

**M.A. (Education) 1st Semester**

**Course Code : EDUCC 102**

**Course Type - Core**

# **SOCIOLOGICAL FOUNDATIONS OF EDUCATION**

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**International centre for Distance Education and Open Learning**

**Himachal Pradesh University Summer hill, Shimla-171005**

**SYLLABUS**

**Course Code : EDUCC 102**

**Course Title: SOCIOLOGICAL FOUNDATIONS OF EDUCATION**

**Credits 4 {Marks = 100 (70+30)}**

**Unit-1                      Sociological Bases of Education                      1 Credit**

Concept of Educational Sociology, Relationship of Sociology and Education.

Meaning and Nature of Educational Sociology and Sociology of Education, Education as a Process in Social System.

Concept and Dynamic Characteristics of Social Organization and its Educational Implications. Education as an Agent of Socialization.

**Unit-2                      Social Aspects of Education                      1 Credit**

Education and the Home; Education and Secularism, Social Mobility: Meaning, Kinds, Importance and Factors Affecting Social Mobility.

Social Change: Concept and Factors affecting Social Change. Concept of Urbanization, Modernization and Westernization with Special Reference to Indian

Society and its Educational Implications.

**Unit-3                      Social Interactions and Culture                      1 Credit**

Group Dynamics, Socialization of the Child.

Concept of Social Stratification and its Educational Implications.

Meaning and Nature of Culture; Cultural Processes and its Educational Implications, Role of Education in Cultural Change.

**Unit-4                      Equality and Excellence in Education                      1 Credit**

Education as related to Social Equity and Equality of Educational Opportunities. Problems of Education in Current Socio-Economic Scenario.

Education of the Socially and Economically Disadvantaged Sections of the Society with special reference SCs and STS, Women and Rural Population.

### **Sessional Work / Activities**

**Marks = 5 (under CCA Component)**

A candidate must complete one of the following activities and submit a comprehensive report to the assigned teacher or PCP Coordinator. This activity is worth 5 marks:

1. Conduct a socio-economic survey of a nearby community, focusing on five families.
2. Prepare a report on local community events or initiatives aimed at enhancing the quality of life, selecting a specific aspect for analysis.
3. Examine how modernization has influenced the transformation of the local community.
4. Visit a rural or tribal school, observe its activities, engage in group discussions, and maintain a reflective journal.
5. Any other relevant activity deemed suitable by the course instructor may be assigned to candidates during PCP.

### **STYLE AND FORMAT OF QUESTION PAPER**

**TotalMarks:70**

**Medium:English&Hindi**

**Sections: A, B, C, D, and E**

#### **Section A (Compulsory - Covers Entire Syllabus)**

- 6 Objective-type questions (MCQs, True/False, Fill in the blanks) → **1 mark each**
- 4 Short-answer questions → **2 marks each**
- **Total Marks: 14**

#### **Sections B, C, D, and E (Based on Units 1-4)**

- Each section has **2 long-answer questions** (students choose one per section)
- Each question carries **14 marks**

- Questions may include sub-parts with specific word limits and marks
- **Total Marks (for all 4 sections): 56**

**Answer Length Guidelines**

- Short-answer: **80-100 words**
- Long-answer: **~800 words**

## **UNIT-1**

### **EDUCATION AND SOCIOLOGY**

#### **Structure:**

- 1.1 Introduction
- 1.2 Learning Objectives
- 1.3 Meaning and Nature of Sociology  
Self Check Exercise-1
- 1.4 Meaning and Nature of Education  
Self Check Exercise-2
- 1.5 Meaning of Educational Sociology  
Self Check Exercise-3
- 1.6 Scope of Educational Sociology  
Self Check Exercise-4
- 1.7 Summary
- 1.8 Glossary
- 1.9 Answers to Self Check Exercise
- 1.10 References /Suggested Readings
- 1.11 Terminal Questions

#### **1.1 INTRODUCTION:**

Humans are naturally social creatures, thriving on interaction and connection with others. A large amount of learning among humans takes place through various informal means which include different social settings. People's character traits are frequently seen as the product of hereditary characteristics and environmental influences that includes mainly the social influences. Hence, it becomes necessary to study the social influences on human beings. The study of such influences falls under the content field within sociology. This lesson strives in that direction which will throw light on meaning and nature of sociology and education. After learning this lesson, you will come to know about the idea and essence of educational sociology and sociology of

education. We will also examine Educational sociology influences the development of education by examining the connection between society and learning in this lesson.

## **1.2 LEARNING OBJECTIVES**

After studying this lesson, you will have the ability to:

1. Explain and grasp the idea of sociology.
2. Understand the meaning and key features of education.
3. Learn the definition and importance of educational psychology.
4. Examine the range and role of educational sociology in depth.

## **1.3 MEANING AND NATURE OF SOCIOLOGY**

Auguste Comte was the first man to come up with the term sociology, which means "the study of society. A society/community is where a group of people live as a community. A society could be a village, a school, a rest house, a college or a university. Auguste Comte elaborates that "sociology is a study of social order or stability and change or advancement of community/society and its social systems or institutions Comte looks at interaction and interdependence among social institutions and society. He referred to institutions which exist such as education, economic, political, cultural and legal. He further elaborates that there must be values why people live together and that stability is important in education because it holds people together. Another sociologist Emile Durkheim looked at sociology like "study of social facts which must be regarded as things, and that these social facts have influence on individuals". To Durkheim, these facts are external to any particular biological individual Social facts could be things a human being encounters throughout his life and could also be external forces. External forces are things which influence an individual such as school, the church, peers and many others. In other words, things around which a person comes in contact with can change, develop or progress him in terms of behaviour. This means that the kind of personality one becomes depends very much on the social settings. Generally, sociology is a "study of society/community or a scientific study of human interactions". Sociology is the branch of science that studies behavior in groups Sociology has come from two words Societies and Logos meaning "Society" and "science" respectively Sociology is known as the systematic study of society. A society isn't just a group of people; it is defined by the interactions and relationships among individuals and communities. Essentially, society exists in human awareness and is influenced by social understanding. At the same time, individuals depend on society for their well-being and personal development. Society shapes people by influencing which traits and behaviors emerge through interactions with different groups and life situations. These social experiences refine and direct natural tendencies, guiding individuals based on social influences.

Sociology focuses on understanding relationships between individuals and groups, studying various social structures like work, religion, and nationality. It also examines ongoing changes in group interactions and looks into processes such as competition, conflict, teamwork, adjustment, and integration. Furthermore, sociology explores social development, social regulation, and the ideas of culture and civilization. It tackles social problems like crime, youth delinquency, and poverty while aiming to find solutions. Sociologists are especially interested in how people interact within their social surroundings. They want to know how groups influence individuals and how the individuals influence the group. Sociology does not solve problems, but get information to help the people solve problems. Sociology offers a perspective (a view of the world). View of the world is allude to as a sociological perspective or as a sociological imagination.

**Self-Check Exercise-1**

**Q.1      Society's primary function as per August Comte is to maintain \_\_\_\_\_.**

After delving into the definition and core principles of sociology, we now turn our attention to exploring the meaning and fundamental nature of education.

**1.4      MEANING AND NATURE OF EDUCATION**

Swami Vivekananda once remarked that true education is the realization of the perfection that already exists within each person. Just as fire lies dormant in flint and emerges through friction, knowledge resides in the human mind and is awakened through stimulation. Mahatma Gandhi similarly described education as a process that brings out the best in an individual—physically, mentally, and spiritually. Education holds different meanings for different people, as each person perceives it through the lens of their own experiences, needs, and aspirations. Parents, teachers, administrators, religious leaders, politicians, and artists all have distinct interpretations of what education entails. For example, a student may see it as a means to gain knowledge and earn a degree, while a statesman may view it as a tool for shaping responsible citizens. A teacher, on the other hand, might define education as a means of cultivating a better society. The understanding

of education varies across cultures and evolves with time, influenced by shifting social dynamics. Education can be interpreted in both a narrow and broad sense. In a narrow sense, it refers to the structured, formalized learning that takes place in schools, colleges, and universities, following a fixed curriculum within a specific timeframe. It is often confined to classroom instruction. However, in a broader sense, education is a lifelong journey that extends beyond the boundaries of formal schooling. From birth onward, learning is a continuous process that shapes an individual's personal and intellectual growth. Unlike traditional classroom instruction, education is an ongoing experience that never truly ends. Education is essential not just for individuals but also for society as a whole. Without it, the collective wisdom of generations and the foundational values of a society would be lost. Every individual must learn societal norms, ethical principles, and cultural traditions to function effectively within their community. To preserve and pass on these values, society deliberately structures educational programs that instill essential knowledge, skills, and moral principles. Through education, individuals develop their personalities, contribute to social progress, and become active participants in their communities. Scholars such as Counts and Mead emphasize that education is a means of immersing individuals in their culture, equipping them with the necessary instruction to develop both socially and technically.

Education can be categorized into formal and informal learning. Informal education is a continuous process that reinforces prior knowledge throughout life, while formal education follows a structured system within educational institutions. However, formal education represents only a fraction of one's overall learning experience. True education is both a process of living—shaped by social interactions inside and outside the classroom—and a preparation for life itself. This preparation includes:

- Developing skills to earn a livelihood,
- Enriching personal life through cultural understanding and self-exploration, and
- Becoming a responsible and constructive member of society.

Moreover, education encompasses mastering fundamental skills such as reading, writing, and arithmetic, as well as gaining a deeper understanding of one's relationships—with oneself, with others, and with the broader universe. Ultimately, education is far more than the mere acquisition of knowledge; it is a lifelong journey that shapes individuals and society alike.

### **Self-Check Exercise-2**

**Q.1 State any two functions of education.**

## **1.5 MEANING OF EDUCATIONAL SOCIOLOGY**

Educational sociology is a branch of sociology that examines the relationship between society and education. It aims to achieve sociological objectives through the educational process, which fundamentally involves the interaction between individuals and the broader community. Social interactions play a vital role in driving societal progress. As a result, a person's development is largely influenced by how they engage with and respond to their social surroundings. Hence, we can say, "by educational sociology, we mean the science which describes and explains institutions, social groups and social processes, and social relationships in which or through which the individual gains and organizes his experiences." According to Brown, Educational Sociology is the study of interaction of the individual and his cultural environment. Thus, social interaction is the key area of educational sociology. The individual becomes a person as a product of this interaction. Educational Sociology is particularly interested in finding out how to manipulate the educational process for better personality development." John Dewey emphasized the importance of the socialization of the Individual for education. He considered that through the participation of the individual in social process, the complete development of education takes place. The educational process is nothing but a social process. The school is a social Institution, which purifies the society, progresses it and makes the individual conversant with the society. Thus, educational sociology is the study of those phases of sociology that are of significance for educative processes. Educational sociology treats the school problems as of greatest importance to the nation. They are the problems of society and all social institutions, social direction, individual motivation and of effective group-actions. Educational sociology analyses and evaluates the groups and institutions in which learning takes place and the social process involved in learning and teaching. It analyses and evaluates the social trends and ideologies, which affect education. It helps us to understand that education is a means of social change. It throws light on human interaction and relationships within the school and the community. It emphasizes that learning is a social process. It is the total cultural milieu in which and through which the learning experience is acquired and organized.

### **Self-Check Exercise-3**

**Q.1 The study of how social institutions and processes affect education is called as**

\_\_\_\_\_.

## 1.6 Scope of Educational Sociology

The study of educational sociology covers a wide range of topics, including the impact of various social influences and institutions like schools, families, religious organizations, and peer groups. It also delves into different types of social interactions, such as conflict, cooperation, and competition. Additionally, this field examines how mass media—such as newspapers, television, radio, and cinema—contribute to shaping social interactions. Other significant areas of focus include social change and mechanisms of social control. Moreover, educational sociology explores how sociological principles influence educational goals, curriculum design, school structure, and teaching methods. To support well-rounded personality development in students, it also investigates key social concerns, including the role of teachers in society, teacher-student dynamics, group behavior among students, and the broader social influences affecting schools, educators, and learners. Additionally, it looks at the relationships between schools and other social institutions, as well as how societal factors shape educational curricula.

## 1.7 SUMMARY

In this unit, we took a closer look at sociology as a field of study, its goals, and its core principles. We also explored the concept of education and its defining features. After that, we examined educational sociology, breaking down its meaning, main ideas, and overall scope.

## 1.8 GLOSSARY

**Curriculum:** The set of courses and content offered by an educational institution or program.

**Socialization:** The process through which individuals learn and internalize the values, beliefs, and norms of their society.

**Social Structure:** Patterns of relationships, roles, institutions, and norms that shape society.

## 1.9 ANSWERS TO SELF-CHECK EXERCISE

### Self-Check Exercise-1

**Answer1:** Social Cohesion.

### Self-Check Exercise-2

**Answer1:** Socialisation, personality development.

### Self-Check Exercise-3

**Answer1:** Educational Sociology

### **1.10 REFERENCES / SUGGESTIVE READINGS**

- Brown, Francis J. (1954), Educational Sociology, New York: Prentice Hall of India.
- Chandra, S.S.(1996). Sociology of Education, Guwahati, Eastern Book House.
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### **1.11 TERMINAL QUESTIONS**

1. Explain the nature of sociology.
2. What do you understand by educational sociology?
3. Discuss the domain of educational sociology.

## **UNIT-2**

### **RELATIONSHIP OF SOCIOLOGY AND EDUCATION**

#### **Structure:**

- 2.1 Introduction
- 2.2 Learning Objectives
- 2.3 Social Functions of Education  
Self Check Exercise-1
- 2.4 Relationship between Sociology and Education  
Self Check Exercise-2
- 2.5 Sociological Bases of Education
  - 2.5.1 Concept of Sociology of Education  
Self Check Exercise-3
- 2.6 Impact of Educational Sociology on Education  
Self Check Exercise-4
- 2.7 Summary
- 2.8 Glossary
- 2.9 Answers to Self Check Exercise
- 2.10 References /Suggested Readings
- 2.11 Terminal Questions

#### **2.1 INTRODUCTION:**

Sociology and education are deeply interconnected fields that explore how society influences the educational system. Sociology aims to analyze how social structures, institutions, cultures, and processes shape human behavior, including the way education is delivered and its impact. On the other hand, education includes both formal and informal learning experiences, designed to provide individuals with knowledge, skills, and values.

#### **2.2 LEARNING OBJECTIVES:**

By the conclusion of this lesson, you will be able to:

- Comprehend and define the fundamental principles of sociology and education.
- Recognize the different societal roles that education fulfills.
- Examine the relationship between sociology and education.
- Describe the meaning and scope of educational sociology.
- Differentiate between the sociology of education and educational sociology.
- Evaluate the impact of educational sociology on the field of education.

### **2.3 SOCIAL FUNCTIONS OF EDUCATION:**

Education serves as a cornerstone of society, extending its influence far beyond the classroom. It not only prepares individuals for various roles within a community but also plays a vital role in personality development and maintaining social stability. Through structured learning, education fosters social integration, instills discipline, and facilitates upward mobility.

#### **1. Socialization**

One of the fundamental purposes of education is socialization. People are not born with an understanding of societal norms—they must learn them to function effectively. From an early age, children are introduced to their cultural environment through formal education, which teaches values, norms, and essential life skills. This process ensures that individuals can successfully navigate and contribute to their communities.

#### **2. Personality Development**

Education plays a crucial role in shaping an individual's character and intellectual growth. Sociologist Émile Durkheim emphasized that education cultivates physical, intellectual, and moral traits that align with societal expectations. By fostering mental, emotional, and ethical development, education helps individuals refine their character and adapt to social life.

#### **3. Social Control**

Another key function of education is guiding behavior by instilling societal values and promoting adherence to accepted norms. According to sociologist T.B. Bottomore, early socialization through education helps shape a child's behavior and ethical foundation. By reinforcing discipline and cultural expectations, education becomes a powerful tool for maintaining order and stability within a society.

#### **4. Social Integration**

Education promotes social unity by fostering a shared set of values and skills that encourage cooperation and mutual respect. Classroom interactions, extracurricular activities, and academic teachings equip individuals with qualities such as teamwork, discipline, and fairness. These elements strengthen social cohesion and enhance a sense of belonging within a community.

### **5. Status Determination**

Educational attainment significantly influences an individual's social and economic position. Higher levels of education often lead to better career opportunities, enabling individuals to move beyond the socioeconomic status of their parents. As people advance academically, they gain access to improved job prospects and social networks, which can elevate their status within society.

### **6. Pathway to Social Mobility**

Education serves as a gateway to upward mobility by identifying and nurturing talent. Those who acquire specialized skills and advanced knowledge secure higher-status roles, while individuals with fewer qualifications remain in lower occupational tiers. This system allows for movement within the social hierarchy, rewarding merit and effort.

### **7. Contribution to Social Development**

The skills and expertise gained through education are essential for economic and societal progress. A well-educated workforce is crucial for various industries, ensuring that individuals are equipped to meet the demands of a dynamic economy. In modern societies, education aligns with national development goals by preparing individuals to contribute effectively to economic growth and innovation.

By understanding the relationship between education and sociology, we can better appreciate how these fields intersect to shape society and influence individual lives.

### **Self-Check Exercise-1**

#### **Q.1 What is social mobility?**

## **2.4 RELATIONSHIP BETWEEN SOCIOLOGY AND EDUCATION:**

The relationship between sociology and education has been a subject of extensive discussion for quite some time. These two fields are closely intertwined, influencing and depending on each other in numerous ways. Their areas of study often overlap, making it challenging to distinguish them entirely. Below are some key aspects that highlight their connection:

- Sociology explores the structure and dynamics of society, while education is an essential part of any social framework.
- While sociology examines how social systems function, education serves as one of the core components that sustain these systems.
- Sociology is primarily concerned with socialization, and education acts as the primary medium through which socialization takes place.
- Education is a crucial tool for achieving sociological goals.
- It serves as both a testing ground and a workshop for sociological concepts.
- The education system applies sociological methods and techniques to fulfill its objectives effectively.
- Sociology plays a significant role in shaping, implementing, evaluating, and improving educational practices.
- While sociology seeks to understand education's role in society, education, in turn, integrates sociological insights to enhance its impact.

- In contemporary society, sociology provides valuable data that education uses to meet social needs.
- Sociological theories and principles serve as a foundation for refining educational frameworks.
- Education is a primary means of instilling long-lasting social values.
- Sociology lays out fundamental principles, while education translates them into real-world applications.
- Sociology introduces ideals and values that education strives to uphold.
- Education preserves and transmits the cultural and social heritage studied by sociology.
- Through the lens of sociology, education becomes a driving force for societal reforms and transformations.

### **Self-Check Exercise-2**

#### **Q.1 According to sociology, education is:**

- A) A purely individual process of acquiring knowledge.
- B) A social institution that transmits culture and socializes individuals.
- C) Solely focused on vocational training and job preparation.
- D) A way of achieving personal enlightenment and self-discovery.

## **2.5 SOCIOLOGICAL BASES OF EDUCATION:**

Education takes place within a society composed of individuals, operating as a social process. It serves an essential role in shaping society while also being influenced by it. Schools are created by society, yet they also play a crucial role in shaping societal values and progress. As a result, education is both a product of society and a force that drives its development. It originates from

societal needs and must evolve to meet them, emphasizing the strong connection between education and the community it serves.

### **2.5.1 CONCEPT OF SOCIOLOGY OF EDUCATION**

Ezewu (1990) defines the sociology of education as the scientific study of human behavior within groups, aiming to recognize patterns and bring structure to these behaviors. These patterns are then translated into theoretical concepts that help explain various social interactions in educational settings. This definition underscores the deep connection between individuals and society, illustrating how children experience socialization. It also highlights the role of social relationships within learning environments and the broader network of interactions that collectively shape society.

Peter Harold (1968) describes the sociology of education as the study of the origins, structure, institutions, and evolution of human society. His approach takes a historical perspective, exploring the foundational conditions that influence social development. For any institution, organization, or society to progress effectively, understanding its origins is crucial. Essentially, his definition sheds light on how societies and institutions develop, focusing on the interactions within a society and its engagement with other institutions. These interactions ultimately shape specific outcomes and achievements.

Emile Durkheim, often regarded as the "father" of the sociology of education, defines it as "a systematic study of sociological perspective." His definition is particularly significant because it encapsulates the fundamental aspects of education systems. He asserts that a solid understanding of general sociology is essential for comprehending the sociology of education, as the two are closely connected. Unlike other sociologists, Durkheim applied a sociological framework to the study of education systems rather than merely defining the term. The sociology of education explores how public institutions and individual experiences influence education and its outcomes. It primarily examines public schooling in modern industrial societies, including the expansion of higher education, adult education, and lifelong learning..

### **Self-Check Exercise-3**

**Q.1 According to Emile Durkheim, the primary function of education is to:**

- A) Provide vocational training for future careers.
- B) Promote individual creativity and innovation.
- C) Transmit societal norms, values, and cultural heritage.
- D) Develop critical thinking skills.

## **2.6 IMPACT OF EDUCATIONAL SOCIOLOGY ON EDUCATION:**

Educational sociology plays a vital role in shaping modern educational theories, teaching methods, curriculum design, and school administration. It indirectly impacts educational goals, as sociologists view education as a social process that promotes societal well-being. With this perspective, defining the objectives of education becomes essential. Educational sociologists emphasize both individual and societal aspects of education, recognizing that modern learning should support personal growth while also contributing to social progress. Education not only enhances an individual's life but also helps them function effectively within society. It focuses on holistic development, including intellectual, moral, social, aesthetic, cultural, and physical growth. Beyond acquiring knowledge, education should cultivate skills, habits, attitudes, and interests that help individuals become socially responsible and well-adjusted members of society. As a result, educational sociology highlights the social purpose of education.

