prohibits the employment of children below the age of 14 years. An adolescent aged between 15 and 18 years can be employed in a factory only if he obtains a certificate of fitness from an authorized medical doctor. The Act also prescribes four and a half hours of work per day for children aged between 14 and 18 years and prohibits their working during night hours.
- **The Mines Act, 1952:** The Act prohibits the employment of children below 18 years of age in a mine. Further, it states that apprentices above 16 may be allowed to work under proper supervision in a mine.
- **The Juvenile Justice (Care and Protection) of Children Act, 2000:** This Act was last amended in 2002 in conformity with the UN Convention on the

Rights of the Child covers young persons below 18 years of age. Section 26 of this Act deals with the Exploitation of a Juvenile or Child Employee, and provides in relevant part, that whoever procures a juvenile or the child for the purpose of any hazardous employment and keeps him in bondage and withholds his earnings or uses such earning for his own purposes shall be punishable with imprisonment for a term which may extend to three years and shall also be liable for fine. In some States, including Karnataka and Maharashtra, this provision has been used effectively to bring to book many child labour employers who are otherwise not covered by any other law and to give relief and rehabilitation benefits to a large number of children.

- **The Minimum Wages Act, 1948:** Prescribes minimum wages for all employees in all establishments or to those working at home in certain sectors specified in the schedule of the Act.
- **The Right of Children to Free and Compulsory Education Act, 2009:** Provides for free and compulsory education to all children aged 6 to 14 years. This legislation also envisages that 25 per cent of seats in every private school should be allocated for children from disadvantaged groups including differently baled children.

Consequences of Child Labour

- The presence of a large number of child labourers is regarded as a serious issue in terms of economic welfare. Children who work fail to get necessary education. They do not get the opportunity to develop physically, intellectually, emotionally and psychologically. In terms of the physical condition of children, children are not ready for long monotonous work because they become exhausted more quickly than adults. This reduces their physical conditions and makes the children more vulnerable to disease. Children in hazardous working conditions are even in worse condition. Children who work, instead of going to school, will remain illiterate which limits their ability to contribute to their own well being as well as to community they live in. Child labour has long term adverse effects for India.
- To keep an economy prospering, a vital criteria is to have an educated workforce equipped with relevant skills for the needs of the industries.

The young labourers today, will be part of India's human capital tomorrow. Child labour undoubtedly results in a trade-off with human capital accumulation.

- Child labour in India are employed with the majority (70%) in agriculture some in low-skilled labour-intensive sectors such as sari weaving or as domestic helpers, which require neither formal education nor training, but some in heavy industry such as coal mining.
- According to the International Labour Organisation (ILO), there are tremendous economic benefits for developing nations by sending children to school instead of work. Without education, children do not gain the necessary skills such as English literacy and technical aptitude that will increase their productivity to enable them to secure higher-skilled jobs in future with higher wages that will lift them out of poverty.

Remedial Measures

In order to seriously combat the menace of child labour, it is essential to implement the policies relating to compulsory education which not only force children to attend school but also contribute appropriate funds to the primary education system. Children are growing up as illiterates because they have been working and not attending school. A cycle of poverty is formed and the need for child labour is reborn after every generation. So the benefits of different welfare policies have to percolate to the poorest of the poor families to enable attitudinal changes among the parents. A UNICEF publication titled *The Progress of Nations* (1994) has observed that a day will come when the progress of nations will be judged not by their military or economic strength, nor by the splendour of their capital cities and public buildings but by the well-being of their people; by the levels of their health, nutrition and education, by the opportunities for their labourers; to earn a fair reward by their ability to participate in the decision that affects their lives; by the respect that is shown for their civil and political liberties; by the provision that is made for those who are vulnerable and disadvantaged and by the protection that is offered to the growing minds and bodies of their children. Development means action to protect the weak and vulnerable and invest in human resources. Such investments are both an end and means of progress - meeting human needs today and laying the foundation of tomorrow's growth. A child should not be denied his childhood.

Drug abuse

Any substance (usually chemical) which influences our bodies or emotions when consumed may be called a drug, i.e. it is a chemical substance, that, when put into your body can change the way the body works and the mind thinks. According to Julian (1977) drug is any chemical substance which affects bodily function, mood, perception or consciousness which has potential for misuse and which may be harmful to the individual or the society.

