

To Sociological Foundation of Education

(TDC Second Semester)



PALLAVI DAS

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TO SOCIOLOGICAL FOUNDATION OF EDUCATION

(TDC SECOND SEMESTER)

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PREFACE

This text book has been prepared for TDC second semester Major and Pass course as per the syllabus of Guwahati University. I have put my best efforts to include every topic as per the requirement of the syllabus. Further suggestion from the students, teacher will be appreciated and improvement will be made in the future edition. Hope this book will fulfil the need of the students.

Finally, I wish to thank Sri Madhab Das, Publisher of the book for his spirit and great enthusiasm in bringing out the book within a very short period of time.

September, 2013

Pallavi Das



SYLLABUS :

Sociological foundation of Education

Paper; 2.02(Credit-6) / for T.D.C semester course

(Major Course and General Course)

Objectives:

1. To acquaint the student with education as a social process.
2. To inculcate the knowledge of Education from the social perspective.
3. To understand education as a determinant of social change and development.
4. To develop social habits and attitudes in the students and to make them socially adjustable.

UNIT: 1 Educational sociology-concept

- *Educational sociology meaning, nature and scope.
- *Need and importance of sociological approach in education.
- *Educational sociology and sociology of education.

UNIT: 2 Social Groups and Leadership.

- *Social group -definitions characteristics and classifications
- *Social interactions and their educational implications.
- *Group Dynamics
- *Leadership role of education in leadership training.

UNIT: 3 Educations and Society.

Education-

- *As a social system.
- *As a socialization process.
- *As a process of social progress.
- *As a process of social control.

UNIT: 4 Education and social change

- *Education and social change -its meaning and concepts.
- *Agencies of social change
- *Education as a factor of social change with special reference to India.

UNIT: 5 Social Organization -disorganization:

- *Social Organisation -its concept
- *Factors influencing social organization educational implications.
- *Disorganization-types, causes.
- *Preventions of social disorganizations.

UNIT: 6 Education and culture

- *Culture-Meaning definition and nature.
- *Importance of Education in culture
- *Cultural change and Cultural Lag.

UNIT: 7 Modernizations

- *Modernization -concept and characteristics.
- *Modernisation vs. Westernisation

UNIT: 8 Social problems relating to Education in India.

- *Imbalance in education and Equalisation of Educational opportunity.
- *Minimum Development Goal (MDG) in regard to education.
- *Child labour.



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UNIT

1

EDUCATIONAL SOCIOLOGY CONCEPT

Meaning, nature and scope of educational sociology :

Sociology the science of society:

Sociology is the science of society. Sociology is interested in social relationships not because they are economic or political or religious or legal or educational but because they are social. "Society", as MacIver says, "is marvelously intricate and ever changing pattern of the totality of these relationships". Further, in sociology we do not study everything that happens "in society" or under social conditions. But we study culture, for example, only for the light throws on social relationship. Similarly we do not study religion art at art or inventions as inventions. We study how the relations combine, how they respond to the changing demands or needs. Hence our study of society is essentially analytical.

Concept of sociology:

The term sociology has been derived from the two words 'societies' which menace society and 'logos' means science. Thus 'from' an etymological point of view 'sociology' is the science of society.

Sociology' according to Duncan is the scientific study of dynamic processes of interactions of person and the patterns these form in relation to biological, psychological and cultural influences. It studies social phenomena, social organizations and cultural patterns. It seeks to discover the laws that govern the social relations and the forces that develop the personality of an individual.

Definition of educational sociology:

Sociology has been defined sociology in different ways .no single definition has yet been accepted education as completely

satisfactory. In fact there are as many definitions of sociology as there are sociologists. For our purposes of study a few definitions may be cited here.

August Comte, the founding father of sociology, defines sociology as the science of social phenomena "subject to natural and invariable laws, the discovery of which is the object of investigation."

Kinsley Davis says that sociology is a general science.

Emile Durkheim

Defines sociology as the science of social institutions"

Small defines sociology as "the science of social relations."

Ogburn and Nimkoff defined sociology as the "scientific study of social life".

Henry Fairchild defined sociology as "the study of man and his human environment in their relations to each other."

Kimball Young and Raymond Womack define sociology as "the scientific study of the social aspects of human life."

A careful examination of various definitions cited above, makes it evident that sociologists seem to differ in their opinion about the definition of sociology.

Meaning of educational sociology:

Educational sociology is a synthesis of education and sociology. It is the study of the principles of sociology of education. According to E. George Payne, educational sociology is an applied science in the field of sociology. It is concerned with the effect of learning on group life and in its turn the effect of smaller group life upon the larger group. Educational sociology utilizes all that has been learned in both fields but joins them in a new science which applies sociological principles to the whole process of education, including subject matter and activities, methods, school organization and measurement. Educational sociology is a practical science because

besides studying the interaction between man and society, it tries to regulate and control to interacting forces.

Educational sociology finds out the ways and means as how to manipulate the educational process to achieve better personality development and thus better social control. Of their plan like educational psychology educational sociology designed to prepare educators for their future task. It uses the results of sociological research in realizing the plans. Educational sociology is a scientific analytical process and social patterns involved in the educational system.

Importance of educational Sociology:

The need and importance of Educational sociology can be analyzed in this way:

1. **Attitude Builder of child:** Educational sociology enables a child to know his surrounding totally and when someone will be able to look around his society then that child can make his proper attitude relating to his social environment.
2. **Awareness about the group relationship:** Educational sociology makes the people aware about the group relationships like family, church, community, nation, means of communication and more etc.
3. **Relation between biology and sociology:** Educational sociology makes the people aware about the relationship between biological factors and sociological factors.
4. **Relation between psychology and sociology:** To form a proper society the impact of biological qualities such as inborn qualities and psychological factors such as mental set up of individual are most important. Psychologists, on their part, hold that human behavior is determined by instincts. The instinctive behavior patterns are unlearned, relatively stereotyped and automatic. Therefore environmental factors and motivation are as important as innate characteristics in the development of the individual. So for social development physical and psychological development is important.

Scope of Educational Sociology:

Since the beginning of sociology, sociologists have shown a great concern in man and in the dynamics of society. Sometimes the emphasis was on man in society, at other times, it was on man society. But at no stage of its development, man as individual was its focus of attention. On the contrary, sociology concentrated heavily on society and its major units and their dynamics. It may be said that sociology seeks to find explanations for three basic questions: How and why societies emerge? How and why societies persist? How and why societies change.

1. **Sociological analysis:** Sociologists seek to provide an analysis of human society and culture with sociological perspective.
2. **Primary unit of social life:** It is concerned with the development of social acts and social relationships, individual personality, groups of all varieties.
3. **Concern with development:** sociology has been concerned with the development, structure and function of wide variety of basic social institutions such as co-operation, competition, accommodation and assimilation, conflicts etc.
4. **Method of research:** Sociologist has sought the application of scientific method in social researches. Like a natural scientist, a sociologist senses problems for investigations.
5. **Formulation of concept:** sociologists are concerned with the task of 'formulating concepts, propositions and theories'. For example, terms such as social stratification, differentiation, conformity, deviance etc. represent concepts.

Sociology of knowledge, sociology of history, sociology of literature, sociology of culture, sociology of religion, sociology of family etc. represents the importance of scope of sociology.

RELATION BETWEEN SOCIOLOGY OF EDUCATION AND EDUCATIONAL SOCIOLOGY:

Educational sociology and sociology of education carries important dependences on each other. As a concept educational sociology and sociology of education are not alike but without both the concepts educational system cannot run. The relation between educational sociology and sociology of education can be summed up in this way. Educational sociology like educational psychology evolved as a discipline designed to prepare educators for their future tasks.

Sociology of education uses the results of sociological research in planning educational activities and in developing effective methods of realizing these plans.

Sociology of education is that branch of knowledge which presents a sociological theory of education.

Sociology of education analyses the relationship of the other aspects of society and the educational system. This analysis includes the study of how education functions in the culture and what relationship exists between the processes of social control.

This study also tries to analyse the relationship between education and social class system, how the formal educational system functions in the establishment of relations among cultural, racial, ethnic and other groups. Education as a process takes place both in formal and in informal ways. Both of these ways are included in the sociological analysis of human interaction.

Conclusion:

1. Sociology is the science of society.
2. Different sociologists defined sociology in different manner.
3. Education means developing from inside but educational sociology means developing the society through education.

4. Educational sociology and sociology of education are closely related.
5. The scope of educational sociology is as wide as the society itself.
6. Sociology changes the behavior and attitude of human being.
7. Sociology of education analyses the relationship between education and social class system.
8. Education both as formal informal ways tries to bring social development.

UNIT

2

SOCIAL GROUP AND LEADERSHIP

INTRODUCTION:

Societies consist of groups. Society starts with an aggregate of people. But the mere congregation of people in a physical area does not make them a social group. A social group exists when two or more people are in direct or indirect Contact and Communication no man normally lives alone. Man does not live in isolation for a long time. He is basically a social creature. The great Greek philosopher -Aristotle said long that man is a social animal. He further remarked that he who does not live in society is either a beast or an angel. With the exception of hermits, shepherds, light house keepers, prisoners in solitary confinement and possibly a few others, all human beings live in groups. Men everywhere live in groups. Man's life is to an enormous extent a group life. A completely separated or isolated individual is purely hypothetical. On the contrary, man's daily life is made up largely of participating in groups. Not only our life becomes boring and unbearable without fellow human beings but also our very survival becomes problematic Even in sociology the word group is not always consistently used by the sociologist. The word "group" is very loosely used.

Definitions of groups:

R.M MacIver and Page define social group as "any collection of human beings who are brought into human relationships with one another."

In the words of **Ogburn and Nimkoff** Whenever two or more individuals come together and influence one another, they may be said to constitute a social group.

Harry .M. Johnson said "A social group is a system of social interaction".

In the words of John W.Bennet and Melvin M Temin, group is a number of people in definable and persisting interaction directed towards common goals and using agreed upon means".

Marshall Jones, "social group is two or more people between whom there is an there is an established pattern of interaction".

Characteristics of social group:

1. **Collection of individual:** A social group is a collection of individuals there can be no group without individual.
2. **Interaction amongst members:** In a social group there should close interaction amongst the members of the groups.
3. **Common behaviours:** The members of a groups show more are less common behaviour patterns.
4. **Mutual awareness:** There has to be mutual awareness among the members of a group.
5. **We Feeling:** We feeling indicate the tendency of being together always. It determines the sense of unity.
6. **Group unity:** In social group the feeling of group unity remains always Group members are tide by a sense of unity.
7. **Common interest:** The interest and ideals of group are common. Man not only join groups but also form groups for the realisation of their interest.
8. **Size of the groups :** Every group involves an idea of size social group a vary in size when only two members get together then also group my constitute.
9. **Groups are dynamic:** Social groups are not static but dynamic. whether in a slow or rapid process the changes.

10. **Group norms:** Every group whether smaller or bigger in size must possess some norms. Without common group norm group life cannot be stable.

Why group is needed?

In a social life group is more important, without group a society cannot survive. The study of human society is essentially the study of human group. A society consists of a numbers of social groups thus the need of social group can be best explained in this way __

1. **Without group human development become problematic:** Groups are so important that without group social survival become doubtful and problematic. Our human development is totally dependable on group life.
2. **Man exist among man only :** If a human child is brought up among monkeys definitely his behaviours will be just like monkey so in indicates that man becomes man among the human beings only.
3. **Group help social survival also:** The success of the human race is basically depends on their group life. Group make people social and also prepare for their existence in the environment.
4. **Group determine the personality of individual :** From the personality of an individual we can determine the group. A group influence the personality of the its members .By observing the personality of a child we can easily comment on his family (group).
5. **Groups maintains social stability :** It is the groups only who determines the stability of a society.