According to Payne, education serves three key sociological functions: (a) preserving cultural and social heritage, (b) fostering new social norms, and (c) playing a creative and constructive role. Schools, families, religious institutions, media, and recreational groups contribute to passing cultural values from one generation to another. However, education is not solely about maintaining traditions; it also fosters the development of new social patterns in areas such as health, work, leisure, and family life. From a sociological perspective, education serves as a conservative, creative, and critical force in society.

Educational sociology also plays a crucial role in shaping curriculum development. Historically, children were seen as miniature adults, and curricula were designed and enforced without considering their interests or needs. However, modern education rejects this traditional approach as outdated and unscientific. Today's curriculum aligns with broader educational objectives, prioritizing the all-around development of learners. It is no longer limited to academic subjects but also includes various school activities that offer diverse learning experiences. The modern curriculum emphasizes the social role of education, focusing on learning through interaction and experience.

Contemporary educational philosophy supports the idea that knowledge is not just taught but actively acquired. Students are no longer passive recipients of information; instead, they engage in learning through active participation. Productive work is now recognized as a valuable educational tool, as it helps children develop social skills, prepares them for real-world challenges, and fosters social cohesion.

Schools function as miniature societies where students develop essential social skills through daily interactions. John Dewey describes schools as refined, simplified, and well-balanced societies that facilitate socialization. As a result, schools serve as vital social institutions that fulfill essential social functions. Democratic principles have also been integrated into school administration, allowing students to participate in decision-making and take on responsibilities through self-governance. This shift reflects the growing influence of sociological principles in education.

The role of teachers has also evolved significantly. In modern education, a teacher is expected to be a mentor, guide, and philosopher rather than a strict authority figure. To be effective in this role, educators must develop a strong and inspiring personality. Education acknowledges that successful learning depends on human relationships, which are fostered within the school environment. The study of group dynamics through sociometric techniques helps educators understand social interactions in the classroom and create a supportive learning atmosphere.

Teaching methods are also shaped by educational sociology. To connect learning objectives with instructional materials, teachers must use appropriate teaching strategies. As Payne notes, the effectiveness of a teaching method is evaluated based on three principles:

1. The skills and knowledge acquired in the classroom should help students adapt to real-world social situations.

2. Teaching methods should focus on developing appropriate social behavior beyond the classroom.
3. Education should harness social forces to enhance students' ability to adjust to society.

In conclusion, every aspect of education—its objectives, functions, curriculum, teaching methods, and administration—is deeply influenced by social factors. Educational sociology underscores the importance of aligning education with societal needs, ensuring that learning contributes to both individual and collective development.

## 2.7 SUMMARY

Modern education aims at total development. Here lies the need of sociological foundation of

### **Self-Check Exercise-4**

**Q.1 How does educational sociology contribute to understanding educational outcomes?**

- A) By emphasizing individual intelligence and effort.
- B) By highlighting the influence of social factors such as class, race, and gender.
- C) By advocating for standardized testing as the primary measure of success.
- D) By promoting competition among students.

education. In this unit, we have made an attempt to provide you with a synoptic view of meaning and nature of sociology and education and in what manner, both are related to each other. Afterwards, we studied about the difference between educational sociology and sociology of education. The scope of educational sociology was also discussed in detail. In the last, we analyzed the impact of educational sociology on education.

## 2.8 GLOSSARY

**Sociology of Education:** The study of how societal institutions and structures, such as social class, gender, ethnicity, and cultural norms, influence educational processes, policies, and outcomes.

**Hidden Curriculum:** Unintended lessons, norms, and values taught in educational settings through social interactions, routines, and organizational structure, influencing students' behaviours and attitudes.

**Socialization:** The process through which individuals acquire social norms, values, and behaviours, often facilitated through educational institutions as agents of socialization.

## **2.9 ANSWERS TO SELF-CHECK EXERCISES:**

### **Self-Check Exercise-1**

**Answer1:** It is the vertical or horizontal movement of a caste, class, group or individual in the social structure.

### **Self-Check Exercise-2**

**Answer1:** B) A social institution that transmits culture and socializes individuals.

### **Self-Check Exercise-3**

**Answer1:** C) Transmit societal norms, values, and cultural heritage.

### **Self-Check Exercise-4**

**Answer1:** B) By highlighting the influence of social factors such as class, race, and gender.

## **2.10 REFERENCES/SUGGESTIVE READINGS:**

- Brown, Francis J. (1954), Educational Sociology, New York: Prentice Hall of India.
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- Sodhi, TS. & Suri, Aruna (1998) Philosophical and Sociological Foundations of Education, Patiala: Bawa Publication.

## **2.11 TERMINAL QUESTIONS**

- What do the terms "education" and "sociology" mean, and how are they related?
- How do "educational sociology" and the "sociology of education" differ in meaning and application?
- What key social functions does education serve within a society?
- Discuss the scope and importance of educational sociology.
- How does educational sociology influence contemporary education? Provide examples to support your answer.

## **UNIT:3**

### **EDUCATION AS A PROCESS IN SOCIAL SYSTEM**

#### 3.1 Introduction

#### 3.2 Learning Objectives

#### 3.3 Social Interaction and Learning

#### Self-Check Exercise-1

### 3.4 Cultural Transmission and Socialization

Self-Check Exercise-2

### 3.5 Role of Education in Socialization

Self-Check Exercise-3

### 3.6 Summary

### 3.7 Glossary

### 3.8 Answers to Self-Check Exercise

### 3.9 References/ Suggested Readings

### 3.10 Terminal Questions

1. **INTRODUCTION:** In this unit, we will study that social systems are comprised of individual people and institutions that bind together to create a functioning society. These social systems have their own goals; however, these goals are used to fulfil the larger needs of society. These goals are at the core of what drives a social system to action.
2. **LEARNING OBJECTIVES:** After going through this unit, the students will have the ability to:
  - a. Understand the process of social interaction and learning.
  - b. Explain the concept of cultural transmission and socialization.
  - c. Understand the contribution of education in socialization.

### 3.3 SOCIAL INTERACTION AND LEARNING:

In sociology, social interaction is the dynamic process where individuals or groups engage with one another, adjusting their behaviors and responses based on their interaction partners. These interactions can be classified as accidental, repeated, regular, or regulated. Essentially, social interaction represents an exchange between two or more individuals and serves as the foundation of social structures, making it a central focus of sociological study and analysis.

Social interaction occurs in various group sizes, from small units like dyads (two people) or triads (three people) to much larger social groups. Both social structures and cultural systems rely on these interactions. Through social engagement, people establish rules,

institutions, and systems that shape their lives. Symbols play a key role in communicating societal expectations to newcomers, whether they are children or outsiders. This broad framework of social development highlights the essential role of social interaction in human societies.

The study of social interaction is a core area within microsociology, which focuses on everyday human interactions and individual agency at a smaller scale. Researchers in this field utilize approaches like symbolic interactionism and ethnomethodology, along with more recent subfields such as psychosocial studies, conversational analysis, and human-computer interaction. Symbolic interactionism suggests that reality is socially constructed through human interactions, emphasizing the deep connection between individuals and society. Ethnomethodology, in contrast, investigates how people create a shared sense of social order despite varying perspectives and understandings.

Social interaction is also vital for human development, particularly in education. As children grow, engaging with others is crucial in shaping their self-identity while supporting their cognitive, emotional, and language development. Various forms of social interaction—such as peer interactions, teacher-student relationships, cooperative learning, collaborative learning, and group work—significantly contribute to students' learning experiences. This article will explore theoretical perspectives on social interaction in education, different types of interactions, their positive impact on learning, potential challenges, and effective strategies for fostering social engagement in educational environments.

### **Social Interaction in Education:**

Educational environments promote different types of social interactions, such as peer engagement, teacher-student communication, cooperative learning, collaborative learning, and group-based activities.

Peer interactions occur when students connect with one another to share ideas, give feedback, and collaborate on assignments. These exchanges are often encouraged through group projects, peer mentoring, and tutoring initiatives.

Teacher-student interactions involve direct communication between educators and learners, taking place in various formats like lectures, discussions, personalized feedback sessions, or one-on-one meetings.

Cooperative learning emphasizes teamwork in small groups to achieve a common goal, while collaborative learning focuses on working together to create a project or solve a problem. Lastly, group activities involve larger teams working toward a shared objective.

### **Positive Effects of Social Interaction on Learning**

Social interaction is essential for students' learning, offering cognitive, emotional, and linguistic advantages.

- Engaging with peers stimulates cognitive development by fostering critical thinking, problem-solving, creativity, and analytical skills. Collaborating allows students to share perspectives, exchange ideas, and develop strategies, leading to a deeper grasp of concepts and improved academic success.
- Moreover, social interaction positively impacts emotional well-being by enhancing motivation, self-confidence, and interpersonal skills. When students feel connected to their peers, they are more likely to participate actively, embrace intellectual challenges, and persevere through academic obstacles.
- From an emotional standpoint, interacting socially strengthens motivation, boosts self-esteem, and supports overall social-emotional development. Additionally, it plays a crucial role in language growth by aiding in vocabulary expansion, language acquisition, and communication skills.

Engaging in conversations helps students refine their language abilities, learn new words, and apply them in meaningful situations, ultimately enhancing their proficiency.

## **Strategies for Facilitating Social Interaction in Education**

### **1. Effective Classroom Management**

Strategies Establishing strong classroom management techniques creates a safe and supportive environment where students feel comfortable interacting with one another. Key methods include setting clear expectations for behavior, reinforcing positive actions, using encouraging language, and fostering an inclusive classroom culture. Additionally, incorporating cooperative learning activities like jigsaw, think-pair-share, and peer teaching can enhance student collaboration and engagement.

## 2. Social-Emotional Learning (SEL) Programs

Social-emotional learning (SEL) programs equip students with crucial skills such as self-awareness, emotional regulation, social awareness, relationship-building, and responsible decision-making. These skills help students develop meaningful connections, manage their emotions effectively, and confidently navigate social interactions.

## 3. Culturally Responsive Teaching

Culturally responsive teaching acknowledges and embraces students' diverse cultural backgrounds, integrating this awareness into teaching practices. By incorporating multiple perspectives into lessons, using culturally relevant materials, and creating an inclusive classroom atmosphere, educators can promote meaningful social interactions among students from various backgrounds.

## 4. Inclusive Educational Practices

An inclusive approach to education ensures that all students feel valued, respected, and fully integrated into the learning community. Teachers can foster social interaction by using strategies like differentiated instruction, individualized accommodations, curriculum modifications, and universal design for learning (UDL) principles to meet the needs of diverse learners.

## 5. Peer Tutoring and Mentorship

Encouraging students to participate in peer tutoring and mentorship programs allows them to learn collaboratively, exchange knowledge, and develop meaningful relationships. These strategies not only reinforce academic concepts but also enhance communication skills and teamwork.

Social interaction plays a crucial role in students' learning and overall development. It greatly influences their cognitive abilities, emotional well-being, and language skills, while also contributing to positive academic performance. When teachers promote social engagement in the classroom, they help create a nurturing and dynamic learning atmosphere that supports student success. Future research can further explore the effects of social interaction on education and development, providing valuable insights to enhance teaching methods in this field.

### **SELF-CHECK EXERCISE-1**

- 1. Which of the following are the kinds of social interactions in educational settings?**
  - a. Teacher student interaction**
  - b. Collaborative learning**
  - c. Peer interactions**
  - d. All of the above**
- 2. Which of the following is not the affirmative effect of social interaction on learning?**
  - a. Enhances cognitive development**
  - b. Does not foster self-esteem and motivation**
  - c. Promotes linguistic development**
  - d. Develops communication skills**

### **3.4 CULTURAL TRANSMISSION AND SOCIALIZATION:**

Socialization and cultural transmission are vital to human development and the preservation of cultural traditions across generations. Socialization is the process through which individuals learn the norms, values, beliefs, and behaviors of their society. Meanwhile, cultural transmission ensures that these cultural elements are passed from one generation to the next. By engaging with different cultural practices and communities, individuals gain a deeper understanding of new cultures—this process is also known as cultural learning.

#### **Cultural Transmission and Socialization**

Cultural transmission shapes social behaviors that define societies, influencing how individuals interact and communicate. Traditions, customs, and societal norms emerge from this process, ensuring the transfer of knowledge, values, and practices both within and across cultures. As people engage with others, they continuously absorb cultural nuances, reinforcing not only dominant cultures but also subcultures within a broader society. This allows individuals to maintain their cultural roots while exploring more specific communities.

Socialization, on the other hand, prepares individuals to function within society by helping them internalize cultural beliefs and societal expectations. It equips people with the necessary skills to navigate their social environments effectively. This lifelong process is influenced by various socialization agents, including family, peer groups, and both formal and informal institutions. Without cultural transmission and socialization, societies would struggle to sustain their traditions and identity.

### **Agents of Socialization**

Socialization begins with family, which plays a foundational role in teaching children essential life skills, social behaviors, and cultural values. Parents, siblings, and extended family members introduce children to their first social interactions and shape their early perceptions of the world. Factors such as socioeconomic status, race, and religion also influence parenting styles and the values instilled in children.

Peer groups become increasingly important as individuals grow, shaping their identities and encouraging independence. While peer influence is strong, research suggests that parental guidance remains a key factor in long-term social development.

### **Social Institutions and Their Role in Socialization**

Various institutions contribute to the socialization process. Schools play a major role by reinforcing societal expectations through education, structured routines, and social interactions. Teachers serve as role models, and the hidden curriculum—unspoken lessons about social norms—helps students develop skills like teamwork, discipline, and adaptability. Education also fosters national identity by teaching history, civic responsibility, and evolving perspectives on cultural narratives.

Religious institutions guide moral values, traditions, and social interactions, shaping beliefs on family roles, gender expectations, and broader cultural norms.

Mass media is another powerful force, shaping cultural perspectives through television, radio, newspapers, and digital platforms. By consistently broadcasting societal trends and values, media influences both material culture—such as consumer habits and technology use—and nonmaterial culture, including attitudes and social norms.

### **SELF-CHECK EXERCISE-2**

- 1. Through cultural transmission, the person learns about new:**
  - a. Culture**
  - b. Curriculum**
  - c. Rules**
  - d. None of the above**
- 2. Name various agents of socialization.**

**5. ROLE OF EDUCATION IN SOCIALIZATION:** Through education, society imparts its knowledge, skill, values and behavioural patterns to its younger generations. Education prepares people to fit in the complex social structure. It helps the child to grow up for the future roles of adult life. Following points highlight the role of education in socialization of children:

- a. Education teaches students the accepted behaviours and norms of society through both formal curriculum and informal social learning.
- b. Education prepares people to adapt the complex social structure
- c. Education helps the children to grow up for the future roles of adult life.
- d. education is a tool for developing skills like decision-making, mental agility, problem solving, creativity, innovation etc.
- e. Education improves productivity and prosperity and improves standard of living.
- f. Education influences the values and patterns of society and playing a crucial role in maintaining the stratification system and justifying the unequal distribution of wealth.
- g. Education reinforces social ranking.

### **SELF-CHECK EXERCISE-3**

- 1. Which of the following is not the assigned task of education in socialization?**
  - a. Education teaches students the accepted behaviours and norms of society.**
  - b. Education develops conflicts among the students.**
  - c. Education prepares people to fit into the complex social structure**
  - d. Education helps the children to grow up for the future roles**

**3.6SUMMARY:** In this unit, we have learned about social interaction and learning which was followed by cultural transmission and socialization and role of education in the socialization of the child.

### **3.7GLOSSARY:**

**Dyads:** Something that consists of two parts or two elements.

**Expectations:** The act and state of expecting.

**Reinforcement:** An act of praise to make students to learn and remember things.

### **8. ANSWERS TO SELF-CHECK EXERCISES:**

#### **SELF-CHECK EXERCISE-1**

**Answer 1.D**

**Answer 2.B**

#### **SELF-CHECK EXERCISE-2**

**Answer 1.A**

**Answer 2. Family, School, Peer group, Mass media, Religion.**

#### **SELF-CHECK EXERCISE-3**

**Answer 1.B**

### **3.9REFERNCES/ SUGGESTED READINGS:**

Brown, Francis J. (1954), educational Sociology, New York: Prentice Hall of India.

Durkheim, E.(1966) education and Sociology, New York, The Free Press.

Hemlata, T.(2002). Sociological Foundations of education, New Delhi, Kanishka Publishers.

**3.10 TERMINAL QUESTIONS:**

1. What do you understand by social interaction and learning?
2. Write down the role of education in socialization of the child.
3. Write a short note on Cultural Transmission and Socialization.

## **UNIT:4**

### **SOCIAL ORGANIZATION AND SOCIALIZATION**

#### 4.1 Introduction

#### 4.2 Learning Objectives

#### 4.3 Concept of Social Organization

##### 4.3.1 Characteristics of an organization

##### Self- Check Exercise-1

#### 4.4 Social System: Elements, Characteristics and Functions

##### Self -Check Exercise-2

#### 4.5 Schools as social Organization and Functions of School

##### Self -Check Exercise-3

#### 4.6 The Role of the School and Teacher as Socializing Agent

##### Self- Check Exercise-4

#### 4.7 Summary

#### 4.8 Glossary

#### 4.9 Answers to Self- Check Exercises

#### 4.10 References/ Suggested Readings

#### 4.11 Terminal Questions

### **4.1 INTRODUCTION:**

In this unit, we will learn about social organization, social system, schools as social organization, functions of school, role of school and teacher as socializing agent. Social organization refers to the network of relationships in a group and how they interconnect. This network of relationships helps individuals of a group stay connected to one another so as to maintain a notion of community within a group.

**4.2 LEARNING OBJECTIVES:** After going through this unit, the students will be capable to:

1. Understand the idea of social organization.
2. Understand social system, its elements, characteristics and functions.
3. Explain the notion of school as social organization and role of school.

4. Understand the function of school and teachers as socializing agent.

### **4.3 CONCEPT OF SOCIAL ORGANIZATION:**

Ogburn and Nimkoff define an organization as a systematically structured entity composed of various interconnected components, each fulfilling a distinct role. They view it as a dynamic collective framework aimed at achieving specific objectives. Elliott and Merrill describe an organization as a condition in which different institutions within a society operate in alignment with their defined or implied functions. H.M. Johnson perceives an organization as an integral part of interactive systems. In contemporary discussions, the term "social organization" underscores the interdependence of different elements within a group. These groups can vary in scope and purpose, ranging from small factory teams to expansive industrial sectors. Many sociologists favor the term "social system" over "social organization" when referring to society as a whole. Modern sociological research emphasizes the role of organization in structuring relationships among various societal components and linking them to the broader social environment. Organizations are essential for managing complex functions within advanced societies. For instance, a well-coordinated law enforcement unit can efficiently control a large crowd, just as a small governing body can effectively oversee an entire nation. The concept of "organization" is also widely applied to various associational entities, including corporations, military establishments, schools, banks, and correctional institutions. Society consists of numerous such organizations. A state is often classified as a political organization, while a school is identified as an educational institution. Collectively, these institutions fall under the category of social organizations. Ogburn and Nimkoff suggest that society itself can be regarded as an extensive form of organization—a social organization. However, it is also broadly recognized as a structured network of individuals engaged in interaction.

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### **Types of organizations**

**For-Profit Organizations**

- These organizations operate to make a profit.
- They can be owned privately or publicly traded.
- Examples include corporations, partnerships, and sole proprietorships.

**Non-Profit Organizations:**

- Non-profits focus on serving a social cause rather than generating profit.
- They rely on donations, grants, and fundraising to support their activities.
- Examples include charities, NGOs, and religious organizations.

**International Organizations:**

- These organizations operate across multiple countries and address global issues.
- They often focus on areas such as peacekeeping, humanitarian aid, and economic development.
- Examples include the United Nations (UN), the World Bank, and the International Red Cross.

**Informal Organizations:**

- Informal organizations are not officially structured or regulated.
- They often arise spontaneously based on shared interests or social connections.
- Examples include community groups, hobby clubs, and social networks.

Each type of organization serves different purposes and operates under different structures and regulations. Understanding these distinctions can help clarify the goals and operations of various entities.

**ATTRIBUTES OF AN ORGANIZATION:**

An organization is association who team up to accomplish common goals and targets. It could be a private or public entity, such as a company, school, charity, government agency, etc., with a specific mission. Organizations register as businesses and pay taxes according to the rules and laws of the state or country.

When people start an organization, they are termed as founders. Handling of the legal stuff including registration of the organization and keeping records is the responsibility of the founders. Besides the organization, the leader must be chosen and appointed to lead the group and make important decisions. He is the leader or head of the organization. The leader directs the group, ensuring that everyone is doing what is required to achieve the set objective.

**1.Clear Purpose and Goals:** Organizations pursue a very specific mission or objective which serves as a guide to their entire existence. These leaders have a specific mission's purpose and the objective they are attached to, which helps them focus on actions and measure their performance.

**2.Structure and Hierarchy:** Organizational structure is used to define the roles of employees, the work that they do, and the chain of command in the organization. It sets out the reporting lines and communication channels that are to be used for coordinating and decision-making.

**3.Division of Labor:**

Work is split into tasks and distributed among the staff in accordance to the level of their competence and speciality. Specialization facilitates the division of labor and leads to the development of more expertise but only to the extent coordination exists which ensures cooperation and integration.