Drug abuse, also called substance abuse or chemical abuse, is a disorder that is characterized by a destructive pattern of using a substance that leads to significant problems or distress. According to Paul Fuqua (1978) drug abuse is the use of substance in such a way that it leads to such personal and/ or social consequences as impaired physical or mental health, impaired malnutrition, loss of productivity, and involvement in socially disruptive or illegal activities.

Virtually any substance whose ingestion can result in a euphoric ("high") feeling can be abused.. The following are many of the drugs and types of drugs that are commonly abused and/or result in dependence:

- **Alcohol**
- **Amphetamines**
- **Anabolic steroids (Caffeine)**
- **Cannabis**
- **Cocaine**
- **Ecstasy**
- **Hallucinogens**
- **Inhalants**
- **Nicotine**
- **Opiates (Narcotics)**
- **Phencyclidine:**
- **Sedative, hypnotic, or ant anxiety drugs).**

Causes of drug abuse: in india drug abuse has become wide spread and a cause of concern for the people and the govt. The major causes of drug abuse and addiction are given below.

- i. It is to be noted that despair very often drives many to drug addiction. Students who remain far away from parents and guardians and live in hostels and messes become victims of addition.
- ii. Their keeping contact with bad company pushes them to be addicts .There is no proper direction, no goal or objective before young men and women to move forward and reach.
- iii. Our education is such that it does not prepare students to fit in to life coming out of the schools and colleges. They find that they have no future, no prospects in life.

The consequences of drug abuse are are as follows:

Health

Physical Health:-Drug abuse can adversely affect every major system in the human body.

Mental Health:-Mental health problems such as depression, developmental lags, apathy, withdrawal, and other psychosocial dysfunctions frequently are linked to substance abuse among adolescents. Others include conduct problems, personality disorders, suicidal thoughts, attempted suicide, and suicide. Marijuana use, which is prevalent among youth, has been shown to interfere with short-term memory, learning and psychomotor skills.

Addiction:-People think they will never get addicted, but many end up addicted. Someone who is addicted loses control and judgment and when use of the drug is stopped, may suffer severe psychological or physical symptoms, such as anxiety, irritability, unhappiness and stress.

Social

Drugs directly affect the brain, and our brains control almost everything we do. Your actions will therefore affect:

Relationships:- One's behavior to loved ones will change, one will begin to do and say things that one usually will never do or say. This will damage one's relationship with others.

Families:- Substance abuse affects the emotional, financial, and psychological well-being of the entire family. Teens who use drugs withdraw from their family members and family activities, as well as set bad examples for any younger siblings. Because their judgment and decision-making ability becomes greatly impaired, they may become more hostile toward family members and even steal from them to get money for drugs.

Peers:- Your peers will stay away from you. No one will like to have bad influence, and they will feel scared around you. You will lose good friends, and only bad friends will stay with you.

School:- Chances are, you will drop out of school. Why? Your brain is affected, and you are no more in control of your school work. You may rebel and get a suspension, You are more likely to commit a crime, and the results... you know it.

Finances:-No doubt you shall soon begin to sell your personal belongings, phones, music iPods, personal jewelry that your parents gave you, etc, as you will need more money to buy more drugs.

Legal:- Very clear, explicit laws on drug abuse exist in every nation. Some nations have very hard laws and sentences. You can spend a lifetime in jail, or many years including huge fines that can potentially damage your finances for life.

Remedial Measures for drug abuse:

Parents, Teachers, educationists and governments should think how best to improve education, so that it brings a full development of the personality and teaches the essence of life and the art of decent living.

1. Moral instructions should form a part of teaching.
2. Mass media and voluntary organizations should to their best in the field and highlight the dangers of drug addiction.
3. The various drugs are capturing the market and holding young and old alike in their grip.

4. The Anti-Narcotic squads and drug enforcement agencies should work in a more vigilant manner to prevent drug trafficking and trade.
5. There should be more counseling centers and rehabilitation centers. Governments and voluntary agencies should have coordinate efforts to deadest people and spread awareness against the great evil.
6. Police can ply a great role to check smuggling and drug trafficking.

Conclusion:-

The radio, television and newspapers must come in with vigorous campaigns against drug abuse and addiction legislation alone can not put an end to the evil practice.

An increased social awareness is the key to the solution of this problem. People of to realize that drugs are killers and rare to be killed. They must learn to say no to drugs and say there families from ruin. Persuasion and not compulsion. Can bring good results.

Gender Discrimination

Gender discrimination, also known as sexual discrimination, is any action that specifically denies opportunities, privileges, or rewards to a person (or a group) because of gender. The Practice of letting a person's gender becomes a factor when deciding who receives a job or a promotion is gender discrimination.