CLASSIFICATION OF SOCIAL GROUPS :

It is not possible to make classification of groups. But such classification is difficult to be made because of the very nature of the groups. Different sociologists have classified groups

on the basis of different criteria. Groups have been classified variously on the basis of some factors such as- racial features, religious beliefs, territory, nature of government, size, caste, sex, age, class, occupation, blood relations, degree of organisation etc. The following are some of the classifications of groups.

- In Groups and Out Groups.
- Involuntary and voluntary groups
- Institutional and Non Institutional Groups.
- Horizontal and Vertical Groups.
- Territorial and non territorial groups
- Primary Group and Secondary Groups.
- Genetic Groups and congregate groups.

Sumner's classification of Social Groups:

In Groups and out Groups: In group is that group in which an individual belongs and the out group is that group where the individual does not belong. For example, one's own family, peer group, friendship group, religious groups linguistic group, occupational group are out group.

In the simple societies in and out group relationships are very simple and direct. All those who belong to the same class or kinship are identified as members of in groups and others are out groups. In group and out group relationship leads to some consequences. Members tend to regard their own group the in group. On the contrary an out group, to which other people belong, is considered less worthy, less intimate, not dependable and so on.

PRIMARY GROUPS AND SECONDARY GROUPS:

The classification of groups especially primary and secondary are very popular now a days.

Meaning of Primary group:

An American social psychologist Charles Horton Cooley was the introducer of primary group in his book "social Organisation".

He has given a detailed analysis of the concept of primary group in his book. Primary group is classified on the basis of its nature and social contacts. The other name of primary group is 'face to face' group. Primary groups are found in all societies. It may be a small group even two members can also constitute a primary group. The "family, the peer group are the kind of primary groups. In a primary group there is face to face contact is possible among the members of the group. Intimate relation establishes among the members of the group. Primary groups are universal in nature and basis of our culture.

BASIC CHARACTERISTICS OF PRIMARY GROUPS:

The group life can be characterising in this way:

1. **Establishes personal relation:** In primary groups among the members personal relationship or bonding develops. For instance the relationship between husband and wife parents and children etc
2. **Face to face relation:** In a primary group there exists face to face relationship among the members. Face to face relationships are commonly found in small groups like family, children's play group, and neighbourhood and so on.
3. **Spontaneous relationship:** Primary groups are purely voluntary. It is not planned the relationship developing between members naturally and spontaneously.
4. **Smaller in size:** In primary group every member can take effective participation as it more or less smaller in size.
5. **Physical nearness:** Close relation can be possible when all the members in a small area or near to each other.
6. **Primary groups are stable in nature:** When other things become equal, primary groups remain stable or permanent.
7. **Common interest:** The common interest of the group is the key factor to unite the members of a group. In a family all the members put more importance on their common needs.

8. **Direct communication:** To maintain a primary group direct communication is most necessary. In a primary group like family members can communicate directly and therefore close relation establishes.

Need And Importance Of Primary Group:

Primary groups are utmost important for the existence of a society or even for the survival of individual life. Social importance of a primary group can be point out in this way:

Humanizing factor:

Primary groups play the role of a humanizing agent. All the human qualities like social norms, values religion, folkway an individual can learn from their family, neighbours, peer groups etc. Even an animal can also learn some human qualities among the family members.

Moulds Personality:

It is the primary group which determines the personality of an individual. Primary groups like family, peer groups teach us the way of our expression of love, freedom, justice etc. Our tolerance, attitudes all are shaped by our primary groups.

Psychological Satisfaction:

Every human being has some inborn or acquired psychological need, if those are not fulfilled individual may create social problems also. But our primary groups are taking the responsibility of satisfaction of those needs. In our family or peer groups we get satisfaction of psychological needs like love, sympathy, co-operation etc.

Develops feeling of unity:

A primary group always compels the group members to live together direct communication and co-operation in a group helps to make them united.

Social control:

Primary group's controls the society by controlling the behaviour of individual member's. Primary groups provide security to each individual.

Secondary Groups:

Another most significant social group is the secondary groups. Sociologist like Kimble young, Ogburn, MacIver and others have popularised the concept of Secondary groups. According to them groups other than primary is called the secondary group. Secondary groups are larger in size and more formal in nature.

Characteristics of Secondary groups:

The characteristics of secondary groups are point out in this way.

1. **Larger in size:** Secondary groups are relatively larger in size. City, nation, political parties, trade union, corporations, international associations, such as the Rotary Clubs, Vishay Hindu Perished etc.
2. **Freedom of membership:** In a secondary group members are free to join the group and quit the group according to their own convenience.
3. **No physical Basis:** Among the members of the secondary groups physical nearness is not mandatory factor like the primary groups. In some secondary group few members even never meet their other members. For example all members of Congress have not closely seen Sonia Gandhi in real life, but still they are working for the congress party.
4. **Importance on individual interest :** Generally the members of secondary groups works to satisfy their personal need Suppose in cooperation members are working together for the benefit of the company though but in another sense their personal need of earning money is also related.
5. **Indirect Communication:** Among the members of the secondary groups direct communication may not be established.
6. **Limited personality influence:** In a secondary group members may not be personally attached to each other so they cannot influence on each other's personality.

Importance of Secondary groups: Our life is, today, up to a great extent controlled by secondary groups our social set up is such that we are often inevitably dragged into one kind of secondary group or another. For example, a labourer working in a factory is forced to join a trade union whether he wants it or not. It becomes almost a necessity for the labourer to join one union or the other to promote his rights and fulfil his interests.

Difference between Primary and Secondary Groups:

1. **Face to face relation:** In a primary group there is face to face relation among the members of the group but in a secondary groups there may not be face to face relation among the members of the group.
2. **Size:** Primary groups are smaller in size but secondary groups are more or less larger than primary groups.
3. **Physical closeness:** There is physical closeness among the members of the group but in a secondary group there may not be physical closeness among the members of the group.
4. **Communication:** Communication is direct among the members of a primary group since they stay close to each other. On the other hand among the members of a secondary group because of physical distances communication is indirect among the members.
5. **Group interest:** Interest of the members is not specific but general. In secondary group's interests of the members are more specific.
6. **Durability:** Primary groups are durable in nature e.g. a family never breaks down easily. But secondary group's lacks durability as we often noticed that secondary groups like an industry may close down at any circumstances.
7. **Influence on personality:** Primary groups influence the member's personality. But members may not be influenced by the secondary groups.

8. **Group control:** Primary group controls the activities and behaviours of the group members as we can say our family and friends can shape or control our behaviour at every walk of our life. But in a secondary group member are unable to direct the activities of their group members in every step.

GROUP DYNAMICS AND LEADERSHIP:

The word group dynamics is associated with two words as group and dynamics. Already we have discussed the term group so let's try to understand dynamics. The term Dynamic is derived from a Greek word 'force' which means power. So group dynamics means that power which can continue a group. It energises the group for survival and stability. It determines the factors which ensure group stability.

Definitions of group dynamics:

Group dynamic is a kind of feeling so it not possible to compile in one definition. But still some sociologist defines it in various ways:

According to Good's Dictionary of Education, "Group dynamic implies an interactive psychological relationship in which members of group develop a common perception based on feeling and emotions".

According to J.C Aggarwal, "Group dynamics may be conceived of as the study of group processes, their objective analysis and measurement and the effect of group membership on individual members."

In the words of Ketch and Crutchfield, "Group dynamics is the changes that take place within the group."

Prof. W.C Throw says, "Group dynamics is the scientific study of the behaviour of individuals in various group relationships and of group processes under varying internal and external conditions, sometimes with a view to improving their effectiveness."

Factors of group dynamism:

Group life determines the behaviours of individual's. there are some factors which determine the continuity of a group. They are such as:

1. **Communication:** Primary or secondary group, either directly or indirectly without communication dynamism cannot exist. Communication is the key factor of group dynamics.
2. **Participation of Members:** In a group on the basis of individual differences members may also active or inactive but either actively or passively member's participation is the sole of group dynamics.
3. **Leadership:** As without guide learners group's learning is incomplete in the same way in absence of a leader group dynamic cannot develop. There must be a leader to force the group.

Role of Group dynamics in Education:

In the field of education group dynamics emphasises on scientific method of teaching and learning. Group dynamics is helpful both for the teacher and learner, educational importance's can be expressed in this way:

Importance on group learning:

It gives more importance on group learning. On the basis of this principles group discussion and team teaching process have develops.

Meeting method:

In teaching process meeting is most essential for some innovations therefore group dynamics encourages meeting like teachers meeting, parents meeting, educational seminars etc.

Activity method:

In a classroom activity method of learning is always better than individual theoretical process.

Emotional and social development of teacher and student:

In any sort of group activity in or outside the classroom helps to develop emotional and social feelings.

LEADERSHIP:

Without aim as our life is like radar less boat in the same manner in absence of a leader group cannot be stable. In a group either one person is always physically and of course intellectually more active than other members whom we consider as our leader. To be a successful leader the member must possess the quality of good understanding of the mindset of other member's. A leader must have controlling and positive attitude. **The leadership can be defined in various ways.**

Crowley said that leader is one who succeeds in getting others to follow him.

Good's Dictionary of Education said leadership is the ability and readiness to inspire, guide, director manage other.

Cattle said leader is the person who creates the most effective change in group performance.

According to Sanford, "the leaders that person who is identified and accepted as such by his followers."

Characteristics' of leader:

Everyone cannot be a leader; a leader must have some fundamental skills and abilities which we can consider as the qualities of a leader also.

Good planner: A leader must possess the quality of planning skills; the leader should have clear objective principle and aim on their plan.

Organiser: For success of any group activity proper organization is the key factor. So the leader must be a good organizer.

Self and social controlling power: To be a leader the person must possess the self controlling power so that know one can moti-

vate him for personal benefit. Along with self control the leader should have the capacity to control group members tactfully in a positive way.

Effective communication skills: Communication is the key factor of group. So a leader must be an effective communicator so that with his communicative skills he or she can motivate other members.

Decision taking quality: The movement of the group is dependent on the decision of the leader. Therefore a leader must have the capacity to take quick and right decision for the positive movement of the group.

Skilled manager: Finance is an important matter of a group. So a leader should have the quality to manage financial side of the group too.

Human Relation Skill: A leader must possess the human motivating power. For motivating the common human the leader must know the skills of maintaining human relationship.

Leadership training through Education: Education is playing significant role to provide leadership training to the students in the school or outside the school environment:

Teacher as leader cum trainer: In the classroom teacher is the leader for the small children. So with their personal good and attractive behaviours a teacher can develop leadership qualities in children.

Group discussion: With the help of discussion on some leader and his heroic activity, teacher can develop leadership quality among students.

Developing communication skills: In the classroom debate, discussion on some topic, speech competition can be arranged so that to be future leader they can develop leadership quality.

Tour and visit programme: Tour and visiting programme should be organised and entire organizing and managing work should be handed over to the student only so that leaders will come out from the student groups.

Class monitors: In each class a monitors should be selected so that automatically leadership quality should be inculcated among them.

Thus we can sum up that leader is a person who is the focus of group behaviour. Leader can only lead the group towards its goals.

Social interaction and its educational implications:

Social interaction is the foundation of society. It is very essence of social life, without interaction there would be no group life thus interaction is the basic social process. Social interactions the dynamic element in society. There are some processes of social interaction, such as cooperation, competition, conflict accommodation and assimilation.

Definitions of social interactions:

Elkridge and Merrill said social interaction is the general process whereby two or more persons are in meaningful contact as a result of their behaviour is modified however slightly.