**4.Formalized Processes and Procedures:**

Companies create formalized procedures and processes to provide a standardized way of working and to ensure consistency. These include the ways of working, standards, and procedures for different tasks, for example, decision-making, project management and quality assurance.

**5.Culture and Values:**

The organizational culture is the sum of the values, beliefs, norms, and actions, which create the identity and the way, in which employees act in the organization. It is how decisions are made, how people interact with each other, and how work is done, which is all influenced by technology.

## **6.Communication Channels:**

The manner in which the communication paths operate is a major factor for the information transfer within the elements. These channels can be either formal (for instance, official memos, and meetings) or informal (for example, hallway conversations, and social events) and help in knowledge sharing, activity coordination, and relationship building.

## **7. Adaptability and Innovation:**

Organizations must be capable to adjust to internal and external environment factors, for instance, the trends in the market, technological advancements, and regulatory requirements. Stimulating innovation and ingenuity provides organizations with the ability to solve problems, take advantage of opportunities, and remain relevant.

### **SELF CHECK EXERCISE-1**

**1.Namevarious types of organizations.**

**2. Write down the examples of non-profit organizations.**

## **4.4 SOCIAL SYSTEM: ELEMENTS, CHARACTERISTICS AND FUNCTIONS:**

Talcott Parsons The idea of a "system" is fundamental in modern sociology. A social system is essentially an organized structure where different components are interconnected, each playing a distinct role. These elements interact in a systematic manner, creating a pattern of functional relationships that help maintain the system's stability and cohesion. In this sense, society functions as a system based on shared traditions, authority, and collective understanding. It fosters a sense of unity while allowing for diversity, though commonalities tend to take priority. Cooperation and interdependence serve as its foundation, with reciprocal awareness shaping social behavior. Unlike a simple group of individuals or a community, society emerges through continuous interaction and structured relationships, persisting beyond temporal limitations. According to Lapiere, "The term society refers not to group of people, but to the complex pattern of the norms of inter action that arises among and between them."

A **societal framework** can be interpreted as an organized structure of social engagements founded on mutual principles and beliefs. It consists of individuals, each assigned a distinct role and responsibility. These individuals affect one another, leading to the establishment of groups and subgroups, all of which remain interlinked. Neither individuals nor collectives can operate independently, as they are bound together by shared cultural conventions and behaviors.

As per **Parsons**, a societal structure comprises numerous social participants involved in consistent interactions, steered by common cultural interpretations. **Loomis** further characterizes it as a web of organized connections where individuals or collectives interact through shared representations and expectations.

Every **social entity** functions as a societal framework, with individuals fulfilling duties based on their position within the arrangement. For example, within a family unit, parents and children assume distinct, socially acknowledged responsibilities. Likewise, all social establishments function within a regulatory structure, consisting of interconnected elements that support the system's overall functionality.

A **societal system** is a broad structure that includes multiple subsystems, such as economic, governmental, and spiritual sectors, all of which are interdependent. Moreover, societal structures are shaped by external elements like geographical conditions, which differentiate one system from another.

### **Components of Social System:**

The key components making up social system are outlined as under:

#### **1. Beliefs and Knowledge:**

Beliefs and knowledge shape human behavior, acting as regulatory forces in society. Rooted in customs and traditions, they guide individuals in life.

#### **2. Sentiments:**

Humans rely on emotions as much as reason. Family, social, and national bonds help sustain societal continuity, deeply influencing cultural and social interactions.

#### **3. Goals and Objectives:**

As social beings, humans depend on society to meet their needs. The pursuit of desires shapes social structures, with goals driving progress and expanding societal boundaries.

#### **4. Ideals and Norms:**

Societies establish norms and ideals to maintain order. These guidelines define roles, responsibilities, and cultural objectives, ensuring unity through traditions, values, and expectations.

## **5. Status and Role:**

Each person holds a status, either ascribed by birth (gender, caste, age) or earned through effort. Roles reflect status and help maintain social structure.

## **6. Role Assignment:**

Society assigns roles based on status, shaping duties and responsibilities. This fosters organization, unity, and social cohesion, as status and roles are deeply connected.

## **7. Power Dynamics:**

Conflict exists, but order is essential. Authority figures maintain discipline, rewarding good behavior and punishing violations, with power sources varying by social structure.

## **8. Sanctions:**

Sanctions reinforce norms through approval or punishment by authority figures. This system of rewards and penalties ensures discipline and social order.

## **Features of Social System:**

The Social system possesses distinct features:

### **1. Purpose and Direction**

Human interactions shouldn't be random or without purpose. Instead, they need to follow clear objectives and goals. These interactions help shape social relationships, which naturally emerge from human connections.

### **2. Structure and Organization**

Just bringing people or elements together doesn't automatically create a social system. For a system to function properly, it needs structure, organization, and a sense of order. When these components work together cohesively, a well-formed social system takes shape.

### **3. Functional Unity**

The different parts of a social system stay connected through their functional relationships. These connections create a sense of unity, turning individual elements into a larger, integrated whole.

### **4. Influence of Environment and Location**

Social systems aren't static; they are deeply influenced by geography, time periods, and societal contexts. Because of this, social systems change and evolve based on where and when they exist, reflecting the dynamic nature of human societies.

## **5. Cultural Integration**

A social system is closely tied to cultural traditions, values, and beliefs. Culture acts as a unifying force, bringing people together through shared customs, moral codes, and collective experiences.

## **6. Goals: Expressed and Implied**

Social systems don't just develop randomly; they emerge from both stated and unstated objectives. People contribute to these systems based on their personal ambitions, needs, and shared goals.

## **7. Adaptability and Change**

One of the defining traits of a social system is its ability to evolve. As social structures shift and new challenges arise, these systems must adapt to remain relevant. Their survival depends on how well they respond to changing societal needs and historical transformations.

## **8. Stability Through Structure**

A well-functioning social system isn't just a loose collection of individuals—it's an interconnected network with a structured framework. Each component plays a specific role, ensuring stability, balance, and cohesion within the larger socio-cultural environment.

## **Role of a Social System**

A social system functions as an organized and operational framework. Its sustainability depends on this functionality, ensuring both stability and continuity within a society. Below are the essential roles of a social system:

- **Adjustment**
- **Objective fulfillment**
- **Incorporation**
- **Hidden structure maintenance**

### **1. Adjustment**

For a social system to remain effective, it must be capable of adjusting to evolving circumstances. While these systems originate from historical and geographical influences—giving them structure and stability—they should not become rigid or inflexible. Instead, adjustment is crucial for maintaining efficiency.

Key factors include economic resilience, specialization of labor for optimized production and service distribution, and role diversification to create employment opportunities. Emile Durkheim, in *The Division of Labour in Society*, underscored the importance of these aspects in enhancing collective societal competence.

Historically, a lack of adaptability has led to crises within social structures, sometimes resulting in transformative revolutions. For instance, during the 19th century, while much of Europe faced social unrest, Britain demonstrated remarkable flexibility in addressing emerging demands for reform. Societies that successfully adapt over time tend to remain functional and stable.

## **2. Objective fulfillment**

Objective fulfillment is closely intertwined with adaptability, as both are integral to societal stability. Every society sets specific objectives that require collective effort to accomplish. A key societal goal, for example, is maintaining national security. To fulfill such objectives, a society must not only respond to external and internal factors but also strategically allocate resources—both human and material.

Effective social organization ensures that the right individuals are assigned appropriate roles at the right time. Moreover, systematic processes determine who assumes these responsibilities. Such allocation strategies help uphold societal order.

Property regulations, such as inheritance laws like primogeniture, partially address these challenges. The distribution of human and material resources plays a crucial role in both adaptation and goal achievement, with the difference between them being more relative than absolute.

Within a society, the economic sector serves as the subsystem responsible for producing goods and services, while the political structure—primarily the government—oversees resource distribution to achieve collective aims.

## **3. Incorporation**

A social system primarily acts as a mechanism for fostering unity. In everyday life, individuals typically engage more with their immediate groups or communities rather than society as a whole. However, as Durkheim pointed out, people are deeply influenced by the society they belong to. Strong emotional and historical connections make it difficult for individuals to detach from their social environment.

These ties become especially evident during times of crisis, whether domestic or external. Calls for shared values—such as cultural heritage, patriotism, and national solidarity—often elicit strong collective reactions. Cooperation, driven by these mutual principles, forms the foundation of social incorporation.

During periods of stability, adherence to social norms plays a vital role in promoting cohesion. When these norms are ignored, disorder may arise, with individual interests taking precedence over the collective good, potentially leading to societal discord. The existing system of governance and compliance is built upon rational frameworks that uphold order. If these principles are neglected, social unity weakens.

Within any society, there will always be individuals or groups who question established norms, potentially destabilizing the system. This underscores the need for mechanisms of social regulation, ensuring standardized responses to deviations from norms. When disagreements emerge over rule interpretations or conflicts of interest arise, structured processes must be in place to address them. Without such systems, society risks fragmentation.

#### 4. Hidden structure maintenance

Maintaining established social structures and managing internal conflicts are fundamental to preserving societal equilibrium. Without continuous efforts in this regard, stability cannot be guaranteed. Every social system incorporates mechanisms that reinforce its structural integrity. Through socialization, individuals and groups internalize societal norms and values, fostering respect for established institutions. However, simply instilling these values is insufficient—consistent reinforcement is necessary to ensure adherence. This is achieved through various forms of social regulation.

Despite these safeguards, disruptions can still occur due to both internal and external factors, potentially leading to social crises. In such instances, societies must mobilize their resources to address conflicts—similar to how a family unites in times of adversity. Successfully managing tensions is essential for maintaining overall stability.

A society, much like a family, bears the responsibility of ensuring the well-being and functionality of its members. This includes mitigating distress, supporting those who contribute positively, and addressing disruptive elements that may threaten collective harmony. The decline of civilizations throughout history has often been linked to failures in preserving social patterns and managing tensions effectively.

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### **SELF- CHECK EXERCISE-2**

**1.Which of the following constitute the components of social system?**

- a. Sentiment**
- b. End goal or object**
- c. Status -Role**
- d. All of these**

**2.Write down the role of social system.**

### **4.5 SCHOOLS AS SOCIAL ORGANIZATION AND FUNCTION OF SCHOOL:**

The school is a social organization on its own as well as it can be handled within the context of the relations and its place within the society. A school is thought of a social system with its characteristics institutional functions, roles and expectations. As a social system, the school is the best place to teach equality, liberty and fraternity to the younger generation. As an institution, it has the function of socialization. Schools are complex social settings where students, teachers, administrators, parents interact to shape child's educational experience. The school is a social organization characterized by norms

#### **FUNCTIONS OF SCHOOL ORGANIZATION:**

- 1.The primary objective/goal of school is to provide education and promote learning.
- 2.A school organization is a structured group designed to meet educational needs.
- 3.It exhibits clear hierarchies, with roles from principals to teachers.
4. A school is both the educational institution and building designed to provide learning spaces and learning outcomes for the teaching of students under the direction of teachers.
5. A school provides opportunities to the students for the balanced development of their personality.

6. Schools provide children with an understanding of their environment to help them to adapt the social order.
7. Schools help children develop a strong moral compass, respect for others and understanding of cultural variety by educating them, exposing them to diverse cultures and nurturing empathy.

### **SELF-CHECK EXERCISE-3**

**1. Which of the following are the functions of school as an organization?**

- a. Provides opportunities to the students for the balanced development of their personality.**
- b. Provide children with an understanding of their environment to help them to adapt the social order.**
- c. Help children develop a strong moral compass, respect for others.**
- d. All of the above**

## **4.6 THE ROLE OF SCHOOL AND TEACHER AS SOCIALIZING AGENT**

### **ROLE OF SCHOOL AS A SOCIALIZING AGENT:**

One of the most significant factors influencing a child's social development is their school environment. Since children spend a large portion of their day at school—from morning until evening—the experiences they have there play a crucial role in shaping their growth. The knowledge acquired in school can generally be divided into three main categories: Formal Education, Informal Education, and Non-Formal Education.

Formal Education refers to the structured academic curriculum that students follow in a classroom setting. Informal Education includes the values, behaviors, and lessons learned through everyday interactions within the school environment. Non-Formal (or Hidden) Education consists of essential skills and social insights that students naturally pick up, helping them transition smoothly from school into broader society.

While the primary goal of schools is to impart academic knowledge and practical life skills, learning goes beyond textbooks and lectures. Students gain social skills through interactions with teachers, staff, and peers, which help shape their ability to communicate and collaborate. Learning

different languages in school also enhances communication skills, allowing students to engage with people from diverse linguistic backgrounds. Additionally, schools serve as a melting pot of various cultures, religions, and ethnicities, teaching children how to coexist harmoniously in a diverse society. However, the impact of school on social development is not always positive. Some aspects of the school experience can hinder a child's social growth, such as the suppression of individuality, bullying, excessive emphasis on silence, and discouragement from teachers. These negative experiences can shape a child's perception of school life and even affect their self-confidence. To create a more nurturing environment, it is essential for schools to actively address and prevent issues like bullying and negative reinforcement.

In conclusion, schools play a pivotal role in preparing children for life beyond their homes by teaching both academic and social skills. They instill qualities like patience, empathy, and leadership, which are crucial for personal and professional success. However, while schools offer many benefits, they are not without their challenges. Despite its shortcomings, the school remains one of the most influential institutions in shaping a child's social development—second only to family.

### **ROLE OF TEACHER AS AN SOCIALIZING AGENT:**

A teacher's role as a socializing agent is to help students develop the knowledge, skills, and attitudes necessary for effective participation in society. This involves several key responsibilities:

1. Modelling appropriate behaviours and values: Teachers serve as role models, demonstrating the social norms, communication skills, and ethical principles that students should emulate.
2. Facilitating social interaction: Teachers create opportunities for students to engage with their peers, collaborate on projects, and develop interpersonal skills such as empathy, conflict resolution, and teamwork.
3. Imparting cultural knowledge: Teachers introduce students to the customs, traditions, and belief systems of their broader cultural context, helping them understand and appreciate diversity.
4. Fostering civic engagement: Teachers encourage students to become active and responsible citizens, teaching them about political processes, community involvement, and their rights and responsibilities as members of society.

5. Supporting personal development: Teachers help students navigate the challenges of adolescence and young adulthood, providing guidance on issues such as mental health, decision-making, and personal identity formation.

Through these multifaceted responsibilities, teachers play a crucial role in shaping the social and emotional development of students, preparing them to participate meaningfully in their communities and the wider world.

#### **SELF- CHECK EXERCISE-4**

**1.A teacher's role as a \_\_\_\_\_agent is to help students develop the knowledge, skills, and attitudes necessary for effective participation in society.**

**4.7 SUMMARY:** In this unit, we have learned about concept of social organization, characteristics of social organization, element, characteristics and function of social system, functions of school as social organization followed by role of school and teacher as socializing agent.

#### **4.8 GLOSSARY:**

**Multifaceted:** Having many aspects to be considered.

**Disregarding:** To treat something as unimportant.

**Maintenance:** To keep something in good condition.

**Differentiation:** Different in the course of development.

#### **4.9 ANSWERS TO SELF -CHECK EXERCISES:**

##### **SELF-CHECK EXERCISE-1**

**Answer1. For – Profit Organizations, Non-Profit Organizations, International Organizations, Informal organizations.**

**Answer 2. Charities, NGOs, Religious organizations.**

##### **SELF-CHECK EXERCISE-2**

**Answer 1. Adaptation, Goal attainment, Integration, latent pattern involvement.**

**Answer 2. D**

##### **SELF-CHECK EXERCISE-3**

**Answer 1. D**

## **SELF-CHECK EXERCISE- 4**

### **Answer 1. Socializing**

#### **4.10 REFERENCES/ SUGGESTED READINGS:**

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#### **4.11 TERMINAL QUESTIONS:**

1. Write down the elements of social system.
2. Write down the functions of school as a social organization.
3. What do you understand by social organization?
4. What are the functions of social system?

## **UNIT-5**

### **EDUCATION, FAMILY AND SECULARISM**

#### **STRUCTURE:**

- 5.1 Introduction
- 5.2 Learning Objectives

### 5.3 Role of Home and Family in Educating-Socializing Children

#### 5.3.1 Role of Parents in Educating-Socializing Children

##### Self-Check Exercise-1

### 5.4 Secularism and Secular States

#### 5.4.1 Concept of Religion

#### 5.4.2 Indian Constitution and Secularism

##### Self-Check Exercise-2

### 5.5 Role of Education in Promoting Secularism

#### 5.5.1 Education for Secularism in India

#### 5.5.2 Reasons for Imparting Secular Education

##### Self-Check Exercise-3

### 5.6 Summary

### 5.7 Glossary

### 5.8 Answers to Self-Check Exercises

### 5.9 References/Suggestive Readings

### 5.10 Terminal Questions

## **5.1 INTRODUCTION**

Family is the first and foremost social organization which comes into contact with a new born baby. The first school of a child is the home where he/she learns social values, manners, develops socially accepted habits and grows into a social human being. The parents and other family members are only the sole medium for making all this possible. The nurturing role of parents is of vital significance for the future success of any individual. In this lesson, we will learn about the role of family / home and parents in bringing up children and developing desirable social habits and values among them. The second part of this lesson will throw light on religious diversity in India and role of religions in bringing social unity and integration. In the next part of the lesson, we will try to get acquainted with the idea of secularism and secular state and how education can promote secularism and secular values among the individuals. The role of family and parents in upbringing children and inculcating among them various social, moral and secular values shall be the main thrust of the present lesson.

## 5.2 Learning Objectives:

After completing this chapter, you will be capable to:

- Describe the family's role in educating and socializing children.
- Compare the function of father and mother in educating-socializing children.
- Critically examine the role of religions in promoting unity.
- Define the notion of secularism and the attributes of a secular state.
- List down the rationale for imparting secular education.
- Discuss the function of education in promoting secularism.

## 5.3 THE FAMILY'S ROLE IN EDUCATING AND SOCIALIZING CHILDREN

Every person undergoes two types of birth: biological and social. Biologically, human birth is no different from that of other animals. Research in anthropology, sociology, and linguistics has shown that if an infant grows up isolated from society and its culture, they remain more like a wild being, similar to other animals. The transformation from a mere biological entity into a social individual happens through education and socialization—this marks the second birth. While a child may be biologically human, they will never truly develop into a social being if they remain uneducated and completely detached from society.

Renowned American sociologist Robert Park stressed that a person is not born fully human but becomes human through education. Similarly, French sociologist Sabran likened society to a ship, arguing that individuals must board this social vessel to become integrated members; otherwise, they remain at the harbor.

The importance of family education cannot be overstated, as it serves as the first and lifelong learning environment for every individual. Children raised in different families develop distinct and complex characteristics. During infancy, the family is the primary space for socialization. From birth, infants begin adapting to their surroundings and absorbing knowledge. At this stage, the family plays a critical role in shaping a child's early social development.

As children reach kindergarten age, they continue developing habits and engage in role-playing activities—pretending to be shopkeepers and customers, teachers and students,

doctors and patients, or drivers maneuvering toy cars and trains. Through these imaginative games, children learn by imitation. While playing, they cultivate essential qualities such as politeness, cleanliness, discipline, honesty, kindness towards parents and peers, patience, and bravery.

Beyond the family, children at this stage start forming social relationships with playmates, classmates, and teachers. They are also influenced by media, including television and illustrated books. At this impressionable age, children are pure, inexperienced, and highly receptive to guidance. As a result, families play a crucial role in structuring their activities—deciding who they interact with, how they greet others, what they eat, which books they read, what school they attend, and which television programs they watch. Families help children distinguish right from wrong by praising good behavior—such as greeting parents when they return home, maintaining hygiene, taking medicine when ill, and sharing toys with friends. At the same time, they correct misbehavior by expressing disapproval, instilling a sense of guilt or awareness when household rules are broken. Families also foster responsibility by assigning specific tasks, such as assisting parents with chores or caring for younger siblings.

During adolescence, families continue guiding children in social interactions and appropriate behavior. They offer encouragement, empathy, and support during moments of failure or discouragement while also equipping them with essential knowledge to navigate the physical and emotional changes of puberty. As individuals transition into adulthood, they develop independence, gain social experience, and prepare to enter the workforce, participate in social organizations, or integrate into new communities. By this stage, a person's character is largely shaped. Families play a key role in offering guidance on career choices, personal values, and relationships. Parents influence their children's perspectives on marriage by demonstrating relationship dynamics through their own example—a happy marriage serves as a strong foundation for their children's future relationships.

As individuals grow older, younger generations gain insight into aging by observing their elderly family members, such as grandparents and parents. This helps them prepare for their own later years. Meanwhile, aging individuals learn to accept dependence on others after years of self-sufficiency. Families provide crucial emotional support, helping individuals cope with the realities of aging. Additionally, families guide members in confronting mortality—witnessing the passing of loved ones helps individuals accept death as a natural part of life. Funerals and related customs serve as a meaningful way to

acknowledge life's transience, reinforcing the idea that the deceased continue to be cherished by their loved ones.

Clearly, the family plays an educational and socializing role throughout every stage of life. It remains a constant presence, shaping individuals from childhood to old age. Now, we will explore the specific roles of fathers and mothers in nurturing and socializing their children.