In India, discriminatory attitude towards men and women have existed for generations and affect the lives of both genders. Although the constitution of India has granted men and women equal rights, gender disparity still remains. Gender discrimination violates human rights. These are mostly seen in family land sharing among sisters and brothers.

Consequences of Gender Discrimination

Gender discrimination, rooted in an unequal distribution of power, has far-reaching consequences that affect every facet of society. Historically directed at women, gender discrimination manifests in a variety of ways, including restricted access to

educational and employment opportunities, increased exposure to sexual harassment and fewer options for acquiring affordable, quality health care.

Patriarchal Cultural Beliefs

1. Patriarchal societies, which give males greater importance than females, traditionally assign men more positive attributes, such as being stronger or smarter. When men occupy a superior position, they have the power to determine the amount of access women have to opportunities, ranging from education and playing sports, to participating in politics and making autonomous decisions about their personal lives.

2.Objectification of Women

According to the Geena Davis Institute on Gender in Media, hypersexualized images in television programs, movies and magazines promote physical and verbal sexual harassment of women. When women are objectified, men are more likely to commit violent crimes against them and less likely to face punishment.

3.Preferential Treatment in the Workplace

Gender discrimination in the workplace occurs when men receive preferential treatment over women. This can include being hired for a job over more qualified women, offered better working conditions, getting higher salaries for the same work, or getting more advancement opportunities. A 2012 Institute for Women's Policy Research study estimated that U.S. women earn 17.8 percent less than men, even in traditionally female-dominated occupations, and women are more than twice as likely to hold poverty-wage jobs

Exclusion from Quality Health Care

- In-depth studies conducted by the World Health Organization have found that gender plays a large role in a person's ability to obtain health care and receive quality medical attention. Women are charged significantly more for their health insurance policies, notes the National Women's Law Center, and those policies often exclude necessary female-related services, such as contraception coverage, preventative screenings and maternity care. This leads to increased illnesses,

unintended pregnancies, higher infant mortality rates and more occurrences of domestic violence.

Remedial measures to gender discrimination

In order to combat the persistent gender determination from society and to bring woman to the center stage of development by ensuring their better participation in the developmental efforts of the nation, the following remedial measures may be suggested.

(1) Compulsory Education:

Education is one of the most important means of empowering women and girl children with knowledge, skills and self – confidence necessary to participate fully on development process by eliminating the gender discrimination. The gender gap in literacy rates of men and women needs to be bridged. Gender based educational equality is important to put an end to the injustice , which women face in terms of employment, entrepreneurship and development merely because of their illiteracy and ignorance. Education is considered both an end itself and a means for the empowerment of women.

(2) Gainful Employment:

Women should find appropriate employment, occupation to support themselves and lead a life contributing to the economic status of her family as well as the nation. Self employment is the only feasible answer that warrants economic power to the millions of women in the unorganized sector of our country.

(3) Credit facilities:

Liberal supply of credit along with other financial and nonfinancial incentives will go a long way in promoting self employment among women through micro enterprises and SSI units. Loans micro credits must be sanctioned to them on their own capacity and security without much of hurdles.

(4) Action against women violence:

Despite various Acts and rules like protection of women from domestic violence Act – 2005, Dowry prohibition Act 1961 Dowry prohibition rules, indecent representation of women, the commission of Sati (Prevention) Act, National commission for women Act etc. the level of violence and crime against women is very high. So there is need for the law enforcing agencies to give special consideration while dealing with cases of violence against women.

(5) Formation of Self -Help Groups:

Woman and their originations can play a very important role in achieving their overall development. They can play a powerful and positive role in confidence building and creating awareness in their daughters and other women to promote self-reliance. So women should unite themselves into social groups called self-help groups for their own progress as well as that of the community. They have to organize themselves to fight against the gender discrimination that persists in our society.

(6) Mental Revolution:

William James says “The greatest discovery of any generation is that a human being can alter his life by altering his attitude ” There should be a revolutionary change in the perception and attitude of both men and women towards women are in no way inferior to men and they have already imprinted their mark in almost all walks of life..

The problem of gender disparity can be solved to some extent provided all the above measures are given serious attention not only in theory but also in practice. The on-going process of globalization, liberalisation and privatisation will be a grand success with the attainment of perfect gender equality. Therefore the need of the hour is to ensure the prevalence of gender equality in all spheres of social, economic and political activities.