According to Green, "Social interaction consists of those mutual influences that individuals and groups have on one another in their attempts to solve problems and in their striving towards goals."

Dawson and Getty's said that social interaction is processes by which men inter penetrate the minds of each other."

Educational implications of social interactions:

An individual from childhood throughout his entire life has to interact with different levels of people. So our educational environment plays a significant role to develop our interacting nature. Our school play the most dormant role to nourish our interaction process in this ways:

- Parent-teacher association and discuss develops social interactions.
- Co curricular activities can develop social interaction in school life.
- Social education can develops social interaction among the adult also through education.
- Community programme, exhibitions etc can also organises in schools so that social interaction encourages.
- Different competitive programmes can also arrange in schools so that competitive attitude develops among the students.
- School should undertake child welfare programme and give elementary knowledge of social interactions.
- Social ceremonies and community feasts and festivals of cultural significance should be organize in schools to maximise involvement of people and develops social interactions.

CONCLUSION:

- Society consists of groups.
- A social group exists when two or more people are in direct contact and communication.
- Group means collection of some individual with definite goal.
- Groups can be defined as interaction between two or more people.
- Collection of individual, interactions among the members, mutual awareness, common interest, group norms is the characteristics of group.
- Primary and secondary groups are the basic classification of groups.
- In group out group, organized and unorganized, Involuntary

and voluntary horizontal and vertical group are also some types of group.

- Primary groups are smaller in size. There is face to face relation and close communication among the members of a primary group.
- Secondary groups are larger in size, direct communication and close relation may not exist among the members.
- Primary and secondary groups are different from each other in many respects.
- Group dynamics is a force which makes the group stable.
- There must be communication, participation, and leadership quality among the members of a group to develop group dynamics.
- Education is highly important to bring group dynamics among the students.
- The soul of group life is its leader.
- The active, intellectual and energetic member of a group is selected as group leader.
- A leader must possess some qualities like, skill planner, well organizer, good communicator, decision maker and motivating capacity.
- With the help of some techniques like teachers pleasing personality, arranging activity programmes, debate competition, selecting class monitors in the educational institutions leadership quality can be inculcated.
- Social interaction is such a process where two or more individual can come and develops intimacy. Group can be organized only with the help of social interaction process.
- Competition, cooperation, conflict, accommodation, assimilation are the common processes of social interaction.
- Education play the key role to develop social interaction whether in the classroom or outside the classroom.

UNIT

3

EDUCATION AND
SOCIETY**INTRODUCTION:**

Education does not mean formal or institutional education alone. It widely relates to the people and their cultural way of life in society. Education should consciously select and control the element of knowledge and impart the desirable and acceptable one. This may only ensure our social progress. Act of education identifies itself with the act of socialisation. Education is described as a great socialising force. Every society has its own way of life, activity and culture of its own. The well organized society has certain rules and laws, customs and traditions that are socially acceptable and desirable. They need to be trained to the younger members to accept and conform to those rules and laws. This act is identified as socialisation.

Education as a process of Socialisation:

Man is by nature an instinctive and biological individual. Education as a socialising process is basically aimed at modification of biological nature of behaviour and reactions and develops socially desirable and acceptable qualities. This socialising process comprises the formal, informal and non-formal agencies of education as a whole.

As a formal social system school system can be classified in this way

The learners - The teachers --- The administration --- Society.

The major objective of school is to organize its activities and programme for emergence of social personality in man. This has been the greater realisation in modern education from its sociological

point of view. Educationist to acquaint the child with the social heritage and help him to accept the desirable elements of socialisation in ensuring social progress. He should understand and appreciate the cultural way of life, identify with them and education should not be aimed at merely to satisfy the biological needs to make himself a selfish and self-concerned individual. Education is after all to make him social, refined and cultural individual. Thus in its most modern sense education is nothing more than a socialising process.

Role of formal education towards Socialisation:

From modern educational point of view the major task of formal educational is socialisation of the child. Some of the effective steps of school towards this end may be suggested below:

1. An ideal environment of freedom and democracy should be created in school where every student may find scope for his self-expression and development.
2. Educational authority should not insist on the policy of control and repression of children's behaviour in the name of discipline.
3. Co-curricular activities in school should be more emphasised with a view to socialisation of the senses of children.
4. Spontaneous playful spirit with a sense of social interaction of give and take should be created in mind of the student.
5. Democratic values of life like friendship, equality, fraternity and justice should be developed in the students through appropriate activity and programmes.
6. Teacher should aim at training the desirable traits of personality of the students for their effective leadership.
7. Students should be more involved in the community feasts and festivals with a view to develop their sense of belongingness.
8. The teacher should try to develop a sense of self-confidence and emotional security in mind of the students.

Socialisation should be treated as a formidable challenge for the teacher in modern education. He should, be competent enough to meet with it in order to give education truly a social setting.

Role of informal school for socialization:

In the informal media of socialization process, the role of other parts of school like administration, and society comes. The role of society is very significant in socialization process. Society also includes the family or home and the community.

The influence of home environment for socialization can be explained in this way:

1. **Cultural influence:** Members of the family use to abide by the cultural faith, believe, custom, tradition religion language and the way of life. Children learn to acquire all such behaviours from the family.
2. **Emotional influence:** Every member of the family is tied with sentiment of love, affection and understanding formation of outlook and attitude, sentiment and complexes that are the constituent elements of a man's personality are in the process of emergence at home.
3. Child should be given participate in the ceremonial activities and functions with the sense of pride and dignity of the family life.
4. Due social status, recognition, prestige and honour should be accorded to the child for his sound personality development.
5. The traditional handwork and craft-work that bear cultural and economic significance should be trained to children at home.

Community influence for socialization:

Community influences the child for socialization from various points which are highlighted in this way.

1. Education given to children should uphold the value and sentiments of the community life of people.

2. Economic and cultural needs of the community life should be satisfied through inclusion of the subjects like handicraft, folk-song folk art and literature in school.
3. School needs to organise and celebrate the community festivals.
4. Community forums should be organized in school to discuss the community problems from time to time with a view to create sense of awareness of the people.
5. All forms of community welfare programme should be undertaken to transform school into a community development centre.

Socialization of the child should be treated as a formidable challenge for the teacher in modern education. He should, be competent enough to meet with in order to give education truly a social setting.

Impact of education as a process of social control:

Rousseau's book "Social Contract" begins with a famous sentence; Man is born free, and everywhere he is in chains. It is true that man cannot be absolutely free in society. Man has given to society the power to exercising its control over his behaviour the control which the society exercises over the behaviour of its members through various mechanisms can be referred to as "social control".

Meaning of social control:

The survival and smooth functioning of the society is possible only when there exist in it social harmony, social solidarity and social order. Social harmony or solidarity is not an automatic development. Individual members of the society must strive and struggle to bring it out members of the society are able to bring about social harmony

or order only when they conform to certain accepted standard of behaviour or norms. thus social control refers to the control of society over the individual. In 1901 E.A Ross, has discussed the concept of social control in his book "social Control" for the first time.

Role of social control:

Social Norms:

Social norm is the socially accepted principle or way of life that guides activity and behaviour of people. Every well organised society has its social rules and norms to be faithfully obeyed and followed by its members. In order to ensure better, happier and ideal living of all people in society there is the need of a set of rules and laws to be framed. These rules and laws are also influenced by the cultural heritage, socio-political and economic needs of the people in society. Social norms are based on philosophical consideration. It is the social philosophy that can determine the social norms accepted to all people in society. Social norms ensure healthy, beautiful and peaceful life for all people. Everybody in society may live with honour, dignity and with self-respect by faithfully obeying the social norms.

Educational significances of social norms: Study of educational norms bears great educational significance for the teacher, student, and parents.

- Education is to make children's thought feeling and attitude loyal and faithful to conform to the existing social norms.
- Training in social norm may develop better understanding, positive attitude and feeling of pride towards the social heritage.
- Social norms develop the sense of social belongingness in them and may make them feel proud of their culture literature, science and religion and the way of life of the people.
- Social norm helps them in making favourable social adjustment.

- Social norms train them bring favourable changes among the students.
- A social norm discourages the attitudes of narrow mindedness and social superstition.

Social norms are liable to change with the changes of time. Mobility and changeability of his norms can only ensure social progress.

Mores:

Social Mores goes to mean existence of customs, traditions and conventions common to a group of people living as a community. The community life of people is more well organised, disciplined and controlled than that of a society. The mores of the community make the group of people more consolidated and integrated into one compact group these mores use to guide the people's thought, feeling, behaviour and formation of habits and the sense of values. They promote strong sense of we feeling among the members that cannot be found to exist in society. Mores help the individuals to realise that community living or collective life is possible only when one conforms to the norms. Mores weld the individual with the group or the society without damaging his personal liberty. Individual learns through mores that the society is not against him. They differ from place to place and time to time. They become in course of time the basis of law. Laws are often called 'confined mores'.

Social control by Folkways:

Folkways refers to the ways of people. They are the repetitive petty acts of the people. Folkways are some behaviour which people follow because it is necessary for them but no one can compel them to follow the folkways or there is no law directed for not obeying the

ways, for example: there is no law compel us to brush teeth, take bath, wash cloths, taking meal at the right time, not respecting elders etc. The folkways are originated from the experiences of pleasure and pain of the people derived out of their day to day life and experiences. On the day of "Kongali Bihu" they collectively use to lighten the earthen lamp in the paddy fields. Similarly other community people also use to perform their socio-cultural ceremonies in their own folk-ways. These activities amply demonstrated their sense of loyalty, subordination and discipline that exist towards the community way of life.

The collective life of man is possible only in the context of social constrains. Societies not only struggle for stability and solidarity but also for their own survival or continuity. Due to this continuity the means of social control in course of time a part of culture. As a part of culture they are transmitted from one generation to another. Thus various means of social control function endlessly to maintain the continuity of the society.

CONCLUSION :

1. Education means bringing or developing someone from within.
2. Sociology means the area where one can develop them from within.
3. There are three ways of imparting education Formal Informal and non formal education system.
4. As a formal educational institution the role of school is very significant.
5. Through different programmes and activities school can socialize the child.

6. Role of community as an informal agency for socialisation of the child is also significant.
7. Society will exist when there will be proper social control.
8. Our custom, tradition, folkways, mores, religion are various means of social control.
9. Education can play the key role to bring social control in society.
10. Education aims to develop good citizens who can realize the value of society.

UNIT

4

EDUCATION AND SOCIAL CHANGE

INTRODUCTION:

"By social change we refer to whatever may happen in the course of time to the roles, constitutions, or the order comprising a social structure, their emergence, growth and decline." Social change we mean whatever happens in a period of time to the activities of the people. Incessant changeability is the very inherent nature of the human society. Individuals may strive for security and stability; societies may foster an illusion of permanence and the belief in eternity may persist unshaken. Yet the fact remains true that society like all other phenomenon changes inevitably. Society is influenced by many forces and factors that irresistibly cause changes. India of today is different from the India of yesterday; what is going to be tomorrow is hence, difficult to predict. In course of decade or two, significant changes can and do occur in human society.

MEANING OF SOCIAL CHANGE:

The social change is not a discrete series of event. No inventions like that of steam engine or atomic power were suddenly made or any event occurs suddenly. All of these have a history. The impact of these inventions or events is not felt immediately. It takes time any difference or alteration that takes place in a situation or in an object through time can be called change. The term social change is used to indicate the changes that take place in human interactions and interrelations. Society is a web of social relationship. Thus the term "social change" is used to desirable variations in social interaction, social processes and social organisation. It includes alterations in the structure and factions of the society.

Definitions of social change:

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 biological and the physical nature of things."