### **5.3.1 Role of Parents in Educating-Socializing Children**

Each family acts as a cornerstone of society, with strong families forming the foundation of thriving communities. Throughout history, families have played an essential role in shaping the character of their members, instilling values, and fostering personal growth. One of the most significant responsibilities of parents is to nurture and educate their children, ensuring they grow into respectable individuals. Without question, parents hold the greatest influence in shaping their children's character and moral compass. Within the household, the father is traditionally seen as the provider and leader, setting an example of responsibility and integrity. His role involves more than just financial support—he must also command respect through his actions, maintain discipline, and create a sense of stability. A father's authority should be acknowledged, but it must be exercised with wisdom and fairness. Effective discipline involves being firm yet compassionate, ensuring that children understand boundaries without feeling stifled. If a father is overly lenient, children may lack structure, while excessive strictness could lead to resentment. During early childhood, a father's influence is often indirect, as young children tend to be more emotionally attached to their mothers. However, as they grow, a father's role becomes increasingly significant, shaping their sense of responsibility, discipline, and moral judgment. A father who neglects this duty risks weakening his connection with his children, potentially leading to imbalances in the family dynamic. A wise father understands his children's emotions, offers guidance, and provides both support and correction when needed. His authority is most effective when it stems from respect rather than fear, fostering a balanced and well-adjusted household. While fathers serve as pillars of stability, mothers play an equally vital role in a child's upbringing, particularly in emotional development. A mother's nurturing nature allows her to provide comfort, care, and emotional security. From infancy, she is deeply attuned to her child's needs, responding with love and affection. This bond is not only instinctive but also shaped by cultural and societal influences. A mother's presence profoundly affects a child's emotional well-being, and research suggests that early separation from a mother can leave lasting

emotional gaps. As children grow, a mother's role shifts, but she remains an enduring source of love and guidance. Her influence extends beyond affection—her values, choices, and behavior leave a lasting imprint on a child's character. Additionally, a mother's parenting style is often influenced by her relationship with her spouse, reinforcing the idea that child-rearing is a shared responsibility within the family unit.

When comparing the roles of fathers and mothers in a child's development, a clear pattern emerges. In early childhood, the mother's influence is predominant, but as children mature, the father's presence becomes increasingly essential. By the age of seven, both parents play equally significant roles, shaping their child's emotional and intellectual growth. As children gain independence, the nature of their relationship with their parents evolves into one of mutual respect and guidance. Typically, children turn to their mothers for emotional support and seek direction and structure from their fathers. However, love and authority are not exclusive to one parent—both fathers and mothers provide guidance, discipline, and affection in different ways. True parental authority is not about control but about instilling discipline with fairness and understanding. A strong family dynamic is built on cooperation, where both parents work together to raise well-rounded individuals.

Ultimately, parents must lead by example, embodying the values they wish to instill in their children. A peaceful, harmonious home environment lays the foundation for a child's emotional stability and personal growth. Children thrive in homes filled with love, mutual respect, and understanding. Conversely, constant parental conflict can create distress and uncertainty, affecting a child's sense of security. Beyond fostering a positive home atmosphere, parents should also uphold honesty and integrity in their daily lives. While financial stability is important, wealth gained through dishonesty can undermine a child's respect for their parents, weakening the impact of their guidance. In the end, the most powerful lesson parents can teach their children is through their actions—living with integrity, fostering strong family bonds, and demonstrating the principles they hope to pass down.

## 5.4 SECULARISM AND SECULAR STATES:

### 5.4.1 Concept of Religion:

Religion is a global phenomenon, but its interpretation differs among individuals. Durkheim defines it as a cohesive system of beliefs and rituals surrounding sacred entities, while MacIver and Page view it as a connection beyond just humans and a supreme being. Ogburn describes it as a disposition toward supernatural forces.

India's Constitution upholds secularism, granting its citizens the freedom to practice and promote any religion. Indian spiritual traditions have also influenced cultures worldwide. Hinduism, in particular, has played a significant role in shaping Indian society,

#### Self-Check Exercise-1

**Q.1 Which of the following best describes the role of a positive home learning environment?**

- A) A place where educational materials are strictly managed and monitored
- B) A supportive space that fosters curiosity, exploration, and academic growth
- C) A setting where educational expectations are high and rigid
- D) A location where students are isolated from family interactions to focus on studies

much like Christianity in Europe. Its inclusive nature fosters a collective mindset that even non-Hindus embrace. Core concepts such as monotheism, karma, reincarnation, nirvana, and moksha resonate throughout the country. Religious leaders, from Shankaracharya to Guru Nanak, have crossed regional boundaries, reinforcing spiritual unity.

Despite religious diversity, shared beliefs and values connect communities in India. Every faith acknowledges ideas like the immortality of the soul, karma, salvation, and meditation. These traditions promote unity through principles of purity, compassion,

devotion, and integrity. Sacred pilgrimage sites, such as Badrinath, Dwarka, Rameshwaram, and Puri, symbolize religious cohesion while also fostering patriotism and national unity. Hinduism, as the predominant faith, has historically provided a cultural foundation for the nation. Reverence for epics like the Ramayana and Mahabharata continues across linguistic and regional boundaries.

Sociologist M. N. Srinivas highlighted three key aspects of religion's role in social unity: (1) interactions between different castes and religious communities at the local level, (2) religion's influence on economic progress, and (3) the link between faith and socio-economic status. Hindus and Muslims in urban areas often exchange greetings during festivals, and occupational diversity has strengthened inter-community bonds.

Secularism, introduced in the 19th century by George Jacob Holyoake, originates from the Latin *saeculum*, meaning "this present age." It evolved into the idea that human progress should be guided by cultural and natural means rather than religious influence. In India, secularism ensures equal treatment of all faiths. Mahatma Gandhi's principle of *Sarvadharma Samabhav* emphasized respect for all religions. While the original Constitution did not include the term *secularism*, it was later added through the 42nd Amendment in 1976. Dr. B. R. Ambedkar clarified that secularism does not disregard religion but ensures that no faith is imposed by the state.

The ideals of secularism, along with a strong commitment to democracy, equality, and freedom, significantly inspired a large portion of our population to stand against British colonial rule. However, a contrasting viewpoint suggests that religion and secularism are fundamentally incompatible, implying that a society's ongoing commitment to religion reflects a lack of progress. From this perspective, genuine human progress, prosperity, and the creation of a truly equal society can only occur in the complete absence of religion.

A secular state is characterized by several key features:

- The government does not endorse or establish any official religion.
- No particular religious group receives special privileges from the state.
- Individuals are not discriminated against based on their religious beliefs.
- All citizens have an equal opportunity to serve in government roles, regardless of their faith.

#### **5.4.2 Indian Constitution and Secularism:**

In India, secularism is considered an ideal philosophy that promotes peaceful coexistence among people of various religious backgrounds while ensuring that the state treats all faiths with equal respect and freedom. The Indian Constitution officially recognizes the country as a secular nation, which means the government does not favor any particular religion. People of all faiths—Hindus, Muslims, Sikhs, Christians, and others—have the right to practice and spread their religious beliefs freely. Secularism is one of the core principles embedded in India's constitutional framework.

India does not endorse any official state religion, nor does it formally acknowledge the faith of the majority population. Additionally, the Indian government does not exercise any religious authority. According to the fundamental rights enshrined in Articles 25 and 26 of the Constitution, every individual has the freedom to follow and manage their religious affairs, while Article 27 protects citizens from being taxed for the promotion of any specific religion.

The concept of Sarva-dharma-samantva or Sarva-dharma-samabhav emphasizes equal respect for all religions. Similarly, the phrase Ekam Brahma Vipra Bahuda Vadanti conveys the idea that there is one divine truth, though it is known by different names.

The architects of India's Constitution were deeply influenced by the principles of social democracy, which led to the adoption of secularism. The backdrop of Hindu-Muslim tensions and the partition of India played a crucial role in shaping this decision. To prevent religious conflicts and avoid another partition-like situation, the separation of religion from state affairs was prioritized. At the same time, religious considerations were acknowledged in cultural matters to maintain social harmony. One key example of this approach is the special rights granted to religious minorities, ensuring their dignity and security. It was recognized that enforcing a completely uniform legal system was neither practical nor necessary for religious unity; instead, safeguarding India's diverse social fabric was seen as the greater priority.

## **5.5 FUNCTION OF EDUCATION IN PROMOTING SECULARISM:**

In a diverse and multi-faith country like India, fostering a secular mindset is essential to maintaining national unity and integrity. There are several key ways to promote secularism in India, including:

- Education

- Non-Governmental Organizations (NGOs) and Voluntary Bodies
- Social Reform Initiatives

Secularism is more than just an idea—it's a way of thinking and living. It requires deep psychological shifts, which in turn depend on structural and institutional changes. A genuinely secular mindset is built on logical reasoning, compassion, and adaptability. When viewed rationally, secularism involves a broad set of strategies designed to nurture these values. These principles thrive in an open and inclusive society that encourages mutual respect and collaboration among different communities. To reshape group identities and improve interactions among them, it is crucial to foster a broader national identity based on shared interests. Achieving this level of social transformation requires an economic and political framework that can integrate and connect India's diverse cultural communities. Education plays a fundamental role in this process, equipping individuals with the tools to embrace secularism and lead meaningful lives. Schools reflect secular principles through the behavior and attitudes of educators, as well as the overall learning environment. Every educational initiative should be designed to instill essential values like love, truth, and tolerance. Around the world, education is seen as a powerful tool for fostering rational and scientific thinking. Although its impact on modernization is sometimes overstated, countries engaged in nation-building rely heavily on education to shape progressive mindsets and broaden perspectives. In India, the dream of building a truly secular society depends largely on the millions of students in schools and universities who are being exposed to scientific reasoning, humanistic values, and rational thought.

The government's commitment to secularism is evident, particularly in ensuring that minority communities do not face discrimination in education. The National Council of Educational Research and Training (NCERT) plays a key role by developing school textbooks that align with India's secular ideals. These textbooks are regularly reviewed by experts to remove any content that could incite hostility or discrimination. If concerns arise about biased information, necessary corrections are made to ensure that education remains free from prejudice. Beyond textbooks, frequent seminars and conferences are held to explore how India's rich cultural heritage can be used to promote secularism through education. This approach ensures that moral values remain a core part of learning because an education system without values lacks direction. The National Policy on Education (1986) also emphasizes the role of education in eliminating regressive practices, religious extremism, violence, blind faith, and superstitions.

However, education alone cannot create a secular mindset. If society remains bound by outdated traditions, superstitions, and religious fundamentalism, the role of social reform movements and voluntary organizations becomes just as crucial as government-led efforts in promoting secular values.

- **As** per Article 28(1) – Educational institutions that are entirely funded by the government are prohibited from conducting religious instruction.
- Individuals studying in institutions that are either recognized by the state or receive government aid cannot be forced to participate in religious teachings without their **consent**. If the student is a minor, guardian approval is required.
- Articles 325 and 326 uphold the principle of fairness in voting rights and representation, ensuring that no citizen is discriminated against based on religion, ethnicity, or gender.

#### **5.5.1 Education for Secularism in India:**

The Indian education system promotes fair values and beliefs through its inclusive goals, broad curriculum, skilled teachers, and well-planned activities. It focuses on modern thinking, logical reasoning, freedom from bias, and equal respect for all religions. The main features of secular education in India include:

- Secular objectives and democratic governance of educational institutions.
- Multiple curriculum.
- Science teaching for developing rational and scientific outlook.
- Enlightened teachers.

The Indian education system is designed to cultivate a societal atmosphere where secular values are not only promoted but also deeply ingrained in everyday learning and interactions.

#### **5.5.2 Reasons for Imparting Secular Education:**

- A good education helps people develop strong morals.
- It teaches open-mindedness and positive values.
- It helps people understand the world better.
- It encourages respect and kindness toward different opinions.
- It supports fairness and puts people first.
- A well-balanced education includes both useful skills and deep thinking.

- It helps protect against extreme beliefs and intolerance.

## 5.6 SUMMARY

In this unit, we learned about the role of home / family in upbringing their children in a socially desirable way. We also studied and compared the role of father and mother in nurturing children and developing different socially accepted values, morals, habits and manners to lead a healthy and productive life. The concepts of religion, secularism and secular state was studied and analyzed in detail. You were also acquainted with different constitutional provisions for promoting secularism and why there is need for transmitting secular education. Afterwards, we also examined the function of religions and education in promoting social unity integration and secularism.

## 5.7 GLOSSARY

**Socialization:** The process through which individuals learn and adopt the values, beliefs, norms, and social practices of their culture or society. Education plays a critical role in socializing students by imparting societal values and expectations.

**Social Stratification:** The hierarchical arrangement of individuals into different social classes or strata based on various factors such as wealth, income, education, and occupation. Education can both reflect and reinforce social stratification.

**Secularism:** It is the principle of separating religion from government and public institutions.

## 5.8 ANSWERS TO SELF-CHECK EXERCISES

### Self-Check Exercise-1

**Answer1: B) A supportive space that fosters curiosity, exploration, and academic growth.**

### Self-Check Exercise-2

**Answer1: C) The principle of separating religious teachings from state-funded education.**

### Self-Check Exercise-3

**Answer1: B) To ensure that educational content is free from religious bias and discrimination.**

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## **5.10 TERMINAL QUESTIONS**

1. How family acts as an agent of socializing children? Discuss in detail.
2. Fathers and Mothers have different role to play which are although contrary to each other but in harmony with each other. Justify the statement with suitable examples.
3. Describe the concept of religion. How religion can bring social unity and integration?
4. Define secularism. Explain briefly the traits/features of secular states.
5. Critically examine the significance of education in promoting secularism with special reference to Indian situation.
6. Identify those elements of present education system in India that reflects the values of secularism.

## **UNIT-6**

### **SOCIAL MOBILITY**

#### **STRUCTURE:**

- 6.1 Introduction
- 6.2 Learning Objectives
- 6.3 Concept of Social Mobility
  - 6.3.1 Importance of Social Mobility
  - 6.3.2 Kinds of Social Mobility
  - 6.3.3 Factors affecting Social Mobility
  - 6.3.4 Role of Education in Facilitating Social Mobility
- Sef-Check Exercise-1
- 6.4 Summary
- 6.5 Glossary

6.6 Answers to Self-Check Exercises

6.7 References/Suggestive Readings

6.8 Terminal Questions

## **6.1 INTRODUCTION**

Every person wants to improve their life. For example, a rickshaw puller's son might become a lawyer, or a clerk's son could become a doctor. In both cases, the children choose different jobs than their parents, giving them better opportunities. This change—whether moving up or down in society or shifting between important roles—is called social mobility. In this lesson, we will look at the different types of social mobility, what affects it, and how education helps people move up in life.

### **6.2 Learning Objectives:**

After studying this lesson, you will be capable of:

- Explain what social mobility is and why it matters.
- Recognize and tell apart different types of social mobility.
- Understand the main things that affect social mobility.
- See how education helps people move up in society.

### **6.3 CONCEPT OF SOCIAL MOBILITY**

Mobility means movement, change, or transition. This change can be about moving from one place to another or shifting between different positions in life. Change itself is neutral—it is neither good nor bad on its own. When we talk about social mobility, we mean how people or groups move up or down in society. This movement can happen over generations or within a person's lifetime. Simply put, social mobility is the change in a person's or group's status over time. Sociologist Pitirim Sorokin was one of the first to study this idea in detail. In his book *Social and Cultural Mobility*, he explained that no society is completely closed, like India's caste system, and no society is fully open, like the class system. He also said that different societies allow different levels of mobility, and the speed of social movement changes based on history and modernization.

Social mobility usually means moving between social classes or jobs. According to Barber, it refers to shifts—either going up or down—between higher and lower social classes. More specifically, it means changing from one important, full-time social role to another, where these roles are ranked at different levels in society. This happens over time as people's social status changes due to different life experiences. Many people believe that

social mobility is always a good thing and that an open society is better than a closed one. But that's not always true. A closed society, where people cannot move up or down easily, can reduce stress because there are fewer failed ambitions and less pressure to compete. It also prevents unrealistic expectations and allows people to stay in familiar surroundings without having to adjust to new social rules. However, an open society, where movement is easier, does not always mean people will be happier. At the same time, a closed society is less likely to grow or influence the world. Since talent is not passed down from parents to children, a system that stops talented people from lower classes from rising to leadership will eventually become weak and fall behind.

### **6.3.1 Importance of Mobility:**

The importance of social mobility as a key measure of fairness in society has grown significantly. It is now widely seen as an indicator of equal opportunity, especially in a world where outcomes remain unequal. Because of this, social mobility is closely linked to issues like inequality, social inclusion and exclusion, class structures, and social hierarchy. Essentially, it refers to a person's ability to move between different social groups or classes, which often come with varying levels of status and opportunity. It also reflects the shift between exclusion and inclusion in society.

Opportunities for social mobility are a crucial part of ensuring equality of opportunity—one of the fundamental pillars of social justice. This principle is supported by three others: equal citizenship rights, a guaranteed minimum level of social rights, and the fair distribution of additional social benefits beyond the basic minimum. Social mobility plays a vital role because:

- The idea of equal opportunity is valued across different political beliefs, and when social mobility is limited, it indicates a lack of true equality.
- Ensuring that everyone can reach their full potential is key to maintaining a strong and efficient economy.
- A society becomes more united and inclusive when people believe that their efforts, talents, and dedication can lead to a better life for themselves and their children.

### **6.3.2 Kinds of Social Mobility:**

The social status of an individual or group can change in multiple ways. At certain times, one type of mobility may be more common, while at other times, a different form might take precedence. These categories are not entirely distinct; instead, they often overlap. However, to simplify analysis and comprehension, they have been given specific labels.

### **1. Horizontal Mobility:**

This type of social movement happens when a person changes jobs without changing their social status. Some professions, like doctors, engineers, and professors, have similar respect in society. For example, if an engineer starts teaching engineering, they have changed careers but stayed at the same social level. In simple terms, horizontal mobility means moving between jobs or groups that have the same status. Sociologist Sorokin expands this idea, saying that it includes changes in location, religion, politics, family roles, or jobs—as long as the person's overall social position remains the same.

### **2. Vertical Mobility:**

Vertical mobility happens when a person's job, income, or political role changes in a way that moves them up or down in society. Sorokin explains it as moving from one level of social ranking to another. This can go in two directions: moving up (social climbing) or moving down (social decline). If a rich business owner loses everything and goes bankrupt, they experience downward mobility. On the other hand, if a small business owner becomes very successful and builds a big company, they move up. Societies that are more open tend to have higher vertical mobility.

### **3. Upward Mobility:**

Upward mobility happens when a person or group moves to a higher social status. For example, someone from a lower social class who wins an election and becomes a government minister has moved up. Even if their caste or background stays the same, their financial and political power improves their social position.

### **4. Downward Mobility:**

Downward mobility happens when someone loses their high status and moves to a lower social level. For example, an engineer with a good reputation might lose their status if they are found guilty of corruption or a crime. They could end up in prison or be rejected by society, which lowers their rank.

### **5. Inter-Generational Mobility:**

This type of mobility happens across generations in a family, meaning a person's social status changes compared to their parents. It can go up or down. For example, parents from a lower social class may work hard and invest in their children's education so they can get better jobs. If a shoemaker's son becomes a doctor, this is upward mobility. But if a family from a high-status caste, like a Brahmin family known for teaching, has children who don't succeed academically or continue the family profession, they experience downward mobility.

## **6. Intra-Generational Mobility:**

This type of mobility happens within one person's lifetime. It can take two forms:

- a) A person's social status changes over time.
- b) One sibling moves up while another stays in the same position.

For example, someone might start as a clerk, gain more education and skills, and later become a professor or government officer. This is upward mobility. However, if their sibling also started as a clerk but remained in that position, this shows how mobility can vary within the same generation.

## **7. Occupational Mobility:**

Occupational mobility refers to switching jobs. Since different jobs have different levels of income, power, and respect, changing jobs can lead to moving up or down in status. For example, if someone moves from a low-prestige job (like a clerk) to a high-prestige job (like an officer), that's upward mobility. On the other hand, if a lawyer quits to engage in illegal activities, they experience downward mobility.

These different types of social mobility show how people can move within society—either up or down, sideways, or between different generations. Social mobility takes time and depends on many factors, including opportunities and societal conditions.

### **6.3.3 Factors affecting Social Mobility:**

Several factors influence social mobility. These may arise from an individual's drive and personal efforts to progress, institutional programs that establish new opportunities, or wider societal shifts that reshape how achievements are assessed. Let's take a closer look at each of these elements to understand their impact on social mobility.

#### **1. Motivation**

Every individual aspires not only to enhance their quality of life but also to elevate their social standing. In an open system, people have the opportunity to achieve any status, which serves as a driving force for hard work and skill development. This motivation is essential for attaining a higher social position. Without personal ambition and effort, social mobility remains unattainable.

#### **2. Achievements and Failures**

Achievements refer to outstanding and often unexpected accomplishments that draw public attention to an individual's abilities. However, not all achievements lead to social mobility—only exceptional ones do. For instance, a poor person who amasses wealth or an unknown writer who

wins a literary award experiences an increase in social status. Conversely, failures and wrongful actions can contribute to downward mobility.

### **3. Education**

Education serves not only as a means of gaining knowledge but also as a stepping stone to prestigious occupational positions. For example, to become a doctor, one must study science subjects, while candidates for competitive exams like the I.A.S. must be at least graduates. Higher education enables individuals to aim for elevated positions. In contemporary India, formal education has allowed members of scheduled castes and tribes to break away from traditional occupations and secure high-status jobs. Since modern industrial societies emphasize achieved statuses, education is a fundamental requirement for upward mobility.

### **4. Skills and Training**

Societies provide avenues for skill development and professional training for younger generations. Acquiring these skills requires both time and financial investment. Individuals make these sacrifices because society offers incentives to skilled professionals. Once they complete their training, they qualify for higher-status positions, which they would not have attained without specialized education.

### **5. Migration**

Migration plays a significant role in social mobility, as people relocate due to various economic and social factors. Some move because their current location lacks opportunities, while others seek better prospects elsewhere. Migrants often utilize new opportunities to enhance their social standing. For example, individuals from scheduled castes in Uttar Pradesh and Bihar migrate to Punjab and Haryana for employment. Initially working as farm laborers, they eventually save money, return to their villages, purchase land, and transition into landowners.

### **6. Industrialization**

The Industrial Revolution introduced a system where individuals were valued for their abilities and training rather than their caste, religion, or ethnicity. Mass production led to reduced costs, displacing artisans from their traditional work and prompting migration to industrial areas. In these urban centers, workers gained vocational training and employment, which facilitated upward social mobility. Unlike traditional societies, where status is inherited, industrial societies reward achievement, thus enhancing opportunities for social mobility.

### **7. Urbanization**

Urban environments promote social mobility by diminishing factors that hinder it. In cities, people form more formal relationships and often remain unaware of each other's backgrounds. Instead of

caste or heritage, a person's education, occupation, and income determine their status. A well-educated and financially stable individual can achieve a high social position, regardless of their origin. Urbanization, therefore, fosters mobility by creating an environment where personal achievements outweigh societal restrictions.

## **8. Legislation**

New laws can also contribute to social mobility. For instance, the Zamindari Abolition Act transformed tenant farmers into landowners, improving their status. Similarly, legal provisions for job reservations and promotions for scheduled castes and tribes have facilitated upward mobility. Policies such as reservation in professional colleges and government jobs have enabled many individuals from marginalized communities to enhance their social standing.

## **9. Politicization**

Greater access to education, mass media, and political awareness has empowered people to demand their rights. Political parties educate citizens about their entitlements, encouraging them to unite and push authorities for reforms. Agitations, strikes, and protests serve as means to achieve political and social goals. To secure votes, political parties introduce concessions that help certain groups improve their status. Some individuals even rise to positions of power, such as ministers or chief ministers, leading to upward social mobility.

## **10. Modernization**

Modernization involves adopting scientific advancements, technology, and a rational approach to life. As technology progresses, individuals engaged in lower-prestige jobs, such as scavengers, abandon traditional occupations in favor of cleaner and more respected professions, leading to upward mobility. Additionally, a country's level of development influences social mobility. Traditional and less-developed societies maintain rigid social hierarchies, while modernized nations provide greater opportunities for individuals to achieve higher status through competition and merit.

### **6.3.4 Role of Education in Facilitating Social Mobility**

Several factors influence social mobility, including political connections, marriage, family ties, and education. Among these, education stands out as the most commonly pursued path, especially as access to schools and universities continues to grow globally. It's widely seen as the key to upward mobility because:

- Many people aim to achieve outstanding academic success.
- When someone has strong academic qualifications, their integrity is seldom doubted.

- Education plays a crucial role in both career opportunities and income levels. Typically, the more advanced a person's education, the more respected their profession, often leading to a higher annual salary.
- As a result, this can enhance a person's financial stability, social standing, and overall influence.

Formal education is closely linked to upward social mobility, as it significantly influences how individuals are classified within societal hierarchies. This classification occurs through assessments, oversight, and advancements. As a result, education acts as a stepping stone for individuals striving to achieve higher social standing. Consequently, formal education has become a fundamental prerequisite for prestigious careers such as medicine, law, accounting, teaching, and engineering. The role of education in promoting social mobility can be outlined as follows:

- Firstly, education plays a crucial role in maintaining social class positions across generations. Those born into higher social classes often have access to better educational opportunities, which helps them retain their societal status.
- Secondly, education can also serve as a means for social mobility. A person's ability to move up in society is largely influenced by their access to quality education. However, true upward mobility is only possible if educational opportunities are fairly distributed, ensuring that disadvantaged individuals have a chance to improve their social standing and avoid slipping downward.

Education had not only served as a vital role in improving social mobility of men but it had also promoted social mobility among women. Though women in many societies continue work managing the home and working in various of agricultural occupations, the and is changing with more women seeking work for pay outside the home. These changes have been associated with women's increasing educational attainment, increasing demand for services provided by traditionally female occupations, changes in family and life patterns and hanging social norms. Education is the key factor for women to be employed, especially when higher education is being made more accessible to women. Social mobility for women is another enhanced by employers who provide paid maternity leave and childcare facilities in the workplace. However, it should be noted that working class women or from low income backgrounds suffered from a lack of mobility compared to middle-class or professional occupations Typically, working-class women work in

jobs considered unskilled, with little job security, with low pay and few or no benefits. The work is often repetitive, tedious, physically demanding and most of all, boring.

### **Self-Check Exercise-1**

#### **Q.1 What does the term "social mobility" refer to?**

- A) The ability to move between different geographical locations
- B) The ability to change one's social position or status within a society
- C) The movement of individuals within a specific social class
- D) The process of changing one's occupation within the same industry

#### **Q.2 Which factor is most likely to enhance social mobility?**

- A) Elevated levels of economic inequality
- B) Exposure to top-tier education and vocational training
- C) Limited access to healthcare and social services
- D) Rigidity in social class structures

## **6.4 SUMMARY**

In this unit, we delved into the concept of social mobility and its impact on society. We had a detailed discussion on the different types of social mobility and analyzed the essential role education plays in fostering it. In the end, we acknowledged that social mobility is a key factor in driving social change.

## **6.5 GLOSSARY**

**Social Mobility:** The ability of individuals/groups to elevate or lower the social and economic ladder within a society. This movement can occur over different generations (intergenerational) or within a single lifetime (intragenerational).

**Intergenerational Social Mobility:** The changes in social status that occur between different generations within a family. For instance, if the children of working-class parents achieve an elevated social status than their parents, this is considered upward intergenerational mobility.

**Intragenerational Social Mobility:** The changes in an individual's social status during their own lifetime. This includes advancements or declines in social or economic status as a person progresses through their career or personal life.

## **6.6 ANSWERS TO SELF-CHECK EXERCISES**

### **Self-Check Exercise-1**

**Answer1:B) The ability to change one's social position or status within a society**

**Answer2: B) Access to top-tier education and vocational training**

## **6.7 REFERENCES/SUGGESTIVE READINGS**

- Adisesiah, WTV & Pavanasam R. (1974). Sociology in Theory and Practice, New Delhi, Santhi Publishers.
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## **6.8 TERMINAL QUESTIONS**

1. Explain social mobility and its need and importance.
2. Describe the major factors that affect social mobility.
3. How education can promote social mobility? Explain with suitable examples.

## **UNIT-7**

### **SOCIAL CHANGE**

#### **STRUCTURE**

##### 7.1 Introduction

##### 7.2 Learning Objectives

##### 7.3 Social Change: Meaning and Nature

###### 7.3.1 Difference between Social Change, Social Evolution and Social Progress

###### 7.3.2 Factors affecting Social Change

###### 7.3.3 Constraints in Social Change

## Self-Check Exercise-1

### 7.4 Role of Education in Bringing Social Change

## Self-Check Exercise-2

### 7.5 Summary

### 7.6 Glossary

### 7.7 Answers to Self-Check Exercises

### 7.8 References/Suggestive Readings

### 7.9 Terminal Questions

## 7.1 INTRODUCTION

In this unit, we will learn about social change and what causes it to happen. We will also look at the main challenges that slow down social change. Lastly, we will talk about how education can help bring positive changes to society.

## 7.2 LEARNING OBJECTIVES

After going through this unit, students will be capable of:

- Understand the notion of social change.
- Discuss the factors affecting social change.
- Know the constraints in social change.
- Understand the role of education on bridging the social change.

## 7.3 SOCIAL CHANGE: MEANING AND NATURE

Change is an essential part of life, continuously shaping the world around us. It is a natural and ongoing process. Society, too, is never stagnant; it is dynamic and constantly evolving. As a result, its structure undergoes continuous modifications. Since the very beginning of sociology as a field of study, understanding human and societal change has been a key area of focus. Examining social change is crucial not only for understanding past shifts but also for anticipating and preparing for future developments. Social change encompasses all forms of variation within human societies. When individuals experience shifts in their lifestyles or when social relationships evolve, these changes are classified as social transformations. Essentially, the term refers to modifications in people's ways of life over time. The concept of "change" implies a comparison over a period, and thus, social change represents noticeable transformations in societal patterns over time. Since

society is built on a web of social relationships, any shift in these interactions signifies social change. Social relationships involve interactions, processes, and shared behaviors within a community, influencing how different groups engage with one another. Therefore, social change refers to adjustments in social processes, interactions, behavioral patterns, or organizational structures. At its core, social change represents a transformation in a society's structure and functions. When a large number of people adopt new behaviors or engage in activities different from previous generations, it indicates societal evolution. Any shift in human behavior reflects the continuous process of social change. Since societies are composed of individuals, changes in society ultimately stem from changes in people themselves. As Davis suggests, altering society means transforming individuals.

Mazumdar defines social change as the emergence of new customs or ways of life that either replace or modify existing ones within a community. Similarly, Lundberg and his colleagues describe it as any adjustment in established social patterns and behavioral norms. From these perspectives, social change can be understood as shifts in how people interact and live their lives. However, not every transformation within society qualifies as social change. Developments in fields such as art, language, technology, or philosophy may not necessarily fall under this category. Instead, social change specifically refers to alterations in social relationships and collective behaviors within a society.

Social change can be better understood by examining its fundamental traits:

1. Social Change Is a Universal Phenomenon
2. Social Change Impacts Communities, Not Just Individuals
3. The Rate of Social Change Varies
4. Time Influences the Nature and Speed of Social Change
5. Social Change Is Inevitable
6. Social Change Is an Ongoing Process
7. Social Change Can Be Gradual or Sudden

### **1. Social Change Is a Universal Phenomenon**

Change is an inherent part of every society, whether traditional or modern. No society remains entirely static; transformation is constant. These shifts occur due to various

factors, including population growth, technological progress, material resource availability, evolving ideologies, and institutional restructuring.

## **2. Social Change Impacts Communities, Not Just Individuals**

When discussing social change, it's important to note that it doesn't refer to changes in a single person's life or the behavior of a small group. Instead, it affects entire communities. A transformation is considered social only when it has a widespread impact on society as a whole, rather than being confined to a few individuals.

## **3. The Rate of Social Change Varies**

Although social change happens everywhere, its pace differs from one society to another. In some cases, change is so gradual that people barely notice it. Even in modern societies, certain aspects remain unchanged for long periods. Generally, urban areas experience change at a faster rate than rural communities.

## **4. Time Influences the Nature and Speed of Social Change**

The speed at which social change occurs is not uniform across different historical periods, even within the same society. In modern times, transformation happens at a much quicker pace than in earlier generations. For instance, before 1947, industrialization in India was slow, but after independence, rapid industrial growth led to significant societal shifts.

## **5. Social Change Is Inevitable**

Change is a fundamental aspect of nature, and social change follows this principle. It can occur naturally or result from intentional efforts. Human beings constantly seek change as their needs and aspirations evolve. According to sociologist Green, the desire for change has become deeply ingrained in human life.

## **6. Social Change Is an Ongoing Process**

Society is always evolving, making change an unending process. This transformation can take different forms, such as growth, decline, renewal, or adaptation. Since social relationships are at the core of society—and these relationships are never static—they continuously evolve over time.

## **7. Social Change Can Be Gradual or Sudden**

Transformation can happen in a slow, peaceful manner or as a sudden, forceful shift. Gradual change often signifies a smooth transition, whereas rapid change may lead to upheaval. The term "violence" is sometimes associated with abrupt social transformations,

as they can involve conflict or resistance. Additionally, rapid change can disrupt cultural, ideological, and emotional stability for those affected.

### **7.3.1 Difference between Social Change, Social Evolution and Social Progress**

Sociologists use a range of terms to describe social change, such as evolution, growth, progress, development, revolution, and adaptation. Depending on the perspective, one term may be favored over another. The concept of evolution existed long before Darwin's *Origin of Species*, but the idea of social evolution primarily stems from biological evolutionary theories. In biology, evolution refers to the gradual development of an organism, allowing it to adapt to its environment while revealing its inherent characteristics. This process signifies a transformation that fundamentally alters the nature of an entity. Many social theorists, including Herbert Spencer and Sumner, integrated this biological evolution framework into their interpretations of social change. Spencer defined evolution as the integration of matter alongside the dissipation of motion, where matter moves from an indefinite, incoherent homogeneity to a more structured and coherent heterogeneity. Applying this idea to society, he suggested that social structures evolve similarly—shifting from a state of disorderly uniformity to one characterized by organized diversity. In this sense, evolution represents a gradual transition from simplicity to complexity. Another important concept in discussions of social change is "progress." This idea was explored extensively by 18th-century French philosophers like Turgot and Bacon and has significantly influenced modern social thought. Early sociologists, including Saint-Simon, Auguste Comte, and Herbert Spencer, were strong proponents of this concept. Comte, in particular, believed that intellectual elites played a crucial role in advancing progress. In a linguistic sense, "progress" means moving forward, but forward movement alone does not define it. Progress and regress are relative concepts; stating that a country has progressed lacks meaning unless the specific direction of that progress is identified. Unlike general change, progress implies movement toward a desirable goal. For instance, if agricultural conditions in a nation decline, leading to famine, this is undoubtedly a change, but it would not be considered progress. Progress signifies advancement toward a favorable outcome. MacIver described progress as movement with a final goal in mind, while Lumley characterized it as change directed toward a preferred or beneficial state. Essentially, progress represents movement toward an ideal objective. Since it implies improvement, the concept of progress is inherently tied to subjective values and societal expectations. While change is a constant, progress assumes that this change leads to positive and goal-oriented development.

The next sub-section will throw light on different factors affecting social change.

### **7.3.2 Factors affecting Social Change**

A sociological view of change looks at not just how structures shift but also what influences these changes. Societies have always experienced change throughout history. That's why it's important to understand what drives these transformations. Morris Ginsberg studied different ideas from scholars to explain social change. In this discussion, we'll focus on the sociological understanding of where change comes from and what causes it. Here, a cause will be seen as a mix of connected factors that, when put together, are both needed and enough to create a specific outcome.

1. **Natural Factors:** Natural forces and factors play a vital role in unifying or disintegrating the society. Although human beings have made tremendous progress during the last 150 years or so, yet they have not been able to wield full control over the nature. A storm, earthquake, flood, drought, disease and similar natural events even today can disrupt the social system. Natural calamities like floods, earthquakes, draughts, famines and other natural disasters always force alterations in the social conditions and life of the affected people.
2. **Geographical Factors of Social Change:** Geographical conditions always affect the social system and act as factors of social modification. The cultural life of the people depends upon the physical environment. Progress also depends upon the availability of natural resources, their exploitation and how are these being recouped and preserved. The climate always affects the socio-economic activities of the people. For instance, there is little economic activity at both poles (North and South) due to intense and long spells of cold; the speed of social change remains negligible. Alternatively, there is constantly an intense activity in temperate regions (neither too cold nor too warm) and consequently the speed of social changes is quite fast.
3. **Biological Factors:** Biological factors also affect social change. Biological factors are those factors which determine the structure, selection and hereditary qualities of generations. The human element is ever changing. Each new generation is different from previous generation. It is different in form, ideas and in many other ways from the one gone before.
4. **Demographic Factors:** The demographic factors always affect the process and nature of social change. The population increase or decrease always brings social problems. When the birth-rate in a society exceeds death-rate, population begins to rise which gives birth to many problems resulting in social change.
5. **Socio-Economic Factors:** The economic factors constitute an important factor of social change. Marx said that the entire social structure of a country is determined by economic factors; the means of production and distribution of material means of

production and distribution: When there are changes in the means of production i.e. the material productive forces of society, it always changes the social organization.

6. **Cultural Factors:** Cultural elements play a vital role in driving societal change. Culture is not stagnant; it is continuously transforming. It not only adjusts to technological progress but also acts as a catalyst for shifts within society. As an inherent aspect of social life, culture evolves naturally, influencing how people interact and advance. While individuals formulate plans and take initiative, cultural heritage does not operate as a rigid framework that must be followed without deviation. Instead, it provides direction and influence over social conduct. Our way of life is molded by beliefs, values, traditions, customs, and institutions. When these components evolve, they inevitably bring about significant changes in society as a whole.
7. **Science and Technology as Factors of Social Change:** In contemporary times, science and technology happens to be the most significant factor of social change. New scientific inventions and technologies always greatly influence the social scene. Opburn and Nimkoff rightly observe, "The most wonderful and universal phenomenon of modern life is not capitalism, but science and technology and capitalism is only its by product. Mechanization brings changes in the economic structure and relations. This leads to alterations in old values, norms and ideals. Technology brings about changes in the physical environment and the material culture of each society which in turn gives birth to social change."

We will now learn about constraints in bringing social change and how education can act as a major agent in bringing social change.

**7.3.3 Constraints in Social Change:** The major constraints in social change are enlisted below.

1. Superstitious beliefs
2. Conservative nature
3. Cultural fanaticism
4. Castes
5. Social Class
6. Religion
7. Fear
8. Regionalism

### **Self-Check Exercise-1**

#### **Q.1 What does the term "social change" refer to?**

- A) The process by which individuals change their personal habits
- B) The transformation of cultural, economic, political, or social institutions and structures over time
- C) The introduction of new technologies in everyday life
- D) The process of globalization affecting international trade

9. Parochialism

10. Isolation

## **7.4 ROLE OF EDUCATION IN BRINGING SOCIAL CHANGE**

Education is widely recognized as a major force behind social progress and growth in today's world. It has the ability to reshape viewpoints and beliefs, bringing about significant changes in society. The link between education and social transformation works in two ways: it acts both as a cause and an outcome of change. In the first case, education functions as a means to achieve desired improvements in society, while in the second, adjustments in the education system take place in response to larger societal changes. The connection between education and social change can be divided into three main types.

### **1. Education as a Key Factor in Social Transformation**

History shows that in developed countries, education is essential for meaningful social change. People who lack formal education often accept their situation as permanent and rarely strive to improve their living conditions. Learning encourages logical thinking and a problem-solving mindset, enabling individuals to question their circumstances and push for improvements.

### **2. Education as a Result of Social Progress**

Education and social change influence each other. While learning plays a crucial role in shaping society, it is also impacted by shifts in social conditions. As communities grow and develop, they create better learning opportunities. This means education both drives and follows social progress, strengthening its effects over time.

### **3. Education as a Driving Force for Social Change**

Education is a powerful tool for bringing change by shaping people's views on social and economic issues. It builds skills, expands knowledge, and inspires creative thinking. In particular, specialized training supports industrial growth, leading to major changes in how society functions and evolves.

The role of education in bringing social change can be summarized under following points:

- 1) Education perpetuates eternal values
- 2) Promotes capacity to welcome social change
- 3) Helps in evaluation of social change
- 4) Helps in transmission of culture
- 5) Helps in removal of obstacles
- 6) Provides a leadership role
- 7) Mother of new changes
- 8) Spreading knowledge and social awakening
- 9) Stabilizing democratic values
- 10) Controls, channelizes and modifies thoughts of new generation
- 11) School as a workshop for citizenship training
- 12) Bringing awareness against social evils
- 13) Helps in national development and international understanding
- 14) Brings equality among masses

### **Self-Check Exercise-2**

#### **Q.1 How does education contribute to social change?**

- A) By reinforcing existing social hierarchies and inequalities
- B) By promoting critical thinking, awareness, and new ideas that can lead to societal transformation
- C) By maintaining traditional cultural practices without modification
- D) By focusing exclusively on vocational training without addressing broader social issues

## **7.5 SUMMARY**

The concept and nature of social change was discussed in detail. The factors that affect social change were elaborated and in the last section of the unit, you were acquainted with the role of education in bringing social change.

## **7.6 GLOSSARY**

**Social Change:** The transformation of cultural, economic, political, or social institutions and structures over time. Social change involves alterations in societal norms, values, practices, and systems.

## **7.7 ANSWERS TO SELF-CHECK EXERCISES**

### **Self-Check Exercise-1**

**Answer1:B) The transformation of cultural, economic, political, or social institutions and structures over time.**

### **Self-Check Exercise-2**

**Answer1:B) By promoting critical thinking, awareness, and new ideas that can lead to societal transformation**

## **7.8 REFERENCES/SUGGESTIVE READINGS**

- Adiseshiah, WTV & Pavanasam R. (1974). Sociology in Theory and Practice, New Delhi, Santhi Publishers.
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## **7.9 TERMINAL QUESTIONS**

1. "Change is the law of nature. Discuss this statement by taking examples from society.
2. What are the major factors that affect social change?
3. In your opinion, what are the major constraints in bringing social change in India?
4. How education can act as a tool for bringing social change in India?