Ogburn: "Social change means a change in culture and in its chief factor, material culture and non-material culture."

Gillis and Gillis: "Social change are variations from the accepted modes of life whatever due to alterations on geographical conditions, in cultural equipment, composition of the population, or ideologies and whether through about by diffusion or inventions within the groups."

M.E Jones, "Social change is a term used to describe variations in, or modifications of any aspect of social processes, social pattern, social interaction or social organisations."

H.T Majumdar "Social change may be defined as a new fashion or mode, either modifying or replacing the old, in the life of people -or in the operation of society."

Nature or characteristics of social change:

Social change is such processes which occur according to the needs of the society. As for example from the inventions of cart to the four wheeler motor vehicles all changes are taking place as a result of social change. On the basis of such examples we can analyse the nature's social changes.

1. **Social change depends on environment:** Human behaviours and needs depend on our environment. The place where rivers communicate areas there boat or ships will bring social changes.
2. **Social change brings changes of human beings:** Society is consists of human beings therefore when a society changes it means the behaviour, lifestyle and needs of the human being s of that society changing.

3. **Social change is not permanent:** "Change" means temporary, so any social change is temporary. As long as human needs will change society will go on changing.
4. **Social change may be planned or unplanned:** The change made by technology according to the plan of human being but there are some change occurred in human lifestyle due to climatic change.
5. **Social change is a chain process:** Change in one area automatically brings change in other area as for example circulations of electricity not only provide light also it made possible to use Television and change their view of life.
6. **Short and long term changes:** Some social changes may bring about immediate results while some other may take years to produce result. Use of motor bike instead of a bicycles a immediate social change but social change in case of girls equal education in our country is taking a long period to change.
7. **Social change if dependent on various factors:** A single factor may not bring social change. To change the view of human being a number of factors are necessary. The physical, biological, technological cultural and other factors may, together bring about social change. This is due to mutual interdependence of social phenomenon.
8. **Social change may material or non material:** There may be change in technological fields, as well in the thought pattern of men. Due to technological changes various inventions have taken place but mental set up of individual are also changing.

Factors of social change:

Change is inherent in any social structure. Each aspect of social structure is linked with every other. In fact this is the interaction that we call social change.

The following are the major factors which bring about social change:

1. Geographical Factors:

Certain geographical factors like climatic conditions influence social conditions. In the same country, different areas affected by peculiar climatic conditions which happen to occur there. The state of Andhra in India may be affected by floods and the state of Bengal may be influenced by an earthquake or famine.

Environmental factors:

Environmental factors like newly built cities, industrialisation and urbanisation also affect social conditions. For example, in certain parts of the country there is brisk movement between the rural and urban population.

3. Migration:

Migration is caused by environmental as well as climatic factors. An earthquake, flood, famine, war causes people to move to new places and new environment.

4. Population explosion:

Population explosion considerably affects the economic and social standards of the people. For example, migration of people from India Canada, England, America and certain other countries added to the population there and affected the social structure of these countries.

5. Scientific and technological advancement:

Scientific and technological advances also bring about social changes. People move from the farm to the factories and from countryside to the big cities and town.

6. Cultural diffusion:

In most societies culture diffusion is an important factor in social change. Societies which lives isolation, remain cut off from the movement of change and tend to be static.

Causes of social change:

According to M Johnson causes of social change is of basically three types - Internal, Social and non social. One change may lead to a series of changes. The component parts of the social system are so interrelated that any change in one cause adjective change in the other part.

Internal causes of social change:**1. Strain and conflicts:**

No society is free from conflicts. Any attempt to control the conflict would lead to some kind of change in the social systems.

2. Social problems:

Problems related to over population, caste, prejudices, juvenile delinquency, poverty beggary the need for slum clearance etc involve a good deal of conflict, in the course of which social changes occurs.

3. Revolutions:

During revolution tremendous social changes found. For example the American Revolution, the French Revolution and the Russian Revolution took place due to several factors such as exploitation, suppression of liberty, hunger, commercial restrictions, corruptions, military defeat etc. These revolutions brought about far reaching changes.

Cultural changes:

Cultural innovation also contributed to social change. An innovation is a new combination of old elements which may come from the innovator's own society or from some other. The diffusions of culture within society and from one society to another have been great source of social and cultural change in every society.

The Impact of the Social and Non social environmental causes:

The environment whether social or non social has its own influence on social structure. As far as social change is concerned, the impact of the social environment is more important than the impact of the non-social environment.

Non social environment:

Impact of non-social environment indicates the effect of soil erosion, deforestation, exhaustion of mineral resources, etc on society. Changes in non-social environment due to nature itself such as floods and famines, earthquake and volcanic eruption, cyclones etc, may sometimes cause adoptive social changes.

The influence of the social environment: It is more significant in bringing about social changes shifts of political alliances, military invasions, peaceful immigration, trade shifts etc, can present difficult problems of adjustment to the social system.

RESISTANCE TO SOCIAL CHANGE:

Though social change is universal, societies and cultures are relatively permanent. The social and cultural functions do not change overnight even in the most extrovert societies. In no society all changes are welcomed by the people without questioning and resistance. To some extant removal of evil practices such as child marriage, human sacrifice, animal sacrifice, untouchability, taboos on intercaste marriages etc could be achieved after a long struggle in India. It was only in the beginning of 20th century that women were given voting right in Britain after much opposition. It took centuries for some major reforms to take place in Christianity.

Reasons for resistance or difficulties of social changes:**1. Lack of new inventions:**

When people accept the new inventions and realise the necessity of the inventions then only social change is possible because social changes are dependent on new inventions of techniques, thoughts, devices and objects etc.

2. Imperfections of new inventions:

No change is possible if people go on finding defects of the new inventions. social inventions also have imperfections in the beginning.

3. Fear toward the new:

At the beginning people fear to reject the girl's child marriage system but gradually people have changed their mind and now everyone opposes the child marriage system. Likewise Indians shown fear to accept British medicines and learning English language.

4. Traditional attitude:

People are traditional in attitude. The old and traditional practices and things and ideas are upheld by the people. People are emotionally and sentimentally bound by them. Thus the traditional attitude of the people will not allow them to accept new thing.

5. Ignorance:

Due to ignorance most of the people do not accept the new inventions thus for a long time, the germ theory of disease was rejected. The iron plough was not accepted easily in America it took several years to find acceptance with the farmers.

6. Habit:

Individuals are very much influenced by habit and customs. People dislike or fear the unfamiliar they are not ready to give up practice to which they have habituated to and adopt a new one.

7. Economic disparity and difficulty:

Wide gaps between the rich and poor, also brings economic disparity in the way of social change. People who are suffering from extreme economic problems are not prepared to accept changes.

8. Intellectual laziness and administrative defects:

In order to give up the old ideas and accept the new one people must require some amount of creativity and rationality. If people cannot understand the need of the new inventions then social change is impossible. Moreover defective administrative set up also

bring obstacle in the way of social changes.

EDUCATION AND SOCIAL CHANGE:

Education has a vital role to play in the process of social change. Besides education, there are other means such as magazines, newspaper, radio, televisions and movies which acts as powerful as education does. the chief advantage that education does carries is its controlled environment and its capacity to catch its client's young. Moreover, it is social necessity and that gives it an edge over the other media.

The three fold function of education as a process of social change:

Education as an agent of social change may act in three ways:

- a. Education can retard the process of social change.
- b. Education maintains the status of people in society.
- c. It can accelerate the process of social change.
- d. Education helps to preserve the culture.
- d. It helps to transmission o culture.
- e. Education motive, stimulate and develops dynamism among the people of society.
- f. As a creative force it can eradicate illiteracy from the society. It can remove cultural lag from the society.
- g. It can act as a means of social reconstruction.
- h. Education can strengthen democratic force as by making way for freedom of thought, freedom of expression etc.
- i. It can create leaders in society for constructive works.

Conclusion:

*Social change may be defined as a new fashion or mode, either modifying or replacing the old, in the life of people.

*Changes are taking place in the human society on a continuous

basis.

- *Social change means both material and non material changes.
- *Factors like physical, technological and cultural are responsible for social changes.
- *Some physical factors such as climate, forest, animal life, River Mountains have a great influence on human society
- *social change also dependent on the size of the population of the country also
- *Our country undergoes changes because of various factors like migration, globalisation exchange of cultural affairs etc.
- *Conflicts and competitions among the minds of the people are also responsible for social changes.
- *Education as a vital factor of social change.
- *education can retard the process of social change.
- *Transmission of culture brings social change with the help of education.
- *Education can eradicate illiteracy from the society and brings social changes.

UNIT

5

SOCIAL ORGANIZATION DISORGANIZATION

INTRODUCTION:

The concept of organization Modern society is the better example of an organization. Our society is an organized society. In an organization we not only live together but co-operate each other in need. The term organization shows different meaning in different situations the term is generally used to mean an association or an associational group. But in limited sense organization indicates association only. The term "organization" when used liberally may mean any organised group in contrast with an unorganised group.

Meaning of organization:

At present the term social organization is used to refer the interdependence of parts in group's these groups may vary in size and nature from small workers groups, to hospitals and factories today the use of the term organisation is decreasing. Many sociologists prefer to use the word social system rather than social organisation. The term is used in sociological studies and researches today to stress the importance of arrangement of parts and their interdependence in groups and in societies. Now it is widely realised that social organisation is required for survival and effective functioning of groups and societies. So social organisation means with a definite purpose when a group associates and work together in a controlled way.

DEFINITIONS OF SOCIAL ORGANISATIONS:

Ogburn and Nimkiff: An organisation is an articulation of different parts which perform various functions; it is an active group device for getting something done.

According to H. M Johnson, "Organisation refers to an aspect of interaction systems"

Elliot and Merrill have said, "Social organisation is a state of being, a condition in which the various institutions in a society are functioning in accordance with their recognised purposes".

NATURE AND CHARACTERISTICS OF SOCIAL ORGANISATIONS:

1. A Definite Purpose:

An organisation always should have a definite purpose without a purpose or goal individuals rarely come successful and establishes a stand in society. For example a bank as a organisation has a definite purpose of facilitating the financial transactions or an educational institution has a definite purpose of facilitating education to the people.

2. Mutual understanding among the members of the society:

The smooth running of the organisation depends much on the mutual understanding and cooperation of the members of the society.

3. Coordination among the position and roles of the members of the society:

Every members of the organisation necessarily understand their role and position then only an organisation will run smoothly. In an educational institution the role of the teachers, office stuff and other workers are different but still all together constitute an organisation.

4. Control over individual behaviour:

Organisation maintains its control over the behaviour of its members and regulates their activities. It makes use of various formal as well as informal means of social control for this purpose

5. Sense of sacrifice:

Personal interest of the members should be sacrifice in an organisation for the successful movement of the organisation. In an organisation members must sacrifice their personal interest up to a large

SOME ASPECTS OF SOCIAL ORGANISATIONS:

1. Social organisations are not functioning in the same way in all the societies. Early human society had different social organisations and modern society believes in another type of social organisations.
2. Social organisations are not found in equal number everywhere. The size and number of social organisations are differing according to the need of the society. In small societies we find one or two organisations functioning severally.
3. Social organisations are dependent on the culture of a society. Eskimos, as for examples do not have rotary club, Lion's club etc and in the same way jungle tribes don not feel the need of a bank or insurance company.
4. Social organisations move on the basis of divisions of labours. When divisions of labour is greater than organisations are also specialised.
5. Social organisations may be formal or informal in nature. Formal organisations are formal such as bank, hospitals, army, court political party etc. Some organisations are informal as the friendship groups, and band etc they may break down on the basis of personal interest and no common people will suffer from them

Education and organisation: The entire education system dependent on organisation. Education can spread into the right direction only through organisation. All types of education whether formal, informal or non-formal can be imparted only with the help of an organisation. Therefore institutional organisation is included as a separate subject of study. In education the role of organisations can be expressed in this way: An institution must have plant land, building and equipments. The head of the organisation must work with proper co ordination, learners and teachers should work according to their role and status, institution must have planning, motivation time table to run the organisation properly.