## **UNIT-8**

### **URBANIZATION, MODERNIZATION AND WESTERNIZATION IN INDIA**

## **STRUCTURE:**

- 8.1 Introduction
- 8.2 Learning Objectives
- 8.3 Meaning and Characteristics of Urbanization
  - 8.3.1 Problems of UrbanizationSelf-Check Exercise-1
- 8.4 Concept of Modernization
  - 8.4.1 Characteristics of Modernization
  - 8.4.2 Importance of Being Modern
  - 8.4.3 Causes of Modernization
  - 8.4.4 Barriers in Modernization
  - 8.4.5 Advantages and Disadvantages of ModernizationSelf-Check Exercise-2
- 8.5 Education and Modernization
- Self-Check Exercise-3
- 8.6 Westernization
  - 8.6.1 Main Features of Westernization with Special Reference to IndiaSelf-Check Exercise-4
- 8.7 Summary
- 8.8 Glossary
- 8.9 Answers to Self-Check Exercises
- 8.10 References/Suggestive Readings
- 8.11 Terminal Questions

## **8.1 INTRODUCTION**

Due to developments in various spheres of life on account of science and technology, vast changes have taken place in present day society. There has been a sharp increase in urban areas as the facilities have started reaching the villages. Due to availability of different facilities, better life style and employment opportunities, the migration from villages to towns and cities has increased

many fold. The process of urbanization has not only contributed to economic growth but also has given birth to many problems. Due to urbanization, a number of changes in social values, ethics, thinking patterns, cultures are being witnessed at present. Such changes have resulted in making present day society as being complex. We presently witness that the younger generation and even old people have started following western cultures and life styles. These all modifications in behaviour and living style of people are considered as social changes. Not all such changes are good, some of these changes are also bad as these can be disastrous for our cultural heritage. In the present lesson, we will study about the concept of urbanization, modernization and westernization and different aspects related to them. We will also critically examine the pros and cons of these processes with special reference to Indian society.

## **8.2 LEARNING OBJECTIVES**

After studying this unit, you will be able to:

- Explain the meaning and characteristics of urbanization.
- Discuss the major problems due to urbanization.
- Discuss the meaning and characteristics of modernization.
- List down the causes of modernization.
- Examine different barriers in modernization with special reference to India.
- Write down advantages and disadvantages of modernization.
- Explain the role of education in facilitating modernization.
- Explain the concept of westernization and differentiate it from modernization.
- Discuss the main features of westernization with special reference to India.

## **8.3 MEANING AND CHARACTERISTICS OF URBANIZATION**

Urbanization is a part of the development process, it contributes to economic development in two ways, first urbanization and industrialization go hand in hand and are positively correlated with each other. Secondly, the urban way of life has a significant impact on sterility rates. Urbanization helps to bring down both mortality and fertility rates, Urbanization is a natural consequence of economic changes that take place as a country develops. This is manifest in the increasing contribution of urban sector to national income. An urban area is characterized by higher

population in comparison to area surrounding it. Urban areas are created and further developed by the of urbanization. After independence, urbanization in India is increasing at very high pace. Migration is the key process underlying growth of urbanization; and the process of urbanization is closely related with rural to urban migration of people. In most developing countries of the world where rate of urban growth is relatively higher, the urban-ward migration is usually high. Rural to urban migration is by far the major component of urbanization and is the chief mechanism by which urbanization trends all the world-over has been accomplished. Urbanization has significantly altered traditional forms of political participation that were once rooted in caste and religious identities. Instead of relying on these conventional affiliations, people now tend to engage in local issues through a rights-based approach. This shift extends beyond politics, influencing various aspects of daily life, including family structures. In rural villages, joint family households are the norm, whereas urban areas predominantly feature nuclear families, with only a small fraction maintaining joint family arrangements. This transformation in family dynamics is a direct consequence of urbanization. Large cities, in particular, bring together individuals from diverse cultural backgrounds, fostering an environment where people learn about different customs, share ideas, and break down social barriers. This cultural exchange promotes greater social integration and understanding.

Despite being one of the least urbanized nations globally—only 27.78% of India's population resides in cities or towns—the country is grappling with the challenges of rapid urban expansion. While urbanization has propelled economic and social development, it has also introduced several pressing issues. The sheer size of urban populations, coupled with unplanned and uncontrolled city growth, has led to a severe shortage of infrastructure. This strain is evident in critical areas such as housing, sanitation, transportation, water supply, electricity, healthcare, and education. The rapid increase in city populations, driven both by natural growth and migration, has only intensified these challenges.

Furthermore, urban areas face high levels of unemployment and underemployment, particularly among rural migrants. This economic instability often contributes to social problems such as begging, theft, robbery, and other crimes. Additionally, as cities continue to expand, they encroach upon valuable agricultural land. By 2001, India's urban population had already surpassed 285 million, and projections indicate that by 2030, more than half of the country's population will be living in cities.

Some of the major problems of urbanization in India are discussed here:

### **8.3.1 Problems of Urbanization:**

#### **1. Urban Expansion**

Urban expansion refers to the physical growth and population increase of cities, which is a major factor behind various urban challenges. In many cases, city economies struggle to keep up with the demands of rapid development. A continuous influx of people from rural areas and smaller towns into major cities has significantly contributed to their expansion.

#### **2. Overcrowding**

Overcrowding occurs when a large number of people reside within a limited space, leading to high population density. Naturally, cities with excessive population growth face congestion issues. This problem is particularly visible in most major Indian cities.

#### **3. Housing Shortage**

As overcrowding intensifies, the availability of housing becomes a persistent issue. This challenge is more pronounced in regions where individuals, often unemployed or underemployed, migrate in search of better opportunities but struggle to find adequate living spaces upon arrival.

#### **4. Unemployment**

Job scarcity is as critical an issue as the housing crisis. In India, urban unemployment rates range between 15% and 25% of the working population, with the numbers being even higher among educated individuals who face difficulties securing suitable employment.

#### **5. Slums and Illegal Settlements**

Unregulated urban expansion often leads to the rise of slums and unauthorized settlements. These informal housing clusters are a common feature in Indian cities, especially in large metropolitan regions, where rapid urbanization outpaces planned development.

#### **6. Traffic Congestion**

Traffic congestion is a widespread issue in Indian cities and towns. As urban areas grow, transportation challenges escalate due to the increasing number of commuters traveling for work, shopping, and daily activities. Additionally, large cities attract visitors who bring personal vehicles or rely on public transport, further complicating the traffic situation. The movement of commercial vehicles such as trucks and delivery vans in business districts adds to the problem.

#### **7. Water Shortage**

Water is a fundamental necessity, and throughout history, human settlements have been established near water sources. However, as urban populations grow, water demand frequently surpasses available supply, leading to shortages in many cities.

#### 8. Poor Sewerage System

Many urban areas in India suffer from inefficient and outdated sewage systems. No Indian city currently has a fully functional and well-maintained sewer network. Factors such as inadequate funding and unplanned urban growth contribute significantly to this ongoing issue.

#### 9. Waste Management

With the continuous expansion of Indian cities, waste disposal has become a critical concern. The immense volume of garbage generated poses significant health and environmental risks. Most urban areas lack efficient waste management systems, and existing landfill sites are overflowing. These sites not only contribute to the spread of diseases but also release toxic pollutants into the environment.

#### 10. Urban Crime

Modern cities bring together individuals from diverse backgrounds, often without strong social connections. As a result, urban crime rates have risen, affecting public safety. This issue particularly impacts women, making many urban areas feel unsafe. Additionally, some criminal activities receive indirect support from influential figures, including politicians and officials, further complicating law enforcement efforts.

#### 11. Urban Pollution

Rapid urbanization has led to unchecked industrial and transportation expansion, resulting in severe environmental pollution. Urban areas, in particular, face growing concerns regarding air, water, and noise pollution, which negatively impact public health and overall quality of life.

We cannot imagine a prosperous India—economically, socially, or culturally—if our cities remain unclean, urban living conditions continue to decline, and the environment suffers irreversible harm. In reality, cities are the backbone of economic growth, and urbanization is now seen as a key driver of economic progress and social transformation. Urban areas account for roughly 60% of the nation's total economic output, with per capita income nearly three times higher than that of rural regions.

Back in 1988, the National Commission on Urbanization (NCU) highlighted several crucial policy recommendations:

(a) Establishing a well-balanced spatial framework for economic development and an

organized network of human settlements,

(b) Ensuring an optimal population distribution between rural and urban areas, as well as

### **Self-Check Exercise-1**

#### **Q.1 What is a common environmental issue associated with urbanization?**

- A) Increased deforestation in rural areas
- B) Improved air quality
- C) Enhanced biodiversity in urban areas
- D) Increased urban heat island effect

among cities of various sizes,

(c) Encouraging economic growth in small and mid-sized urban centers,

(d) Expanding economic opportunities by developing counter-magnets across different regions, and

(e) Guaranteeing a minimum standard of essential services in both urban and rural areas.

Now we will study about the process of modernization, its related aspects and how education can facilitate modernization.

## **8.4 CONCEPT OF MODERNIZATION**

Modernization isn't tied to a single philosophy or movement; instead, it's a process of change. At its core, modernization involves embracing modern lifestyles and values. Historically, the term was mainly used to describe only to change in economy and its related effect on social values and practices. It is also described as a process that changed the society, from primarily agricultural to primarily industrial economy.

M.N. Srinivas, however, criticizes the concept of Modernization. According to him, it is a value-loaded term. He says that modernization is normally used in the sense that it is good. He, therefore, prefer to use the term 'Westernization' which characterizes the changes brought about in Indian society and culture as a result of over 150 years of British rule". Yogendra Singh supports

the idea of modernization, saying it goes beyond just Sanskritization and Westernization. He believes modernization is a "universal cultural process" that applies to all societies. Just like science, modernity isn't owned by any one culture or ethnic group—it's something shared by all people. Daniel Lerner, who first used the word "modernization" in his research on Middle Eastern societies, describes it as the change that happens in a non-Western country when it comes into direct or indirect contact with a Western nation. To quote his own words: "Modernization is the current term for an old process of social change whereby less developed societies acquire the characteristics common to more developed societies".

Modernization involves a wide array of changes that impact nearly every part of society as it progresses toward industrialization. This ongoing process influences various aspects, including the economy, politics, education, cultural traditions, and religious practices. Modernization is a characteristic process. It brings about social, financial and political changes. The modern society changes according to social and moral ethics. Modernization means deciding an objective and processing towards its accomplishment. Following thoughts are given about modernization:

- 1) The conversion of traditional society into modern society is referred to as modernization. The traditional society is supposed to adopt the modern characteristic.
- 2) Modernization is very extensive, multi-faceted and multi-dimensional process. Modernization brings about drastic change in all sections of the society. Changes take place in ethics, doctrines, social institutions, labour division and the rules of human relations.
- 3) A society having complete knowledge about its objectives and goal and along with it the capacity to them with the help of science and technology is called as modernization.
- 4) Modernization comprises of three aspects:
  - a) **Modern:-** It means new and recent.
  - b) **Modernness:-** It means normal conduct.
  - c) **Modernization:-** It means the purposeful process of change and development.

#### 8.4.1 Characteristics of Modernization

The process of modernization unfolds across multiple aspects of society, as previously discussed. It plays a significant role in areas such as social organization, culture, politics, the economy, and education, each in its own way. Broadly speaking, modernization is characterized by a strong emphasis on scientific inquiry, rational thinking, and secularism. It encourages ambition, a drive for achievement, evolving societal values and norms, the creation of new institutions, investment in human capital, an economy geared toward growth, and a national perspective that prioritizes collective well-being over traditional divisions like kinship, caste, religion, region, or language. Moreover, modernization supports an open society and enhances social mobility. The characteristics of modernization are as follows:

- 1) The most important condition of modernization is to have a clear perception of objectives and the willingness to accomplish those objectives with the help of science and technology.
- 2) Modernization is not just a format but it is a comparative process. Every country is comparatively more or less modern than other country. But there is no such thing as completely modern.
- 3) Modernization is a continuous process.
- 4) In modernization, progress and development is implied. A modern society is secular and ideologically advanced.
- 5) Modernization progressed through the collective results of various units of the society.
- 6) The speed of modernization depends upon various objectives and the medium of its accomplishments.
- 7) The most influential medium which impels the modernization is the government and the intellectual class of society.
- 8) Various types of national units form the basis of modernization. These units include natural equipments, human power and technical resources. The standard of modernization depends on the average educational standards of people and the technical development.
- 9) Modernization in the Indicator of financial development.
- 10) The bureaucrat social system increases through modernization

- 11) Modernization in social process. The whole society is changed and modernized in this process.

Modernization acts as a bridge between a society or a country and its objectives. Due to is the process changes according to the country. The speed and direction of modernization ways ascending. Every society or country tries to achieve a higher standard day by day. In this process, typical social development, social and moral ethics, equipments, passion and many such qualities play a vital role. The scientists, educated persons, social scientists, teachers, professors are important pillars of modernization. The process of modernization is incomplete without science and technology. With the increase in urbanization, the problem goes on increasing Modernization gives rise to bureaucracy and authorization. The development in the modern society attracts the underdeveloped countries and the traditional societies towards modernization. It is not that each and every aspect of modernization is good. It has some adverse effects on culture, society and the individual.

#### **8.4.2 Importance of Being Modern**

Modernization is a concept of change as well as system transformation. The word is often used in the context of nation-building, state-building, capacity-building, development, and sustainable development. Like the word industrialization, it plays a significant role in the determination of whether a society is developed or not. Modernization has definite benefits. If you take a subsistence-based agricultural society and industrialize it, after a time, its people will turn away from an important sense of survival as the best they can do. One doesn't have to live like a refugee. If a society is lucky enough to become post-industrial, some citizens will come to take an interest in the possibilities for better-paying jobs involving skilled mental labour. In other words, they will learn to work smarter, not harder. White-collar jobs will proliferate, and all sorts of new economic sectors will emerge. In short, modernization is a good thing because it enhances economic security, personal empowerment, intellectual growth, social betterment, gender equality, and democracy. In fact, democracy's strongest selling point has always been the empirical fact that wealth tends to go with democracy.

#### **8.4.3 Causes of Modernization**

Myron Weiner highlights five crucial elements that contribute to modernization: education, widespread communication, an ideology fueled by nationalism, influential leadership, and the government's authoritative role.

1. **Education:** Higher education, especially in science and technology, plays a crucial role in driving modernization. It not only cultivates a strong sense of

national responsibility but also equips individuals with the skills and mindset needed for technological progress.

2. **Widespread Communication:** Modernization goes hand in hand with the rise of mass communication. As different forms of media—like newspapers, magazines, television, radio, telephones, and films—continue to grow, they play a key role in spreading modern ideas quickly. Mass media primarily functions to expose society to fresh information, diverse perspectives, evolving attitudes, and new aspirations, all of which contribute to progress and success. It acts as a powerful force in rapidly sharing important knowledge and shaping public opinion.
3. **Ideology fueled by Nationalism:** Nationalism and democracy are deeply connected to the modernization process. By fostering a shared national identity and promoting political unity, nationalism helps bring people together. These ideologies play a vital role in uniting diverse communities by overcoming social differences. Moreover, they enable political leaders to guide and influence public behavior effectively.
4. **Influential Leadership:** A charismatic leader holds the power to deeply inspire others, encouraging them to adopt modern beliefs, values, traditions, and behaviors. However, the challenge arises when such a widely respected figure uses their influence for personal recognition rather than driving meaningful progress for the nation.
5. **Government's authoritative role:** A strong and stable government may implement firm policies to motivate individuals to adopt contemporary values and ways of life. Furthermore, it could leverage its influence on other nations and societies to promote similar approaches.
6. **Additional Factors:** In addition to the factors previously mentioned, two more aspects can be taken into account: (a) urbanization and industrialization, and (b) a universal legal system. Urbanization and industrialization are interlinked processes that are often regarded as key elements of modernization. Moreover, these two factors significantly contribute to speeding up the modernization process.

#### **8.4.4 Barriers in Modernization:**

The various hurdles in the path of modernization are as follows:

- 1) **Tradition**
- 2) **Diversity:** Although the oneness of the society is believed politically, but there are diversities in the society from cultural, ideological and financial point of view. In the now political system, many groups are brought together which are different and opposite in nature. All these groups are not developed according to political science.
- 3) **Regional conflicts:** In the society, there are conflicts in many groups regarding religion, language, caste, creed, state and family. The integrity if the individuals are thus limited to groups and not the whole society the groups and not the whole society.
- 4) **Narrow minded nature:** The media in the developing countries is generally specific that particular place or region.
- 5) **Scarcity of resources:** The developing countries lack the resources required for industrial and financial development. The tendency of not shifting from place to other for work purpose is more prone in the residents of the developing country. This gives rise to various unions and every union tries to gain profit from the various projects which the government undertakes for the country's development. This groupism proves a threat to the country's unity and the government has to spend most of its time and money for keeping the unity intact.
- 6) **Dearth of technology:** The lack of mechanization leads to undeveloped business in the country. Conversely, if the mechanization is complete and the business is well established, then in such places, lack of expert management is seen.

**8.4.5 Advantages and Disadvantages of Modernization** Modernization is often linked to urban and industrial development. Throughout the 20th century, cities grew into major centers for business and culture, while groundbreaking innovations transformed nearly every aspect of daily life. Although modernization offers numerous advantages, some individuals worry about its lasting impact on both nations and people.

Modernization in life style has good and adverse effects. Its advantages are;

1. In the present scenario, modernization of life is must to survive
2. Smooth and advance life style with latest enjoyment.
3. It provides you the opportunity to gain knowledge.
4. You can survive in any condition. It increases the survivability power.
5. It helps you to establish yourself in a good position.

6. It gives you higher place in the society.

### Self-Check Exercise-2

#### Q.1 What is a common social effect of modernization?

- A) Increased community cohesion
- B) Reduced access to healthcare
- C) Greater emphasis on individualism
- D) Decline in educational standards

7. It provides you opportunity to earn money.

The disadvantages of modernization are;

- 1. It involves more financial requirement.
- 2. The mental peace disappears.
- 3. Everyday the life is modernized so to keep update with this is very difficult.
- 4. It damages the good values of the life.
- 5. It is very harmful for nature.
- 6. The life became artificial, human acts like a robot.
- 7. It kills the humanity feelings of human.

## 8.5 EDUCATION AND MODERNIZATION

Modernization is a dynamic process that drives social and cultural transformation, bringing significant changes to values, traditions, institutions, and systems. A crucial factor in this transformation is secular and scientific education, which helps spread modern principles like equality, freedom, and human dignity. The modern education system fosters

a desire for success, shaping new societal relationships while promoting logical thinking that strengthens administrative structures. These foundational principles—equality, freedom, and human dignity—also play a key role in establishing a democratic political system.

During the latter half of the 19th century, the expansion of modern education in India contributed to the emergence of a new political leadership, which later became instrumental in the freedom movement. The dissemination of scientific and technical knowledge through educational institutions helps create a skilled workforce capable of meeting the demands of an industrial economy. Additionally, education fosters values such as individualism and universal ethics, which further support societal development.

Modernization is one of the defining characteristics of contemporary society, bringing transformation across social, economic, educational, and political spheres, often influenced by Western European models. It can be described as "social change driven by science and technology, significantly influencing values, behaviors, and traditions." Rooted in logical thinking, modernization is a broad and multifaceted concept. Key indicators of modernization include higher literacy rates and education levels, the expansion of mass communication, increased social and geographic mobility, advancements in technology, improved transportation and communication networks, growing urbanization, shifts from agricultural-based work to diverse occupations, rising income levels, greater job specialization, and the gradual decline of extended family structures. This all is possible only through education. Though education alone does not guarantee high status and higher positions to all people, yet without education, an individual is unlikely to achieve social mobility. Education is a potent force to affect social mobility in the society. It gives definite advantage to the educated person when he or she seeks the job in the employment market. Education is but one determinant factor in the procession dimension of modernization. The school (college) with its graded curriculum provides the possible environment for learning certain attitudinal orientations for bringing changes in the social structure of society. The change is brought about by changing the content of education by making necessary changes in the curriculum.

The relation between education and modernization can be best understood from the fact that the forerunners of social reform in India, like Ram Mohan Roy, Ravindra Nath Tagore, Swami Vivekanand, Swami Dayanand Saraswati, Mahatma Gandhi and others, who were exposed to western education, emphasized values of egalitarianism, secularism, humanism, liberty, justice, brotherhood and gender equality. They worked for the removal of caste restrictions, untouchability and the purdah system. This all led to transformation of traditional Indian society towards

modernization. The new educational system played an important part in undermining ritual restrictions imposed by rules of purity and pollution: first, by promoting new ideas, beliefs and values; and second by its association with open and secular institutions in which interchange could no longer be regulated by ritual, rules and restrictions.

Regarding the nature of the relationship modernity/modernization, there are different perspectives. According to functionalist perspective, education promotes modernization. Within this school of thought, there are two education approaches, i.e. economic approach and sociological approach. According to the economic approach, education promotes modernization in several ways, such as; by providing the necessary knowledge for the effective manipulation of the environment to find new economic resources and better tools, by providing necessary skills so as to generate qualified manpower for modernizing the country, and by providing an ideology favourable to economic growth. The sociological approach focuses on the psycho-social potential of education in facilitating modernization. Accordingly, education helps the individuals to inculcate appropriate values, attitudes, behaviour patterns, etc., that are considered as requirements for the process of modernization. This is made possible through rewards and punishments, modeling exemplification, etc.

### **Self-Check Exercise-3**

#### **Q.1 How does modernization typically affect educational systems?**

- A) It reduces the need for formal education
- B) It often leads to the expansion and improvement of educational opportunities
- C) It encourages the decline of educational standards
- D) It focuses solely on preserving traditional educational methods

Another concept related to modernization is westernization' about which we will study in following paragraphs:

## **8.6 WESTERNIZATION**

The idea of "Westernization" has been important in understanding the social and cultural changes in modern India. M.N. Srinivas, a well-known Indian sociologist, introduced this term to explain how Indian society and culture changed due to contact with the West, especially during British rule. According to Srinivas, Westernization refers to the transformations in Indian society and traditions caused by more than 150 years of British colonial influence, impacting areas like technology, institutions, beliefs, and values. He questions Lerner's concept of "modernization," saying it has a built-in positive bias. Instead, he prefers "Westernization," considering it a more neutral term. Srinivas links advancements in technology, the creation of schools and colleges, the growth of nationalism, and the rise of a new political environment to Westernization, seeing them as outcomes of British rule in India.