Some principles of educational organisations are:

1. Principles of achieving educational goal; every educational organisation must have goals.
2. Principles of maximum utilisations of the available resources of the school: the organisation must ensure the optimum use of the material and human resources.
3. Principle of linking with community: the organisation must put the objective of maintaining a link with the need and aspirations of the community.
4. Principle of co-ordination: There should be no overlapping, no gaps and no confusion. Co-ordination of work should extend to relationship between educational institutions and other social organisation.
5. Principles of democratic practice: Educational organisations should be joint responsibility of all concerned with school-the Headmaster, the teacher, the students, the parents and the community people.

THE FACTORS AFFECTED BY SOCIAL ORGANISATIONS:

There are some social ways of life which are affected by social organisations. those ways of life style are via--- folkways, Mores etc.

1. Folk ways:

Folkways refers to the ways of people. They are the repetitive petty acts of the people. Folkways are some behaviour which people follow because it is necessary for them but no one can compel them to follow the folkways or there is no law directed for not obeying the ways, for example: there is no law compel us to brush teeth, take bath, wash cloths, taking meal at the right time, not respecting elders etc. The folkways are originated from the experiences of pleasure and pain of the people derived out of their day to day life and experiences. On the day of "Kongali Bihu" they collectively use to lighten the earthen lamp in the paddy fields. Similarly other community

people also use to perform their socio-cultural ceremonies in their own folk-ways. These activities amply demonstrated their sense of loyalty, subordination and discipline that exist towards the community way of life.

The collective life of man is possible only in the context of social constrains. Societies not only struggle for stability and solidarity but also for their own survival or continuity. Due to this continuity the means of social control in course of time a part of culture. As a part of culture they are transmitted from one generation to another. Thus various means of social control function endlessly to maintain the continuity of the society.

Characteristics of folkways:

- a. There are different folkways for different societies.
- b. Folkways keep on changing with the need of time.
- c. Folkways also known as customs.
- d. They are positive in nature.
- e. Folkways pass from one generation to another.

2. Mores:

Social Mores goes to mean existence of customs, traditions and conventions common to a group of people living as a community. The community life of people is more well organised, disciplined and controlled than that of a society. The mores of the community make the group of people more consolidated and integrated into one compact group. These mores use to guide the people's thought, feeling, behaviour and formation of habits and the sense of values. They promote strong sense of we feeling among the members that cannot be found to exist in society. Mores help the individuals to realise that community living or collective life is possible only when one conforms to the norms. "Mores weld the individual with the group or the society without damaging his personal liberty. Individual learns through mores that the society is not against him. They differ from place to place and time to time. They become in course of time the basis of law. Laws are often called, confined mores"

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Characteristics of mores:

- a. Mores are more rigid than folkways.
- b. Mores are necessary to control the society.
- c. Mores are not universal.
- d. They identify the individual with the groups.
- e. Mores aims at social welfare in all respect.

Comparison of Folkways and Mores:

- Folkways are wider than mores
- 2 Folkways are more effective than mores.
- Folk ways are flexible but more are rigid, violation of mores is punishable.
- Folkways can be change easily but mores cannot change with little effort.
- Folkways are unable to develop values but mores helps to develop values in mind of the people.

On the other hand if we find their similarities.

1. Both aims at controlling the human society.
2. Both changes with the passage of time sooner or later.
3. Folkways and more both exert pressure on individuals.

SOCIAL DISORGANISATIONS

Like every creations of nature human society also has its own order. The orderliness of society depends on its internal strength to maintain its equilibrium. Society will be in the state of equilibrium as long as its various parts are properly adjusted and fulfilled their functions. Thus "social disorganisation" can be understood as nothing but the state of social disequilibrium, in which the smooth functioning of various parts of society gets disturbed. In modern sociology disorganisation occupies a prominent place in modern sociological literature. In the famous book of Thomas and Znaniecki "the Polish Peasant in Europe and America" there the concept of social

disorganisation developed first. According to them social disorganisation refers to the decrease in the influence of the existing social rules of behaviour upon individual members. Social disorganisation implies some breakdown in the social organisation. Due to this breakdown, the normal functioning of the parts of the society gets disturbed leading to some or the other kind of problems. Disorganisation will lead to imbalance between various elements of social structure. Social disorganisation means relative disharmony between individual attitudes and social values.

Definitions of social Disorganisations:

Emile Durkheim, social disorganisation means a state of disequilibrium and a lack of social solidarity or consensus among the members of a society.

Ogburn and Nimkoff, when harmonious relationship between the various parts of culture is disturbed, social disorganisation ensue.

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

Characteristics of social disorganisations:**1. Conflicts:**

Every society has its own mores and institutions which regulate the social life of its members. The existing mores sometime does not accept the new mores and as a result social conflict arises. For example, in India relating to some new changes such as girl's education, divorce, and widow remarriage conflicts arises.

2. Transfer of function from one group to another:

Due to the dynamic nature of society some of the functions of society undergo changes or transformed to another agencies. Hence joint family system is facing a crisis now.

3. Individuation:

Now everyone is more prone to think of himself and in terms of his pleasures and morality etc, have become matter of individual decisions. Changing social values and social conditions may bring about some conflicts between statues of the individuals and their roles. Example, due to the change in her status, a modern housewife in an advanced society is not sure whether she should play the role of mother, or an employee, social leader and so on.

4. Family maladjustment:

Family is the small unit of the society but in our society most of the families are disorganised. The common causes of disorganisation are -i. *diversity of opinion*, ii. *Uncertainty and insecurity* iii. *Individuality and variety in interest and attitudes* iv. *Lack of clarity in status and roles*, v. *conflict between society and individual*. *Disregard of values, norms and laws*.

Causes of social disorganisations:

1. Psychological factors Psychological factor associated with two processes as communication and attitudes.
 - a. Communication is essential factors of human beings. It maintain the social process as such assimilation, cooperation, competition, suggestion conflict assimilation etc. Common understanding and common consciousness helps to develop communication in people.
 - b. Attitude: The modern industrialised and urbanised society is so competitive that cultural conflicts between new and old generation arises and as a result society become disorganised.
2. Cultural lag: The difference between material culture and non material culture develops social disorganisation. House pattern means of communication, means of life style changes quickly but belief ideas, habits and philosophies does not change quickly and a gap arises between them, which is called cultural lag.

3. Geographic Factors: The maladjustment of man and culture may create social disorganisation up to some extent. For example earthquake, flood, epidemics etc upset the social balance and bring social disorganisation.

4. Biological factors: Over population has caused the problems of poverty and unemployment in some countries and disorganisation is taking place

5. Degeneration of values: due to rapid social change new values come up and some of the old values decline. Here conflict between the old and the new developing disorganisation.

6. Disintegration and confusion of roles: Members of society are expected to perform certain definite roles in accordance with their placement in society. Due to profound social changes these expectations also undergo a change consequently because of confusion disorganisation arises.

7. Extreme division of labour: Social disorganisation brought about by extreme division of labour.

8. Political subordination: Political subordination of one country to another leads to social disorganisation in former.

9. Decline of social control: The declining nature of religion, mores and customs on the behaviour of men has also enhanced the process of disorganisation.

PREVENTIONS OF SOCIAL DISORGANISATIONS:

To face the challenges of social disorganisation it is necessary to study the nature and gravity of social disorganisation. Depending on its nature steps should be taken to counteract its influence. In this connection we may suggest the following remedial measures.

1. Able and efficient administration to fight against the disruptive force.
2. Proper and comprehensive social and economic planning and

3. policies.
4. Proper implementation of plans and policies.
5. Making effective and attractive family planning and welfare programmes and projects
6. To create a psychological atmosphere of security and confidence.
7. Taking steps to mobilise public opinion against the evil practice of bribery corruption casteism communalism etc

CONCLUSION:

We can summarised the chapter in this way

- Social organisation means interdependence of parts in group.
- Social organisation is essential for the survival and effective functioning of group life.
- Social organisation has got definite purpose.
- In social organisation there is harmony between statuses and roles.
- Social organisation are not functioning in the same way in all societies
- Social organisations are not found in equal number everywhere.
- Social organisations depend on culture.
- In educational institutions organisation is most essential to give a proper shape of the pupils.
- Educational organisations are also necessary to run the institution with a positive goal.
- Folkways and Mores are essential to develop social organisation in society.
- Disorganisations mean disequilibrium in different parts of society.

- Psychological factors as communication and attitudes of human being are responsible for social disorganisation.
- Geographical, biological, cultural lag etc also some important causes of social disorganisation.
- Proper economic planning, government policies, family planning measures should be adopted in order to prevent social disorganisation.
- Feeling of security and self confidence must be developing among the common people to prevent social disorganisation.



EDUCATION AND CULTURE

INTRODUCTION:

Culture is one of the distinguishing traits of human society. Only human is born and brought up in a cultural environment. Other animals live in the natural environment. Every man is born into a society is the same as saying that every man is born into a culture. Culture is a very broad term that includes in itself all our walks of life, our modes of behaviour, our philosophies and ethics, our morals and manners, our customs and traditions, our religious, political, economic and other types of activities. Culture includes all that man has acquired in his values, of emotional attachment, of intellectual adventures.

Concept of culture:

The term "culture" is given a variety of meanings and interpretations. Culture is one of the most important concepts in social science. It is commonly used in psychology, political Science and Economics. It is a fundamental subject of sociology. In the words of MacIver and Page culture is the realm of styles of values, emotional attachment adventures. It is the entire social heritage which the individual receives from the group.

Definitions of culture:

1. Edward. B. Taylor a famous English anthropologist said, "Culture as that complex whole which includes knowledge, belief, art, morals law custom and any other capabilities and habits acquired by man as a member of society."
2. C.C North said that Culture consists in the instrument constituted by man to assist him in satisfying his wants.

3. E.V Robert defines culture as the body of thoughts and knowledge, both theoretical and practical, which only man can possess.

CHARACTERISTICS OF CULTURE:

The above definitions pointed some of the characteristics of culture

1. *Culture is learnt:* Culture is dependent on learning of human being it is not a biological process.
2. *Culture is social:* Culture can be learning from society and culture creates the society.
3. *Culture is shared:* Culture cannot be celebrated alone it is a sharing process. For example, custom, traditions, beliefs ideas values etc are all shared by people of a group.
4. *Culture is Transmissive:* Culture can be transmitted from one society to another or from one generation to another. Language is the main vehicle of culture. Parents can transmit culture to their children through language.
5. *Culture is consistent and integrated:* The value system of a society is closely connected with its other aspects such as morality, religion, custom, traditions beliefs and so on.
6. *Culture is a continuous process:* Culture never stops. It is a continuous process. One culture remain continuing whether the beginners of the culture remain alive or not.
7. *Culture is dynamic and Adaptive:* We find maximum development in the present Indian culture in comparison to the culture of the Vedic period .it possible because of the dynamic nature of culture.
8. *Culture varies society to society:* All the cultural factors like customs, tradition, beliefs, and practices philosophies are different according to the needs of the society. There is difference in eating, greeting, dressing and even living styles in two different culture such as Bengali and Assamese culture.

Functions of culture:

Man is not only a social animal but also a cultural being man's social life has been possible because of culture. Culture has been fulfilling a number of functions among which the following may be need.

1. *Culture is the Treasury of knowledge:* Culture provides knowledge which is essential for the physical, social and intellectual existence of man. Man has greater intelligence and learning capacity with the help of which he can adjust himself in the environment. Culture has made such an adaptation and modification possible and easier by providing man necessary skills and knowledge
2. *Culture defines Situations:* culture defines social situations for us. It defines what we eat, drink, what we wear, when to lough, weep .sleep, love, what work we do, what God we worshiped.
3. *Culture defines Attitudes, Values and Goals:* It is the culture which conditions our attitude towards various issues such as religion, morality, marriage, science, family planning, etc.
4. *Culture decides our career:* Whether we should become a politician, a social worker adoctora a professor or a religious reader all are decided by our culture.
5. *Culture Moulds Personality :* No child can develop human qualities in the absence of a cultural environment .Culture prepare s man for group life and provides him the design of living .It is culture that provides opportunities for the development of personality.

Cultural Change:

According to Kingsley Davis, the cultural change embraces all changes occurring in any branch of culture including art, science,

technology philosophy etc, as well as changes in the forms and rules of social organisations.

In short, any change that takes place in the realms of culture can be called cultural change. Culture is not static but dynamic, it also undergo change for example invention and popularisation of the automobile, the addition of new words in our language, changing concepts of property and morality, new forms of music, art, or dance new style in architecture and sculpture etc all represent cultural change.

Causes of cultural change:

1. *Cultural Eclecticism:* Sometimes members of a society are often confronted by customs that differ from those which they have learnt to accept. In such a situation they adopt some of the new customs, reject others and follow modified versions of still other.
2. *Frequent Practice:* New customs and practices are likely to be more readily adopted under two conditions. If they represent what is viewed as socially desirable and useful, and if they do not clash with pre existed and still valued customs and practices.
3. *All changes are not equal:* All cultural changes are not equal ally important some changes are accepted because the culture considers it necessary and some changes are accepted to satisfy socially acquired needs not essentially for survival.
4. *Chain reaction:* Cultural change leads to chain reaction. Whenever a change is incorporated into the culture and becomes defined as a social necessity, new needs emerge, generating the desired for still further changes to complement or supplement the original change.

Cultural lag: In our society they are two types of culture - Material and non material culture. Material culture includes all the

inventions of science and technology and non material culture means our ideas, values, beliefs and moralities etc. when materials and non materials culture come into conflicts then cultural lag develops. For example we often noticed that our old generation cannot easily accept the lifestyles of new generation as a result conflicts arise between them which is called cultural lag.

Cause responsible for cultural lag:

- a. Cultural influence: The influence of one culture on other culture may develop cultural lag for example the influence of western culture on India culture creates cultural lag.
- b. Explosion of scientific knowledge and technology: Development of technology makes the society faster but our values, ideas cannot develop so fast as consequence cultural lag arises.
- c. Economic imbalance: Economy of our society is not equal everywhere so economic inequalities create mental inequality also thus this financial inequality develops cultural lag.

Conclusions:

- Culture is one of the most important parts of social science.
- Culture included all that man has acquired in his individual and social life.
- According to E.B Taylor, culture is that complex whole which includes knowledge, belief, art, morals, law, custom and any other capabilities, habits acquire by man as a member of society.
- Culture is shared, learnt and transmissive continuous, integrated and at the sometime culture is dynamic and adaptive.
- Culture varies from society to society.

MODERNISATION AND EDUCATION

Modernisation meaning:

Modernisation is a social process. It is such a process where new way of living style is adopted and new values are accepted. Earlier it indicates some economic change and whose impact on social life but now a day this concept has changed. Modernisation can bring social change from primary agricultural to industrial level. Modernisation can bring changes in economy, social values, beliefs and norms. But in broader sense modernisation means an attempt of people to change their way of life and making their life easy and less tradition bound. It indicates a change in people's food habits, dress habits, speaking styles, tastes, choices, preferences, ideas, values, recreational facilities and so on. The scientific and technological inventions have brought about remarkable changes in the whole system of social relationship and installed new ideologies in the place of traditional ones.

Definitions of Modernisation:

Smelter says that Modernisation means a complex set of changes that take place almost in every part of society as it attempts to be industrialised. Modernisation involves ongoing changes in a society's economy, politics, education, tradition, and religion.

At last says that Modernisation is a process by which modern scientific knowledge is introduced in the society with the ultimate purpose of achieving a better and a more satisfactory life in the broadest sense of the term as accepted by the society.

Rutow and Ward have said that Modernisation is the application of modern science to human affair.

Characteristics of Modernisation:

The process of modernisation can be characterised in this way:

1. Modernisation is the result of change in attitude, values and norms of society.
2. Modernisation creates a new and extrovert social environment.
3. In a modern society people can fulfil their expectations and needs easily.
4. In the modernisation process the advancing countries are adopting the norm of highly advanced countries.
5. The process of modernisation cannot be measured simply it can be realised.

Aspects of the modernisation process: How we can use the modernisation process this is a matter of discussion. Some of the aspects of the modernisation process can be shown in this way.

1. In industry, agriculture, dairy, farming, scientific and technological methods should be used for high production and it is the modernisation process.
2. In modernisation increase in geographical and social mobility which includes occupational mobility also.
3. Modernisation increase material standard of living.
4. Increase of mobility in society, understood in terms of urbanisation, spread of literacy and media participation.
5. Relatively greater measure of public participation in the polity or at least democratic representation in defining and choosing policy alternatives.

Causes of modernisation:

The causes of modernisation cannot be sum up with a single factor. In different society different caused bring modernisation. Following are some of the causes of modernisation.

1. Education:

Education is the key factor of modernisation. In the present days various innovations have taken place in the field of education pertaining to the fields of science and technology. Education provides incentives to develop skills and attitudes for technological innovations. Education itself develop someone from inside and make people open minded to accept the new inventions. At the same time education is the base of all scientific and technological advancement.

2. Ideology based on Nationalism:

The ideology of nationalism and democracy are most important factors of modernisation. National awareness and political consensus play great role in bringing about a feeling of nationalism in the minds of the people. Love for the nation helps to modernise a country .at a fast rate.

3. Mass communication:

All the modern inventions come to our knowledge through the means of mass communication. The mode of mass communication such as radio, TV, magazines, telephone; newspapers etc are very instrumental in spreading modern ideas at a very fast rate.

4. Coercive government authority:

Some powerful government sometimes forced the general public to accept the modern inventions. This may also pressure the other government and people to follow the same.

5. Urbanisation and industrialisation:

Urbanisation and Industrialisation are two very important processes related to modernisation. Urbanisation means increasing the number of cities and towns. The basic difference between urban and village is the invention and use of scientific and technological measures. Thus in urbanisation process most scientific inventions are used ultimately modernisation takes place.

Resistances of Modernisation:

Like the social changes modernisation also a changing process. So modernisation is also not free from restrictions. There are some problems of modernisations:

1. Modernisations stress on quick social change, but within a short period of time modernisation is not possible because people only can bring modernisation and human beings are bonded with emotions, so scientific gadgets easily may not be acceptable for them instead of a attached traditional means.
2. Modernisation may create conflicts between traditional medium and scientific medium, for example a traditional medical practitioner may go against of modern doctor.
3. Though in dress and uses people are advance but in thinking most of the people are conservative. In that situation complete modernisation cannot take place.
4. There is sometimes lack of co operation between modernised and already modernised agencies. It is one of the problems in the path of modernisation.
5. Though modernisation raises the aspirations of people, the social system does not provide enough chance to materialise them. This creates disappointment and social unrest.

Role of Education in Modernisation:

Education has been considered the most powerful instrument in modernisation. In a study, it is found that the key to modernisation lies in the participant society, that is, a society in which people go through school, read newspaper, are in the wage and market economy, participate politically through elections and change opinions or matters of public business. A number of other investigations have proved that political development is largely dependent on education. Thus education system of any country facilitates modernisation. A comprehensive view of modernisation in education will mean a new approach not only to the aims and processes of education but also

to the totality of its entire programmes so as to relate it to national development, national needs and national aspirations. The education systems of India influence the modernisation process in this way:

- *Education and increased production.
- *Education and promotion of Emotional and National Integrations.
- *Education and establishment of a socialistic Pattern of society.
- *Education for Democratic values.
- *Education for International understanding.
- *Education and synthesis between scientific and cultural Values.

Modernisation also emphasises on aim of education, science based education, vocationalisation of education, mass education, development of skilled man power dynamic methods of teaching and harmony between science and spirituality.

Modernisation and Westernisation a comparative study:

The term westernisation is introduced by Prof M.N.Srinivas and the concept of Modernisation introduced by Daniel Lerner.

According to M.N.Srinivas 'westernisation means the impact of British rule on the Indian society. In his own words, "Westernisation refers to the changes that a non-western society undergoes as a result of prolonged contact with a western one."

In simple sense westernisation means a. The behaviour able aspect like eating, drinking, dressing, dancing, etc. b. The knowledge aspect like literature, science etc. c. the value aspects like humanitarianism, equalitarism and secularism etc. B. Kuppuswamy said Modernisation involves a transformation of social, political, and economic organisation. As a concept it is greatly helpful to sociologist and anthropologist who have been primarily concerned with the

CONCLUSION:

In conclusion we can say that

- Modernisation is a process of change in the way of life and thinking process of people.
- Modernisation does not denote any philosophy or movement but it only symbolises a process of change.
- It is a complex set of changes that take place almost in every part of society.
- Modernisation involves a transformation of social, social and economic organisation.
- Modernisation aims at building up of an open society.
- Present advancements of mass communications the result of modernisation only.
- In modernisation the social structure remains uneven.
- Modernisations of social and economic structural changes mostly create conflicts between modern and traditional way of life.
- Westernisation means imitations of western culture and lifestyles.
- There is always a comparison arises between modernisation and westernisation.
- The area of Modernisation is wider than that of westernisation.
- Modernisation is supported and introduces by Daniel Lerner and the concept of westernisation is introduced by Srinivas in his book "Social Change in modern India".

- There is both positive and negative impact of modernisation and westernisation on our social life.
- Modernisation also emphasises in the education process of a Country.

UNIT**8****SOCIAL PROBLEMS
RELATING TO
EDUCATION IN INDIA****INTRODUCTION:**

Ever since the adoption of Universal Declaration of Human Rights, Education has come to be regarded as the fundamental right of the child irrespective of caste, class, colour, creed, sex and socio economic status. Human desires to get more and more education because education plays a positive role in enhancing an individual's capacity to move up the socio-economic ladder. It has been realised that education is the key to "the economic, social and cultural rights indispensable for his dignity and free development of his personality". However it is observed that there are some social problems related to Education in India. In this chapter we are discussing the current social problems of education.

Equality of educational opportunity:

Equality of Educational opportunity means providing equal chances of receiving education, to all classes of people and their children, there should be no barriers of caste, creed, colour, status, language etc. in the way of desire to receive education. Equalisation of educational opportunity means reduction of disparities in education. Equalisation of educational opportunity lays special emphasis on education of children, especially girls, hailing from society and economically backwards areas of the country and rural areas in particular. It ensures education for all. Educational opportunity recognises education as the feeder system of society and in that capacity; education trains each individual to fit him or her into proper role or position. Education is the main agency which can help

2. Social and psychological Reasons:

There are certain social and psychological reasons, such as apathy towards girl's education, particularly in socially backward groups of people.

3. Varying literacy levels in states, districts and localities:

The statistics in this regard are quite distressing because of lack of quality education for poor and out caste, neglect of primary education. Lack of suitable accommodation for running schools.