### **8.6.1 Main Features of Westernization with Special Reference to India**

- Westernization is a simpler concept to grasp compared to Sanskritization, as it refers to the impact of Western influence, particularly British rule, on Indian society and culture.
- According to M.N. Srinivas, Westernization involves "specific value preferences," with humanitarianism being a core principle.
- Humanitarianism emphasizes deep concern for the well-being of individuals, irrespective of caste, financial status, religion, age, or gender. It also includes values like equality and secularism.
- Several British reforms in the early 19th century were rooted in humanitarian principles.
- Westernization introduced new institutions such as newspapers, elections, and missionary activities while also reshaping existing ones.
- Prior to British rule, Indian schools primarily served upper-caste children, focusing on traditional knowledge. In contrast, British-established schools were more inclusive and introduced modern subjects.
- The influence of Westernization varied across regions and social groups. Some people adopted Western attire, food, language, sports, and technology, while others selectively embraced Western knowledge and science.
- Westernization significantly impacted India's political and cultural landscape.

- Unlike modernization, Westernization is considered a neutral concept without any inherent judgment of being good or bad.
- Sanskritization and Westernization occur simultaneously, and in some cases, Westernization can even accelerate Sanskritization.
- Srinivas argued that "Westernization" is a more appropriate term than "modernization" because modernization assumes all goals are rational, whereas human objectives are shaped by values.
- However, scholars like Daniel Lerner, Harold Gould, Milton Singer, and Yogendra Singh preferred the term "modernization" over "Westernization."

## 8.7 SUMMARY

In this lesson, we learned about urbanization and various features associated with it. We learned that although urbanization is helpful in economic and national development but it has given birth to many problems like pollution, sewerage, crime etc. We also discussed in detail the process of modernization and what are its advantages and disadvantages. The role of education in promoting modernization was also explained to you. Afterwards, another concept which is intermingled with modernization i.e. westernization was elaborated. The features of westernization were discussed and how it is different from modernization was examined in the end.

## 8.8 GLOSSARY

**Urbanization:** The process through which rural areas transform into urban areas, characterized by an increase in population density, expansion of city infrastructure, and growth in economic activities.

**Westernization:** The process of adopting Western cultural, economic, and political practices and values, often seen in non-Western societies as they integrate aspects of Western lifestyles and systems.

**Modernization:** The transition from traditional to modern societies, often involving the adoption of Western technologies, economic systems, and lifestyles, and resulting in significant social and cultural changes.

## 8.9 ANSWERS TO SELF-CHECK EXERCISES

### **Self-Check Exercise-1**

**Answer1: D) Increased urban heat island effect.**

### **Self-Check Exercise-2**

**Answer1: C) Greater emphasis on individualism.**

### **Self-Check Exercise-3**

**Answer1: B) It often leads to the expansion and improvement of educational opportunities.**

## **8.10 REFERENCES/SUGGESTIVE READINGS**

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## **8.11 TERMINAL QUESTIONS**

1. Explain the major characteristics of urbanization.
2. What are the major causes responsible for urbanization in India?
3. Discuss the major problems associated with urbanization in India.
4. Discuss the meaning and characteristics of modernization. Why it is being important to be modern?
5. List down the advantages and disadvantages of modernization.

6. What are the major barriers in the way of modernization in India?
7. How education can facilitate modernization in India?
8. Explain the meaning and main features of westernization. How it is different from modernization?

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## **UNIT-9**

### **GROUP DYNAMICS**

#### **STRUCTURE**

- 9.1 Introduction
- 9.2 Learning Objectives
- 9.3 Meaning and Nature of Social Groups
  - 9.3.1 Classification of Social Groups
  - 9.3.2 Characteristics of Social GroupsSelf-Check Exercise-1
- 9.4 Meaning and Nature of Group Dynamics
  - 9.4.1 Importance of Group Dynamics
  - 9.4.2 Importance of Group Dynamics for TeachersSelf-Check Exercise-2
- 9.5 Summary
- 9.6 Glossary
- 9.7 Answers to Self-Check Exercises
- 9.8 References/Suggestive Readings
- 9.9 Terminal Questions

#### **9.1 INTRODUCTION**

Social groups play a fundamental role in human life, existing in all aspects of society as people naturally form connections in various settings. In sociology, one major area of study is group dynamics, which examines how these social groups function and interact. In education, understanding the relationships between student groups and their differences is essential for enhancing the learning experience. This lesson will delve into the nature and importance of different types of social groups, the concept of group dynamics, and how these dynamics influence teaching.

## **9.2 LEARNING OBJECTIVES**

After studying this unit, you will be capable of:

- Discuss the meaning, nature and characteristics of social groups.
- List down and compare different types of social groups.
- Explain the concept and importance of group dynamics.
- Discuss the importance of group dynamics for teachers.

## **9.3 MEANING AND NATURE OF SOCIAL GROUPS:**

A social group consists of two or more individuals who interact frequently and share a sense of belonging and common identity. Essentially, it refers to a group of people who regularly engage with one another and recognize themselves as part of the same community. Most individuals belong to multiple social groups at the same time. For example, a person might be a member of a sports team, a club, a college class, a workplace, and more. A social group can be described as any gathering of individuals with shared interests and a common reason for coming together. Some groups form naturally, while others are intentionally created to achieve a specific goal. A genuine social group exhibits a certain level of cohesion and is more than just a random assembly of people—for instance, individuals waiting in line or standing at a bus stop do not necessarily constitute a social group. Members of a group often share common characteristics, such as interests, values, beliefs, social or ethnic backgrounds, or familial connections. Maclver and Page define a group as any collection of people engaged in social relationships with one another. Ogburn and Nimkoff suggest that whenever two or more individuals come together and influence each other, they can be considered a social group. Likewise, Robert K. Merton describes a social group as a set of individuals who identify as members, have expectations for behavior that differ from those for outsiders, and are recognized by others as belonging to that group. The number and diversity of social groups in society are vast, often exceeding the total number of individuals, as each person belongs to multiple groups. These groups vary in size and purpose, reflecting the broad and complex nature of human interactions and social structures.

### **9.3.1 Classification of Social Groups:**

Sociologists have developed different ways to classify social groups. Maclver and Page, for example, categorize groups based on several factors, including their size, the nature of social interactions, the level of intimacy among members, shared interests, the duration of

their association, and how structured they are. On the other hand, Sumner takes a simpler approach by dividing social groups into two main types: primary and secondary groups.

**1. Primary Groups:** No two groups are exactly the same. Each has its own distinct purpose, culture, and set of norms. Sociologists categorize social groups into various types. In this discussion, we'll take a closer look at primary groups, secondary groups, and reference groups. Primary groups are defined by close, face-to-face interactions and strong cooperation. Examples include families and close friends. These groups are usually small, fostering deep, long-term relationships. Members often develop a strong sense of personal identity within the group. While some sociologists consider the nuclear family to be the ideal primary group, it's not the only example. Many people have a close-knit circle of friends that also qualifies as a primary group because of its small size, close bonds, and lasting connections. The term "primary" is used because these groups play a crucial role in shaping relationships and socialization.

**2. Secondary Groups:** Secondary groups fall into a unique category of social relationships. Unlike primary groups, these connections are typically less personal, intimate, or inclusive, often relying on indirect interactions. A common example is the workplace. While secondary groups can vary in size, they tend to be more impersonal and usually exist for a short period. These groups are often formed in professional or academic environments. For example, a committee organized to plan a workplace holiday party would be considered a secondary group since its members interact infrequently and for a limited time. Although members may share similar interests, their main goal is completing a task rather than forming deep personal bonds. However, in some situations, secondary groups can evolve into a more informal setting, allowing members to develop closer connections over time.

**3. Reference Group:** Herbert Hayman defines a reference group as a group that an individual connects with, either consciously or unconsciously. Similarly, Sherif describes a reference group as one that a person looks to for guidance and identifies with, whether they are fully aware of it or not. The defining trait of a reference group is psychological identification. It acts as a lens through which individuals shape their perceptions and make sense of the world around them.

### 9.3.2 Characteristics of Social Groups

- **Collectivity:** A fundamental requirement for a group is the presence of at least two individuals.

- **Interaction:** The key characteristic of a group lies in the distinct way its members engage with one another. When these interactions become more dynamic and organized, we can clearly recognize it as a group.
- **Mutual Awareness:** People in a group interact both physically and symbolically while acknowledging each other's presence.

### Self-Check Exercise-1

#### Q.1 What is a "social group"?

- A) A collection of individuals who interact with one another and share common goals or interests
- B) A set of unrelated individuals with no regular interactions
- C) A physical space where people gather occasionally
- D) An organization with a legal status and official regulations

- **Reciprocity:** Members not only acknowledge one another but also engage and communicate in distinct ways, fostering a dynamic relationship built on mutual exchange.
- **We Feeling:** "We-feeling" describes the sense of unity among group members, where they share common values and loyalties. This bond sets them apart from others, as their identity is closely linked to being part of a specific group.

A group consists of two or more individuals connected through social relationships. The size of a group can range from a pair of people to thousands. As the number of members increases, the group's structure becomes more organized and complex. Psychologist Kurt Lewin introduced the concept of group dynamics to emphasize how these social interactions significantly impact group members. In this section, we'll delve into group dynamics and its importance for educators

## 9.4 MEANING AND NATURE OF GROUP DYNAMICS

When Kurt Lewin (1951) described the way groups and individuals act and react to changing circumstances, he named these processes 'group dynamics'. Later, Cartwright and Zander, two of the most prolific researchers in the field, supplied a formal definition, calling group

dynamics a "field of inquiry dedicated to advancing knowledge about the nature of groups, the laws of their development, and their interrelations with individuals, other groups, and larger institutions" Group dynamics does not refer to a loose collection of maxims concerning how groups should be organized emphasizing equal participation by all group members, democratic leadership, and high levels of member satisfaction. Rather, group dynamics is an attempt to subject the many aspects of groups to scientific analysis through the construction of theories and the rigorous testing of these theories through empirical research. Group dynamics is the scientific study of groups; also the actions, processes, and changes that occur in social groups. Group dynamics deals with the attitudes and behavioural patterns of a group. Group dynamics concern how groups are formed, what is their structure and which processes are followed in their functioning. Thus, it is concerned with the interactions and forces operating between groups. Group dynamics is relevant to groups of all kinds - both formal and informal.

#### **9.4.1 Importance of Group Dynamics**

- A group has the power to shape its members' thoughts, as their perspectives are often molded by their interactions.
- Teams with strong leadership generally perform better than those with weak leadership.
- A positive group mindset can create a synergistic effect, significantly amplifying collective output.
- Group dynamics play a role in enhancing job satisfaction among members.
- Being part of a group fosters teamwork and a sense of camaraderie.
- Members' attitudes, perceptions, and ideas are influenced by group interactions; for example, individuals with a negative mindset can be guided toward a more positive outlook with the help of a facilitator.
- When a group works cohesively, collaboration and unity can drive productivity.
- Strong group dynamics can also help minimize labor disputes and reduce employee turnover by fostering emotional connections among members.

#### **9.4.2 Importance of Group Dynamics for Teachers**

As we know that students live in groups in school as group of playmates, hobby club, science club, library etc. It is natural that students interact with each other in groups to perform their needs, get information, provide messages etc. As we know that human behaviour is not static, so

when students interact in their group/groups with other members then the behaviour of members who constantly, interact, undergoes continuous changes. This kind of changing in behaviour of students due to their interaction in group with group members is called group dynamics. We see that when teacher organize any group project work in classroom regarding any topic, then he/she formulates various groups and provides them project work/works Students have to interact with the members of their group to perform various works of project to get information, to seek help, etc. Students interact with the environment for their development. This development depends on social interaction. A teacher should study group dynamics to deal with various groups of students. Following points explain how study of group dynamics helps a teacher in classroom transaction:

- Provide appropriate guidance to students for their adjustment.
- Improve the emotional and social climate of the class.
- Improve group relations in the class.
- Helps in dealing effectively with social groups.
- Have a good knowledge of the interaction process.
- Remove conflicts and stresses in the group.

From the foregoing discussion, we have understood that a society is comprised of a very large number of groups. These groups are formed on the bases of certain similar or homogenous characteristics common to a particular group. These characteristics may include family relationships, caste, class, occupation etc. Such different groups give rise to stratification in the

### **Self-Check Exercise-2**

#### **Q.1 What role do "norms" play in group dynamics?**

- A) They dictate the legal structure of the group
- B) They are the informal rules that guide members' behavior and interactions
- C) They establish the physical boundaries of the group's workspace
- D) They determine the hierarchical positions within the group

society. We will now learn about social stratification and its different aspects.

## **9.5 SUMMARY**

In this unit, we studied about various types of social groups and their characteristics. The study of groups, their characteristics, similarity and differences between groups falls under the rubric of group dynamics about which we learned in detail. We came to understand that group dynamics is not only important in general but also important for teachers to improve learning among the students.

## **9.6 GLOSSARY**

**Group Dynamics:** The study of the behavior and psychological processes that occur within and between groups, including how groups form, operate, and evolve over time.

**Norms:** Informal rules and expectations that guide behavior within a group, helping to regulate members' actions and interactions to maintain order and cohesion.

## **9.7 ANSWERS TO SELF-CHECK EXERCISES**

### **Self-Check Exercise-1**

**Answer1: A) A community of individuals who interact with one another and share common goals or interests.**

## **Self-Check Exercise-2**

**Answer1: B) They are the informal rules that guide members' behavior and interactions.**

### **9.8 REFERENCES/SUGGESTIVE READINGS**

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### **9.9 TERMINAL QUESTIONS**

1. What are social groups? Write down their main characteristics.
2. How will you classify social groups? Differentiate between primary and secondary social groups.
3. Explain the meaning and nature of group dynamics.
4. Why it is important for the teachers to have an understanding of group dynamism?

## **UNIT-10**

### **SOCIAL STRATIFICATION**

#### **STRUCTURE**

- 10.1 Introduction
- 10.2 Learning Objectives
- 10.3 Concept and Bases of Social Stratification
  - 10.3.1 Principles of Social Stratification
  - 10.3.2 Characteristics of Social Stratification
  - 10.3.3 Causes of Social Stratification
- Self-Check Exercise-1
- 10.4 Education and Social Stratification
  - Self-Check Exercise-2
- 10.5 Summary
- 10.6 Glossary
- 10.7 Answers to Self-Check Exercises
- 10.8 References/Suggestive Readings
- 10.9 Terminal Questions

#### **10.1 INTRODUCTION**

In this unit, we shall learn that the bases for classification of groups are the social characteristics which give rise to social stratification. This unit will also focus on the concept of social stratification, its characteristics, principles and causes responsible for stratification in the society. The last section of the unit will critically examine the relationship between education and social stratification.

#### **10.2 LEARNING OBJECTIVES**

After studying this unit, you will be able to:

- Explain the concept and bases of social stratification.
- Write down the principles of social stratification.

- List down the characteristics of social stratification.
- Analyze the relation between education and social stratification.

### **10.3 CONCEPT AND BASES OF SOCIAL STRATIFICATION**

In every society, people differ in age, gender, and personal characteristics. Human communities are naturally diverse rather than uniform. Beyond these inherent differences, societies also classify individuals based on widely accepted norms. As a result, those who fall into specific social categories often face disparities in accessing privileges such as status, power, and income. This concept is known as social inequality. One particular form of social inequality is social stratification. Every society structures its members into hierarchical groups based on perceptions of superiority, inferiority, and equality. This system involves processes of differentiation and interaction that lead to certain individuals or groups being ranked above others. Essentially, social stratification occurs when people are classified into a structured hierarchy based on widely recognized criteria of social status. Social stratification refers to the division of society into socioeconomic layers influenced by factors like occupation, income, wealth, and social standing. It defines an individual's relative position within a community, group, region, or social system. The term "stratum" (plural: strata) comes from Latin and describes how societies organize individuals into ranked categories based on economic and social factors such as income, wealth, power, and profession.

Social stratification is the process of grouping individuals based on their socio-economic status. It creates a structured system of inequality that includes economic, social, political, and ideological factors. When these differences lead to certain groups having more status, power, or privilege than others, it results in social stratification. In essence, it is a way society organizes people into hierarchical categories. This system divides individuals into different layers, where those in the same category share similar identities and lifestyles. A well-known example of this is the Indian caste system. Societies with clearly divided social classes are known as stratified societies. Modern social stratification differs greatly from that of primitive societies. The concept of social stratification involves two main aspects: (i) distinguishing individuals or groups based on traits that determine their rank, and (ii) classifying people according to a specific evaluation system.

Ogburn and Nimkoff defined social stratification as, "The process by which individuals and groups are ranked in more or less enduring hierarchy of status is known as stratification".

According to Lundberg, "A stratified society is one marked by inequality, by differences among people that are evaluated by them as being "lower" and "higher."

According to Gisbert, "Social stratification is the division of society into permanent groups of categories linked with each other by the relationship of superiority and subordinations.

### **10.3.1 Principles of Social Stratification**

Sociologists have identified following four basic principles of social stratification:

- Social stratification is a trait of society, not simply a reflection of individual differences.
- Social stratification persists over generations.
- Social stratification is universal (it happens everywhere) but variable (it takes different forms across different societies)."
- Social stratification involves not just inequality but beliefs as well (inequality is rooted in a society's philosophy).

### **10.3.2 Characteristics of Social Stratification:**

After analyzing various definitions from renowned scholars, social stratification can be identified by the following key characteristics.

- (a) Social stratification is a universal phenomenon. Every society, regardless of location or era, has some form of stratification. While modern societies may organize their hierarchies differently than early civilizations, the concept remains a fundamental aspect of human communities worldwide.
- (b) Stratification is shaped by society. The distinction between superiority and inferiority is not solely determined by biological traits. While factors like age, gender, intelligence, and physical strength can play a role, social elements such as education, wealth, power, experience, character, and personality often hold greater significance. This makes stratification primarily a social construct.
- (c) It has deep historical roots. The presence of social hierarchies is not a recent phenomenon—it dates back to ancient times. Even in early human societies, including small nomadic groups, some form of social ranking existed.
- (d) Stratification appears in different forms. Across the world, societies have developed diverse ways of organizing their hierarchies. In modern times, the most common forms of stratification include class, caste, and estate systems. For instance, India's caste system represents a distinctive form of social hierarchy.

- (e) It has a profound impact on people's lives. Social stratification significantly affects both "life chances" and "lifestyle." A person's social class can determine the opportunities available to them and shape their overall way of living.

### 10.3.3 Causes of Social Stratification:

There are five key factors that help explain the root causes of social stratification;

**Inequality-** Inequality arise due to inherent variations in people's abilities

**Conflict-** Stratification emerges from struggles between social classes, with the upper classes using their influence to secure a larger portion of societal resources.

**Power-** Authority influences how individuals see themselves and plays a key role in shaping the importance of ideas within society.

**Wealth-** Differences in financial status also play a role in shaping social stratification.

**Instability-** Social instability, while contributing to social stratification, ultimately fosters stability and encourages individuals within society to pursue success.

#### Self-Check Exercise-1

##### Q.1 What is "social stratification"?

- A) Grouping individuals based on their geographical location.
- B) The organized hierarchy within a society that ranks individuals or groups according to factors like wealth, power, and social status.
- C) Forming social communities centered around shared interests and activities.
- D) Developing legal structures and regulations to govern societal behavior.

The next section will throw light on the relationship between education and social stratification and in what manner, education contributes towards social stratification.

## 10.4 EDUCATION AND SOCIAL STRATIFICATION

The development of education has always been closely linked to ideals of mass democracy. Reformers value education, of course, for its own sake for the opportunity it provides for individuals to develop their abilities and aptitudes. Education has always been seen as a powerful means of fostering equality. Many believe that providing universal education can reduce disparities in wealth and power by equipping talented young individuals with the necessary skills to achieve meaningful roles in society. How far education has been successful in achieving this goal? Sociological studies conducted to answer this critical question have openly argued that education tends to express and reaffirm existing inequalities for more than it acts to change them. The term "inequality" in this context refers specifically to the disparities that stem from societal structures, often described as "social inequality. Equality of opportunity for achieving one's social standing is a recent idea, recognizing the importance of education in it. Achieving merit and ability is possible through education. While education does not guarantee high status or prestigious positions for everyone, it plays a crucial role in creating a more equal playing field in three important ways:

- Making education accessible to anyone with the desire to learn and the ability to benefit from it.
- Developing educational content that cultivates a scientific mindset and an objective outlook.
- Creating a social environment that promotes mutual respect across religious, linguistic, caste, and class differences, ensuring equal opportunities for social mobility and quality education for all.

Education plays a crucial role in reinforcing social stratification and justifying the unequal distribution of wealth. Like other social systems, schools often reflect existing social hierarchies and, in some cases, even contribute to them. The educational institutions that children attend can significantly shape their future opportunities. While education is often seen as a means of upward mobility, it does not always fulfill that role. Research indicates that in the dynamic relationship between education and social stratification, stratification primarily influences education more than the other way around.