Steps to provide for equality of educational opportunity:

On grounds of social justice as well as for the progress of democracy, it is essential to make special efforts to equalise educational opportunities between various groups. We fully understand that perfect equalisation is not easily attainable. Still, sincere efforts should be made to minimise inequalities and bring varying groups of people at par with each other, irrespective of caste, creed, sex, and socio-economic status. The following steps should be adopted for equalisation of educational opportunity:

1. Wide Distribution of educational institutions:

The barriers of inequality can be eliminated by providing some steps like widening the institutions with the help of adequate system of scholarship, by providing suitable hostel facilities, by making necessary transport facilities, providing mid day meal, free uniforms, books, stationary etc.

2. Providing facilities for the handicapped:

A large section of our children are handicapped. They are at a great disadvantage and fail to receive education. On humanitarian grounds as well as on grounds of social justice, educational facilities for the disadvantaged children have to be provided in adequate adequate measures.

- 5) Expansion of the existing programme for the education of the backward classes like scheduled class and scheduled tribes.

MILLENNIUM DEVELOPMENT GOALS (MDG) IN REGARD TO EDUCATION:

According to the UN Millennium Declaration of year 2000 to eradicate poverty and inequality of education a committee was set up. The heads of states, committed countries, both rich and poor that they would do all they can do to eradicate poverty, promote human dignity and equality and achieve peace, democracy and environmental sustainability.

The Millennium Development Goals are eight international development goals that these 193 United Nations member states and at least 23 international organisations who met then have to agree to achieve by the year 2015. The goals are related to the following eight areas:

- Eradicating extreme poverty and hunger.
- Achieving primary education.
- Promoting gender equality and empowering women.
- Reducing child mortality rates.
- Improving mental health.
- Combating HIV, Malaria and other diseases.
- Ensuring environmental sustainability and
- Developing a global partnership for development.

Goal has specific dates to achieve the target. The most important aim of MGO is to removing the poor economic condition of the people in our country. The Goal 2 of the MDG is to bringing equalisation of educational opportunity. It emphasises on

- Enrolment of primary.
- Completion of primary education.

c. Everyone will get primary education.
But still the target is not fulfilling because of so many reasons. It is also found out that world's more than half of the illiterate adults are women.

Problems in achieving the Goals:

- Limited Resources:**
The resources for the benefits of education are very limited in developing countries.

Inequity:

- Regarding the financial support there is a vast inequality between rich and poor.

Inefficiency:

- The educational institutions are deprived of less infrastructure and study materials because of financial dearth.

Lack of funds:

According to the United Nations Children Fund, achieving universal primary enrolment in developing countries by 2015 would cost an additional \$9 billion per year. This estimate includes additional capital cost requirements as well as need to improve schooling quality. It is also more than four times what donors now spend, as well as far more than current government spending. The poor countries that are heavily indebted also spend very less on education.

Solutions:

As per the report the following steps can help in solving the above mentioned problems:

- The school drop outs and child labour can be reduced by lowering the direct and indirect costs of schooling.
- The uniforms can be made optional because most of the parents cannot bear the cost of uniform.

3. The direct tuition fees of the students must be avoided and the indirect cost must be kept as low as possible.
4. Discrimination against girls has to be reduced. Therefore some measures have adopted in this way:
 - a. *Scheduling lessons flexibly enabled girls to help with household chores and care for sibling.*
 - b. *Appointing female teachers gave the parents a sense of security about their girls and these teachers also provide girls with role models*
5. Lastly, the teachers have to be provided good salary which will stop them from opting for some other job and leave teaching profession.

Problem of child Labour:

Meaning: Child labour categorised those section of child who are below 14 years and engaged in some kind of income generating work. Even though our constitution have move several provisions of protecting the child right but still more than half of the total child population of our country are engaged in income generating work. In the urban areas a large number of them work in canteen, restaurant, and households etc. There are of course some very unfortunate ones who are employed in hazardous industries like fireworks and match box units, slate pencil industry, lock industry, brassware industry etc.

Constitutional Provisions for child right:

1. Article 45 of our constitution says, "No child below the age of 14 years shall be employed to work to work in any factory or in any hazardous employment."
2. Articles 39 say that children and youth are to be protected against exploitation.
3. According to Article 45, "the state shall endeavour to provide

job prospect and study of the socio-economic conditions of the children and their families which compelled them to work at such an early age.

According to the National Authority to eliminate child labour some steps has focused but the plan however does not seem to be seriously implemented by the government. The reason which focuses on this is as follows:

1. The plan does not take into account the rising number of child labours every year, who work in various rural slums for their survival.
2. No clear cut definition has been given of the "hazardous" industry.
3. It was admitted by the Union labour minister himself that it is not easy to abolish child labour in our country.
4. There is no plan of the government to punish the employers who employ children as a child labour.
5. Despite projects taken up by the government to children are still seen working in industries like glass, carpet weaving, diamond cutting, and match works etc.
6. Children who are in unorganised sector like domestic servant, rag picker etc. are more exploited

Social Education:

Social Education is a new term. It means the Education which is provided to the people within the age group of 18-45 years. The old name of this was adult education but considering the social significances it is now named as Social education. According to our constitution education in the fundamental human right of every individual. There are two ways of imparting this education. Adult education and continuing education. Adult education means that education for those adult who have never been to school before and continuing education is for those adult who had attended school before

but discontinued for some responsibility. Such type of education to improve the attitude, understanding, skills, social and civil efficiency etc.

Definitions of adult education:

- a. "Adult education includes all instructions, formal or informal to adults." S.J Mukherjee
- b. According to K.G. Saiyaddin, adult education includes political and civil as well as moral education.

Aims of Adult Education:

Kothari Commission of 1964-66 states the aims of adult education as: "The role of adult education in a democracy is to provide every adult citizen an opportunity for education of the type he wishes and which he would have for his personal enrichment, professional advancement and effective participation in social and political life."

The aims of adult education according to the government of India are:

1. To awaken the citizens towards their rights and duties, and to encourage the sense of social service among them.
2. To make the citizen aware with the problems confronting the country and the world.
3. To create love for democracy among the citizen and training them in democratic government.
4. To create a sense of respect and administration for Indian culture through the teaching of history, geography and culture.
5. To provide necessary knowledge of language and arithmetic and encouraging the spread of knowledge.
6. To continue the educational programme among the citizen through the use of libraries, educational committees and public universities.

The Adult Education Programme suggested by National Policy

of education:

- a. Establishment of centres in rural areas for continuing education.
- b. Worker's education through the employers.
- c. Wider promotion of books, libraries and reading -rooms.
- d. Radio, television, and films as mass and group learning.
- e. Programmes of distance education.
- f. Need and interest -based vocational training programme.

Problems of social education:

The problems which are standing as an obstacle in the path of social education are discussed in this way:

1. *Dearth of finance:* A huge section of people are illiterate in India. A good amount of money is required for social education too. Lack of sufficient funds therefore, act as an obstacle in overcoming the problems of social education.
2. *Defective Policy:* The policy adopted by our government for adult education is vague and indefinite. Because of this we do not understand the true meaning of adult education which led to defective planning. So defective policy is one of the problems of social education.
3. *Improper Planning:* Our education system especially social education is suffering from lack of proper educational planning.
4. *Defective Curriculum:* There is no specialised curriculum for the adult education programmes. Because of the problematic culture our adult education is not progressing.
5. *Problems of method teaching:* The method of teaching has to be different from that of the children as their levels of physical, mental and emotional maturity is different from the children.
6. *In sufficiency of teachers:* To impart education to adults, we

need special trained teachers. There is dearth of trained teachers.

7. *Wastage and Stagnation:* Wastage and stagnation in adult literacy classes also pose a great hindrance to the success of this problem. As the curriculum is not very interesting and related to actual life, therefore, there is a large rate of drop outs which leads to wastage and stagnation.

Problem of Drug Abuse:

One of the current problems of in our society is the drug abuse. A huge group of youths and children and even the adults of our society are addicted of drugs. Drug means a substance or medicine prescribed by doctor for treating and preventing a disease or ailment by its chemical nature and its effect on the structure and functions of a living organism.

Causes of Drug Abuse:

People are habituated to drugs because of various causes. The causes of drug abuse are discussed in this way.

Psychological Causes: Youths may use drugs to get relieve from tension, ease out their depression, remove inhibitions, to satisfy their curiosity as to what actually happens when you consume drugs, to remove boredom, getting kicks, to feel high and gain confidence etc.

Physiological causes: Some people use drugs to fulfil some physiological needs such as to stay awake, remove pain and also sometimes to get sleep.

Social causes: Our social causes are equally responsible to develop drug addiction. Some social factors like facilitating social experiences, peer pressure for getting acceptance by friends also sometimes to revolt against social values.

Miscellaneous causes: The other causes of drug abuse are like to deepen self understanding, sharpen religious insight, to improve study, and some use to adopt it to solve personal tension.

Drug abuse and our environment:**1. Family background or Environment:**

*The families where lack of love, affection and security the children of those families often use drugs.

*Over strict discipline at home may make the child drug abuse.

*The families where parents themselves use drugs and alcohol the children of those families automatically become drug abuse.

* If the parents personal relationship is not healthy then family become disorganised. In disorganised family children may be drug abuse.

2. Peer Groups Influence:

Our friend circle is the image of our life. If our friends motivate us to consume drug then we may become habituated to take drugs. Steps to control drug abuse:

A. Imparting education about drug:

People consume drugs because of various reasons but most of the people are unaware of the harmful consequences of drugs. So, it is the responsibility of the government to provide proper education through various media and should make the society aware about the bad effects of drugs.

B. Role of the Physician:

In physical disorders we often take medicine, in some of the medicines and alcohol is used to prepare medicines. Therefore doctors or physicians should be careful while prescribing a medicine.

C. Role of parents:

Our parents are the first teacher of our life. Parents must observe each activity of their child and should also be aware about the friend circles of the child. Parents should directly communicate with the child if any unusual behaviour shown by the child, parents must not take alcohol and they must be aware if their children are taking any medicine on their own for some illness.

Role of Teacher:

The role of the teacher is also equally important to stop drugs.

- A. Teacher must openly discuss about the problems of the students related to the best of their abilities in facing these crisis.
- B. Teacher must guide the students to select their career.
- C. Teacher must help the students to take part in social activities so that they will be busy in work.
- D. Teacher must engage child in imparting drug related educational programmes.

Juvenile Delinquency:

... Juvenile delinquency is a serious social problem. It is almost an outcome of rapid urbanisation and industrialisation of modern times. A large numbers of children moving from rural areas to cities living in slum areas are found to be highly vulnerable to this process. This has become a universal problem in most of the industrial countries today even in India, our state Assam is also more or less affected by this disorder.

Delinquency is a kind of abnormality. When an individual deviates from the course of normal life his behaviour is called delinquency. Criminal behaviour occurs in a child when his antisocial tendencies appear so grave that he becomes or ought to become the subject of official action.

Delinquency is a juvenile means the adolescence or in common language the teenagers misconduct that might be dealt with under the law.

Who is called a juvenile delinquent?

Juvenile delinquents are those boys and girls or offenders who are normally under 16 years to 20 years. A juvenile delinquent is a young person habitually disobedient. The common behaviours of the delinquents are



1. Who runs away from home?
2. Beyond control of the parents
3. Spending time idly beyond limits
4. Visiting gambling centres
5. Use of vulgar languages.
6. Wandering about rail- roads, streets, market places
7. Committing sexual offences.
8. Shop lifting
9. Stealing etc

Often delinquent do such offences singly or through a gang

Definitions of juvenile delinquency:

Good said that juvenile delinquent is any child whose conduct derives sufficiently from normal social usage that it may be ladled anti-social.

According to Healy, "A child who deviates from the social norms of behaviour is called delinquent."

According to Valentine, "the term delinquency refers to the breaking of some laws."

Bandore and Walters said that "Delinquency is the manifestation of frustrated needs of the child which ultimately lead to aggression."

According to Travis Hirchi, "Delinquency is defined by acts, the detection of which is thought to result in punishment of the person committing them by agent of the larger society."

Characteristics of delinquents:

The characteristics of delinquents are like this,

1. Physical: They are geomorphic in constitution, muscular and bold.

2. Temperament: Restlessly energetic, impulsive, extraverted, aggressive and destructive.
3. Attitude: Unconventional and non-submissive to authority.
4. Psychological: They are not methodological in their approach to their problems.
5. Social-cultural: Lack of affection, stability, moral, standard of parents usually unfit to be effective guide for them.

Causes of juvenile delinquency:

In a single sentence we cannot express the causes of juvenile delinquency. The common causes of delinquency problems are - 1) Bad company 2) Early sex experience 3) Mental conflicts 4) Poor recreation 5) Love of adventure 6) School dissatisfaction 7) Street life 8) Vocational dissatisfaction etc. Our society is also equally responsible for delinquency problem. Some social causes of delinquency are

- i. Broken home,
- ii. Lack of parental affection and security,
- iii. Absence of a loving mother in childhood,
- iv. Lack of family ties,
- v. High rate of divorce,
- vi. Dissertation and separation are all contributory factors to delinquency.

Poverty:

Poverty compels sometimes both the parents to be outside the home for a very long period to earn their daily bread. The children will be uncared for. Such children may consciously join hands with gang stars and become delinquent. School dissatisfaction, films and pornographic literature, deep seated inner desires turned child become delinquent.

Environment and social Factors: The environment at home

and outside the home also plays a significant role in moulding the behaviour of a child. Some of the environmental home and social are discussed below:

- I. *The home:* Home is a place where everyone expects love, care and mental, physical and economic security. But some home environment cannot fulfil the basic needs of the child; in that case children may be delinquent. The causes at home where a child may be delinquent are; 1. Lack of money, 2. Parental drug abuse, 3. Divorce of parents, disaffection of one parent, 4. Lack of discipline, 5. Over discipline. At home etc. So if a home environment is surrounded by such situations then a child may be delinquent.
- II. *Environment outside home:* A child's outside home environment is also equally responsible for his delinquent behaviour. Outside environment includes the

Companions and groups:

As the child grows older he goes into the neighbourhood and becomes a member of playgroup or peer group. If by chance he joins the group or gang that foster delinquent attitudes he is likely to become a delinquent. In cities, in slum areas peculiar social groups called gangs are found. Generally the gang starts as a play group. In the absence of playground facilities, the children will start playing in the streets and finally organise themselves into gangs. Due to bad companionship offences are committed by adolescences

Beggary:

As beggary is often the cause of juvenile delinquency. Child beggars mostly come from either very poor families or broken home. These children are betrayed of the needed love and affection of the parents. They crave for the satisfaction of their inner impulses, desires

and ambitions. They choose to become beggars for the same. As beggars they annoyed to see others enjoying life. Some of them even become rebels. They realise that only through deviant practices, they can satisfy their desires and meet their needs. They thus become delinquent.

School dissatisfaction:

Some students get dissatisfied with school life. Parental irresponsibility, unmanageable student-teacher ratio, lack of entertainment and sports facilities in schools, indifference of the teachers may contribute to this. Such dissatisfied students become regular absentees in schools and start wandering in streets. They even from gangs of their own and become gamblers, eve-teasers, pickpockets, drunkards, smokers and drug addicts.

Preventive Measures of Juvenile Delinquency:

Delinquency is a burning problem of our society. It is not easy to handle the problems of delinquency. Therefore, prevention of delinquency is an urgent need of today's world. There are some preventive measures which can be taken by the family, schools and society together. Those measures are discussed below:

Preventions taken by home or family:

The family or home is the first environment of a child. The influence of family determines the personality of the child. A good family is a blessing and bad family is a curse. Therefore is important that a family must adopt some privative measures to handle the delinquency problems of child.

1. Healthy atmosphere at home:

The parents should notice that a child must get a comfortable and secure atmosphere at home. The family environment should be so healthy that even a delinquent child also becomes bound to lead

a normal life.

2. **Proper attitude towards children:**

The parents must treat their children with sympathy. They should listen carefully all the problems of their children and should try to tackle them properly. Parents should know balancing strictness and freedom.

3. **Developing good habits:**

Parent should follow good habits at home or outside the home, so that children will also adopt the good habits. Parents should use the method of reward and punishment very carefully.

4. **Providing pocket money:**

Money is the main cause of all behavioural problems. So it is the duty of the parents to provide money to their children according to their basic needs.

5. **Proper recreational facilities:**

Along with our daily routine work recreation is also equally important in our life. The parents should try to provide proper recreational facilities to their children by engaging them in some sports music, handwork or by taking help from them in household activities.

6. **Providing proper education:**

Education is the main tool to handle the problem of delinquency. Therefore parents should try to provide proper education to their children at the right time or in a right way. Parents should also cooperate to pursue their child's academic activities.

Prevention at school:

The children spent almost half of the day at school. Therefore school plays a significant role in preventing delinquency. School can take the following steps to prevent the delinquency.

1. **Child centred education:**

The school curriculum must provide child centred education.

The school subjects should consider the need and interest of the children.

2. **Controlled Freedom:**

The discipline in school must neither be too strict nor too easy. The school administration should know maintaining balance of freedom and discipline in toward children.

3. **Provisions of co curricular facilities:**

In school along with the theoretical education children should get the facilities of extracurricular activities like games, music, debate, art, swimming, hand work etc so that they can develop their creativity.

4. **Co ordination between teacher and parents:**

A child will show his better progress in life when he will be cared and nourished by both parents and teachers. Therefore parents, teacher co ordination is most essential. Time to time parents and teacher discuss about the problems and activities of their child.

5. **Quality teacher and application of proper method of teaching:**

A good teacher is always able to study the mind or motive of his students. At the same time teacher should co operate with the problems of their children and motivate them towards healthy activities and habits. Secondly attracting the students toward is an effective means of preventing delinquency. Teacher should use interesting methods of teaching so that students get interested in study.

Preventive Measures by the Society:

Creating and inspiring a team of work off private and public agencies devoted to preventive work.

1. Establishing child guidance clinic to give appropriate treatment to the disturbed and mal adjusted children.
2. Educating the family for giving proper attention to the need of their young children.

3. Improving the social environment in slum areas, busy market places gambling centres etc

The rehabilitation centres should take improving techniques for caring the juveniles 'the apprentices act of 1850, reformatory schools act of 1897, provision in criminal procedure code, Juvenile smoking act, suppression of immoral traffic acts, probation of offenders act, are visualising the juveniles and protecting their age and emotions laws to deal with the delinquent children. Children act of 1920 took interest in making some comprehensive steps to save the society from this delinquency disorder. Certified schools, auxiliary homes, foster homes are also taking responsibility of such delinquents:

In fine we can say that delinquency is not an inborn or genetic disorder but it is contagious as like as viral diseases. If at right time it cannot be detected or treated properly it will destroy the life not only our child whole young generation, our society and at last the entire nation. A grave problem such as juvenile delinquency cannot be solved by means of legislations and government efforts alone. Government as well as private agencies must work effectively hand in hand with all sincerity and seriousness to find an effective remedy for the problem of juvenile delinquency. The public attitude towards juvenile delinquents must also change. Delinquents should deal delicately.

Conclusion:

1. Education has come to be regarded as the fundamental right of the child irrespective of caste, class, colourised and socio-economic status.
2. In a democratic country there must need the equalisation of educational opportunity.
3. To bring modernity, economic development, improving human resources, removing social barriers equality of educational opportunity is required.

4. Causes of inequality of educational opportunity are: Economic imbalance, social and psychological reasons, and varying literacy etc.
5. Steps to remove inequality:
 - a. Wide distribution of educational institutions.
 - b. Providing facilities for the handicapped etc.
6. The National Policy of education and Indian Education Commission of 1964-66 also suggested steps for equalisation of educational opportunity.
7. M.D.G is also set up for equalisation of educational opportunity.
8. MDG is eight international development goals.
9. Child Labour is another social problem of equalisation of educational opportunities.
10. Govt also taking measures to solve the problems of child labours.
11. Social Education or Adult Education is also provided to the age group of 18-45 years of people group.
12. Drug abuse is one of the current problems in our society.
13. Juvenile delinquency is also a burning problem of our society.
14. Education is an important weapon to fight with the problems of delinquency.

prosperous and politically stable.

2 Write True or False

1×5=5

- (a) When findings of sociological studies are used to improve the system of education, it is educational sociology.
- (b) Primary groups are always large in size.
- (c) Social change is universal and continuous process.
- (d) Every social organization has definite purpose.
- (e) Culture is an inborn quality.

3. Answer the following very briefly :

2×5=10

- (a) Mention two areas within the scope of educational sociology.
- (b) What is social interaction?

Or

Who is a leader? What are the characteristics of a good leader? Mention two types of leadership.

2+6+2=10

6. What do mean by socialization? Discuss the role of school in the socialization of a child.

4+6=10

Or

Define social change. Write five of its characteristics. Explain very briefly how technological advancement has changed India.

2+5+3=10

7. Explain the term "folkways". What are the similarities and dissimilarities between folkways and mores?

2+4+4=10

Or

Write the meaning of culture. Explain how culture influences the education system of a country. 10

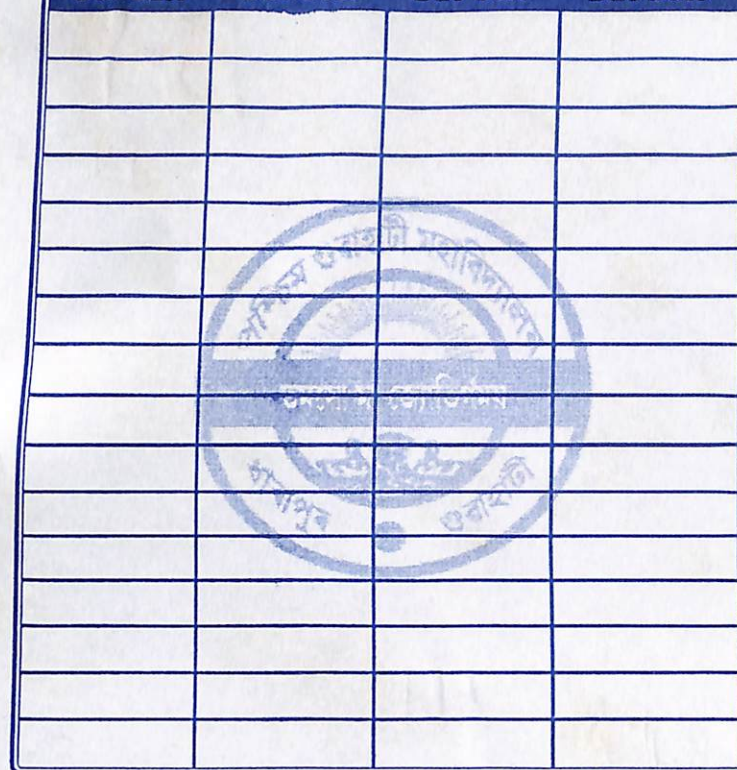
8. What is westernization? Write four points of differences between westernization and modernization. Discuss briefly the impact of westernization on Indian education. $2+4+4=10$

Or

Explain the Millennium Development Goals (MDG) in regard to education. Point out five main problems of primary education in India. $5+5=10$

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