In many societies, access to education that leads to prestigious professions such as medicine, engineering, and management is limited. However, the number of individuals aspiring to enter these fields is quite large. Due to the high cost of higher education and various admission constraints, only a select segment of society—typically the more privileged class—can afford and access these opportunities. This privileged group generally holds the highest positions in the social hierarchy. Such an exclusive system of higher education is often justified on the basis of meritocracy. As a result, instead of serving as a catalyst for upward mobility, education frequently operates as a mechanism of social stratification, preserving the existing status quo rather than challenging it.

## 10.5 SUMMARY

We learned about the concept of social stratification and what are the main bases of social stratification with special reference to Indian society. The major principles and characteristics of social stratification were studied in detail. In the end, we made an attempt to critically examine the relationship between education and social stratification. It was summed up that education does not only promote upward social mobility but it also contributes towards creating and maintaining stratification system in the society.

## 10.6 GLOSSARY

**Social Stratification:** The way society organizes people into different levels based on factors like income, wealth, education, and social status.

**Social Mobility:** The movement of individuals or groups between different social positions or strata within a society, which can be upward, downward, or horizontal.

**Educational Attainment:** The highest level of education an individual has completed, often used as an indicator of socio-economic status and potential for social mobility.

## 10.7 ANSWERS TO SELF-CHECK EXERCISES

### Self-Check Exercise-1

**Answer1: B) The hierarchical arrangement of individuals or groups in a society based on various factors like wealth, power, and status.**

### Self-Check Exercise-2

**Answer1: B) It generally reinforces existing social stratification by providing better opportunities to those from higher social classes.**

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## **10.9 TERMINAL QUESTIONS**

1. Describe the concept and bases of social stratification with special reference to Indian society.
2. Explain the characteristics and principles of social stratification.
3. What are the main factors responsible for stratification in Indian society.
4. Critically examine the role of education in influencing stratification in Indian society

## **UNIT: 11**

### **CULTURE AND EDUCATION**

11.1 Introduction

11.2 Learning objectives

11.3 Culture: Meaning and nature

Self-check exercise-1

11.4 Cultural processes: concept and educational implications

Self-check exercise-2

11.5 Summary

11.6 Glossary

11.7 Answers to self-check exercises

11.8 References/ Suggested Readings

11.9 Terminal Questions

#### **11.1 INTRODUCTION:**

In this unit, we will learn about culture, its meaning and nature followed by cultural processes and educational implications. Culture is a concept that encompasses the social behaviour, institutions, and values and norms that shape human societies, combined with the shared knowledge, beliefs, artistic expressions, laws, traditions, skills, and behaviors of individuals within these communities.

## 11.2 LEARNING OBJECTIVES:

After going through this unit, the students will be able to:

- a. Explain the meaning and nature of culture.
- b. Understand the cultural processes and learn its educational implications.

## 11.3 CULTURE, MEANING AND NATURE:

The word "culture" has its roots in French, which in turn comes from the Latin term "colere," meaning to cultivate, nurture, or care for the land (Cristina De Rossi). In this sense, culture represents the human-made environment where societies shape their way of life over time. It includes patterns of thinking, behavior, and physical artifacts that collectively define a group's identity. However, culture and society are not the same—culture acts as a guide for how people think, act, and interact, while society refers to a community of individuals within a particular geographic area. Additionally, culture consists of customs and traditions that are passed down through generations.

### TYPES OF CULTURE

**Material culture:** A cultural aspect that encompasses tangible objects—like clothing, housing, and artwork—crafted, used, and shared by individuals within a society.

**Nonmaterial culture:** Culture isn't just about tangible things; it also includes the intangible aspects of society, such as beliefs, values, and attitudes. These elements play a crucial role in shaping human behavior and interactions.

### Characteristics of Culture

1. **Culture is acquired:** Instead of being passed down through genetics, culture is something humans learn socially. It's not an instinct but a pattern of behavior that people adopt over time.
2. **Culture is social:** No one exists in isolation, and neither does culture. It develops and changes through social interactions, making it a shared aspect of human society.
3. **Culture is collective:** In a sociological sense, culture isn't owned by a single person. It consists of traditions, customs, values, morals, beliefs, and ideas that are embraced by a group rather than an individual.
4. **Culture is passed down:** One generation teaches culture to the next. Parents, educators, and communities pass on cultural traits through communication—primarily language—rather than genetic inheritance.
5. **Culture is adaptive and evolving:** Although culture has stability, it isn't fixed. It gradually shifts, allowing societies to adjust to changing circumstances and new challenges.

6. **Culture is unique to each society:** No two societies have identical cultures. Each group develops its own traditions, customs, and beliefs that distinguish it from others.
7. **Culture follows learned behavior patterns:** People's actions often align with cultural norms. Since human behavior is interconnected, what one person does is influenced by others within the same cultural framework.
8. **Culture is shaped by behavior:** How people interact and engage in activities helps define culture. The skills, emotions, and social tendencies they develop contribute to cultural norms.
9. **Culture encompasses values, knowledge, and attitudes:** Many assume their beliefs and ideas are entirely personal, but in reality, they are largely shaped by the cultural environment they are exposed to.
10. **Culture includes material creations:** Human societies produce physical objects, from tools to artistic works. These creations reflect accumulated knowledge and skills passed down through generations.
11. **Culture is shared among members of society:** Cultural norms and behaviors don't belong to individuals alone. They are practiced by entire communities—whether through religious traditions, language, or technological advancements.
12. **Culture extends beyond biology:** Sometimes called "super-organic," culture goes beyond natural instincts. It influences human experience in ways that surpass basic survival needs.
13. **Culture influences all aspects of life:** Culture is embedded in everyday experiences. It silently shapes emotions, relationships, behaviors, and the structure of society itself.
14. **Culture defines a way of life:** It serves as a blueprint for how people live and interact. Culture includes both obvious and subtle aspects of social existence.
15. **Culture is a human creation:** It's not an independent force but rather the result of human interaction. Its survival depends on the people who practice and pass it on.
16. **Culture reflects ideals and values:** It embodies a society's collective aspirations, ethical standards, intellectual achievements, and artistic expressions, shaping the ideals that define communities.
17. **Culture is transferred across generations:** People learn cultural traditions and behaviors through interactions with elders, teachers, and peers. This exchange happens across generations and among individuals within the same era.
18. **Culture is always evolving:** Change is constant in culture. Some transformations happen gradually, making them less noticeable, but every culture continuously adapts over time.

19. **Culture varies within and between societies:** Every society has a distinct culture, and even within a single society, different subcultures exist. These groups share core cultural elements but have unique characteristics that set them apart.

20. **Culture functions as an organized system:** Culture operates as a structured system where each element interacts with others, creating a sense of coherence and continuity.

To conclude, culture is everything which is socially learned and shared by the members of a society. It is culture that, in the wide focus of the world, distinguishes individual from individual, group from group and society.

### **NATURE OF CULTURE:**

Across all human societies, people share common beliefs, norms, values, and preferences. Since culture is a fundamental part of human existence, it's natural to wonder whether it aligns with essential human needs. This curiosity prompts an exploration of the roles that culture plays. Social scientists have studied the various functions of culture, identifying key characteristics that define its impact on society.

1. **Culture Shapes Perception of Situations** Every culture carries subtle cues that help individuals interpret various situations. It influences whether someone responds with aggression, withdrawal, laughter, or affection.
2. **Culture Influences Beliefs, Values, and Aspirations** People naturally absorb their culture's perspectives on what is considered good, truthful, and beautiful. These deeply ingrained beliefs, values, and life goals shape individuals—often as instinctively as language—without them even realizing it.
3. **Culture Shapes Myths, Folklore, and Spirituality** Myths and legends hold deep significance in every culture. They serve as sources of motivation, inspire perseverance and sacrifice, and offer comfort in times of grief. Whether or not they are factually accurate is less important than the fact that those who believe in supernatural forces or spirits act accordingly. Understanding a culture's myths and spiritual beliefs is key to grasping the way its people behave.
4. **Culture Establishes Behavioral Norms** Culture provides a structured guide for behavior, eliminating the need for trial and error. It helps individuals know which foods are safe to eat and how to interact socially without uncertainty. By following these established norms, people navigate life more smoothly.

### **SELF-CHECK EXERCISE-1**

**1. Culture is derived from a:**

- a. French word**
- b. Greek word**
- c. Latin word**
- d. None of these**

**2. Write down the types of culture.**

### **CULTURAL PROCESSES: CONCEPT AND EDUCATIONAL IMPLICATIONS:**

#### **Cultural processes:**

Cultural shifts happen naturally as old traditions evolve into new ways of life. Take Indian farming, for example—while caring for oxen was once a common skill among farmers, it's now quite rare. A century ago, this knowledge was essential, but as tractors became the norm, the need to maintain oxen declined. As a result, future generations were no longer taught these skills, focusing instead on modern advancements like automobiles, televisions, cell phones, and computers. This shift occurs due to various factors, such as diffusion, acculturation, enculturation, and transculturation, all of which stem from interactions between different societies.

#### **Diffusion:**

Cultural diffusion is the process by which ideas, customs, and innovations spread from one society to another. When this happens, a particular cultural trait might be adopted by a new group, though its original meaning or significance doesn't always carry over. This exchange of traditions, beliefs, and social practices is often driven by advancements in communication, transportation, and technology. At its core, cultural diffusion explains how cultural elements originate from a central region—known as a culture hearth—and gradually spread outward. There are three primary ways this diffusion takes place:

1. **Direct Diffusion** occurs when two cultures are in close proximity and interact over time. This exchange happens through trade, intermarriage, or even conflict, leading to shared traditions. Historically, societies that frequently engaged with one another developed overlapping cultural

aspects. A modern example is the increasing popularity of soccer in certain regions of the United States.

2. **Forced Diffusion** (also referred to as Expansion Diffusion) happens when a dominant culture imposes its customs on another, often through conquest or colonization. This process is frequently linked to ethnocentrism—the belief that one culture is superior to others. Cultural imperialism is another example, where a country deliberately spreads its language, religion, or traditions to another region, often using military force or economic influence.
3. **Indirect Diffusion** takes place when cultural elements spread between groups without direct interaction. This typically happens through a third party, such as merchants or media. A well-known example is the worldwide popularity of Italian cuisine, like pizza and pasta, which has been widely embraced in North America. In today's digital world, mass media, advertising, and the internet have significantly accelerated this process, making it easier for cultural elements to reach people across the globe.

Thanks to technological advancements and globalization, cultural diffusion is occurring faster than ever. Unlike in the past, when geographical barriers limited interactions, modern transportation and digital communication have made the exchange of cultural elements nearly instantaneous. While direct diffusion still plays a role, indirect diffusion—particularly through media—has had the most significant influence. For example, American culture has reached even the most remote areas, where products like blue jeans and Coca-Cola are now commonplace. Throughout history, cultural diffusion has played a key role in shaping societies, and it will continue to do so as the world becomes more interconnected. With modern advancements making global communication easier than ever, this exchange of cultures is only set to accelerate, influencing the global cultural landscape in new and dynamic ways.

### **Acculturation:**

Acculturation takes place when an entire culture experiences major changes due to the widespread influence of foreign elements, often resulting in the replacement of long-standing traditions.

Throughout history, European Americans consistently pressured Native American communities to adopt their customs and way of life. Consequently, many Native Americans today primarily speak English instead of their ancestral languages, dress in Western-style clothing, receive education rooted in a Eurocentric framework, and identify as part of the broader American society.

Enculturation, on the other hand, refers to the process of learning and internalizing the norms of one's native culture, whereas acculturation involves adapting to the customs and behaviors of a dominant or new culture. When individuals enter a different cultural environment, they essentially

start fresh, learning how to integrate by adjusting to their surroundings. The degree to which someone can set aside past societal structures without allowing them to hinder their adaptation plays a key role in determining how successfully they acculturate. Effective acculturation allows individuals to maintain their core values and sense of identity while navigating both the challenges and opportunities presented by the new culture.

## **Enculturation**

Human infants are not born with an inherent sense of culture. At birth, they lack an understanding of the world, have no grasp of language, and possess no moral awareness. Essentially, they enter the world as uncultured and unsocial beings. Everything they need to adapt and function within the cultural environment they are born into is learned through a process called enculturation in anthropology and socialization in sociology. Enculturation refers to the way individuals acquire the knowledge, skills, attitudes, and values necessary to become active members of society. Through this process, people learn cultural expectations, appropriate behaviors, and societal norms. It allows them to absorb the traditions, values, and principles of their surrounding culture. While the term "acculturation" is sometimes used interchangeably with enculturation, it is more commonly distinguished as the exchange of cultural elements between different cultures. However, in some contexts, the two terms are still used synonymously. Anthropologist E. Adamson Hoebel described enculturation as both a conscious and unconscious conditioning process. From childhood to adulthood, individuals internalize their culture, gradually integrating into society. This process involves adopting societal values, rules, and expectations, not just on a broad level but also in specific social roles. Society facilitates this learning by ensuring that its members acquire the appropriate behaviors necessary for different social situations and responsibilities. Enculturation begins even before birth and continues throughout life. For example, children learn to respect national symbols by reciting a pledge of allegiance or singing the national anthem in school. They also come to understand when physical aggression is acceptable—such as in a wrestling match—and when it is inappropriate, like in interactions with a young child. This process helps individuals become aware of their rights, duties, and privileges, as well as those of others. Enculturation consists of two main components: (1) an informal aspect, often referred to as "child training," which primarily occurs within families and social circles, and (2) a formal aspect, typically associated with structured education in religious or secular institutions. The informal aspect usually precedes or runs parallel to formal education, playing a crucial role in shaping a person's cultural identity and social competence.

## **Transculturation**

Acculturation takes place when an entire culture undergoes significant transformation due to external influences, whereas transculturation focuses on an individual's personal journey of adapting to a new society and embracing its customs. For instance, immigrants who learn the language and integrate cultural norms into their daily lives exemplify transculturation. On the other hand, expatriates who remain socially detached and do not attempt to assimilate into the local culture do not undergo this process. Cultural adaptation, according to Marvin Meyers, relies heavily on the establishment of trust. He emphasizes the need for self-reflection by asking: Do my actions, thoughts, or words build trust or weaken it? In cross-cultural interactions, aspects such as rights, privileges, and social status should be viewed through the lens of trust-building. Even when these factors are prioritized in one's native culture, a lack of trust can lead to interpersonal and societal tensions. When trust is absent, disputes over rights, privileges, and status can escalate, causing alienation and straining both individual and collective relationships. It's important to distinguish between culture shock and culture stress. Culture shock is a reaction to unfamiliar cultural norms that feel drastically different from one's own. Culture stress, however, arises from the realization that complete assimilation may never be possible, requiring continuous adjustment. Most people entering a new culture experience some form of culture shock. While overcoming it might create the impression that future cultural struggles are over, subtle tensions often persist due to an ongoing awareness of cultural differences. This may not cause significant emotional distress, but it can create a lingering sense of being an outsider. Acculturation and assimilation differ in terms of adaptation depth. Those undergoing acculturation adjust enough to function effectively in a new culture but often retain the expectation of returning to their homeland. They may achieve social acceptance in their new environment while still maintaining aspects of their original identity. Assimilation, however, is a deeper process where individuals fully embrace a new cultural identity with no intention of returning to their original one. This transformation is more extensive and takes longer. A fully assimilated individual may become indistinguishable from a native-born member of the culture. While first-generation immigrants may adapt significantly, second-generation individuals are more likely to achieve full assimilation. Both processes, however, often lead to bilingualism and biculturalism. Bilingualism refers to fluency in two or more languages, allowing an individual to communicate effectively in different linguistic settings. Biculturalism, on the other hand, involves the ability to seamlessly navigate both verbal and nonverbal aspects of cultural behavior, leading to social acceptance as an insider rather than an outsider.

### **Factors That Slow Cultural Change**

Several factors can slow the pace of cultural transformation. Societies often resist change due to deeply ingrained traditions and established ways of life. Older generations, in particular, may be

reluctant to abandon long-standing customs, as familiarity provides emotional stability in an ever-changing world. Religion also plays a crucial role in preserving traditions, offering moral and spiritual reinforcement for cultural continuity. This is particularly evident in nations governed by Islamic law, such as Iran, Saudi Arabia, Afghanistan, and Pakistan, where religious principles strongly influence societal norms. Every culture has mechanisms that help both native-born and adopted members maintain their core values and sense of identity. One such mechanism is the reliance on cultural cues—unspoken rules that guide behavior and interactions. These cues, ingrained through the process of enculturation, form the foundation of a society's cultural identity. Individuals who learn and adapt to these cues can integrate more smoothly, improving their ability to function within a new social environment.

#### **Educational implications of cultural processes:**

1. Education socializes an individual in one hand and it preserves, transmits and promotes the culture of a society on the other.
2. Education and culture are mutually interwoven, complementary and supplementary in all their aspects.
3. It is education which reifies the culture.
4. Education and culture are intimately and integrally connected. The cultural pattern of a society conditions its educational pattern

#### **SELF-CHECK EXERCISE-2**

1. The mechanisms that drive change due to interactions between societies include \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.

5.

**11.5 SUMMARY:** in this unit, we have learned about culture, its meaning and nature which was followed by cultural processes. Cultural change is inevitable as old traditions make room for new ones. Within every culture, there are subtle cues that influence how people interact, helping them decide whether to react with assertiveness, withdrawal, humor, or warmth.

#### **11.6 GLOSSARY:**

**Diffusion:** The state of being spread out or transmitted especially by contact.

**Infant:** A very small child.

**Unsocial:** Not showing the desire to be with other people.

## **11.7 ANSWERS TO SELF-CHECK EXERCISES:**

### **SELF-CHECK EXERCISE-1**

**Answer 1. A**

**Answer 2. Material culture and Non- material culture.**

### **SELF - CHECK EXERCISE-2**

**Answer 1. Diffusion, acculturation, enculturation and transculturation.**

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## **11.9 TERMINAL QUESTIONS:**

1. What do you understand by culture?
2. Write about the nature of culture.
3. Write about the cultural processes in education and its educational implications.

## **UNIT:12**

### **CULTURAL CHANGE AND EDUCATION**

12.1 Introduction

12.2 learning objectives

12.3 Role of education in cultural change

Self-Check Exercise-1

12.4 Summary

12.5 Glossary

12.6 Answers to self-check exercises

12.7 References/ Suggestive Readings

12.8 Terminal Questions

#### **12.1 INTRODUCTION:**

In this unit, we will study about the role of education in cultural change. Cultural change refers to the movement supporting the transformation of society through invention, discovery, or contact with other communities. It is an important element in contemporary society.

#### **12.2 LEARNING OBJECTIVES:**

After going through this unit, the students will be able to:

1. Understand the role of education in cultural change.

#### **12.3 ROLE OF EDUCATION IN CULTURAL CHANGE:**

Cultural change is the process in which an organization encourages employees to adopt behaviours and mindsets that are consistent with the organization's values and goals. Cultural change may be necessary to better align the behaviours of employees with current and future business objectives (such as, for example, after a merger of two organizations with distinct cultures).

Following points will highlight the role of education in cultural change:

Education plays a crucial role in cultural change, as it enables individuals to gain knowledge, skills, and a deeper understanding of their own culture. By providing access to education, individuals can develop a sense of cultural identity and pride, which in turn empowers them to contribute to the preservation and promotion of their cultural heritage. It is important to note that the role of education in cultural transmission is multifaceted and varies across different contexts. However, by providing individuals with access to quality education that incorporates cultural elements, we can empower individuals to embrace and contribute to the richness of their own culture.

1. Education fosters cultural awareness: Through education, individuals learn about the history, traditions, and values of their culture. This knowledge helps them appreciate their cultural roots and fosters a sense of belonging within their community.
2. Preservation of cultural practices: Education equips individuals with the necessary tools to preserve and pass on cultural practices to future generations. By learning about traditional customs, rituals, and art forms, individuals can actively participate in cultural activities and ensure their continuity.
3. Empowerment through language: Education plays a vital role in preserving indigenous languages. By providing language education, individuals can communicate, express themselves, and engage with their cultural community. This empowers them to preserve their linguistic heritage and maintain a strong cultural identity.
4. Cultural entrepreneurship: Education can empower individuals to leverage their cultural knowledge and skills for economic opportunities. By acquiring business and entrepreneurial skills, individuals can create enterprises that promote and showcase their cultural heritage, contributing to both economic growth and cultural preservation.
5. Promoting cultural diversity: Education encourages individuals to embrace diversity and appreciate different cultures. By exposing students to various cultural perspectives, education fosters tolerance, respect, and understanding among different communities, leading to the promotion of cultural diversity.
6. Cultural Identity: One of the main objectives of education is to help individuals develop a sense of who they are and where they belong in the world. This involves not only acquiring knowledge and skills, but also exploring and expressing one's cultural identity. Cultural identity is the sense of belonging to a group or community that shares common values, beliefs, traditions, languages, and histories. It is influenced by various factors, such as family, religion, ethnicity, nationality, gender,

and social class. Cultural identity is not fixed or static, but rather dynamic and evolving, as people interact with different cultures and contexts throughout their lives.

7. Education as a Catalyst for Cultural Awareness: Education can foster cultural awareness by exposing individuals to different cultures, traditions, and perspectives. Through inclusive curricula, multicultural literature, and intercultural exchange programs, education promotes empathy, understanding, and appreciation for diverse cultures.

8. Education for social justice: Education can be a powerful tool for addressing social inequalities and promoting social justice. By teaching about historical injustices, human rights, and social issues, education empowers individuals to challenge systemic discrimination, advocate for marginalized communities, and work towards a more equitable society.

9. Education for Sustainable Development: Education plays a crucial role in promoting sustainable practices and environmental consciousness. By integrating environmental education into the curriculum, schools can raise awareness about the impact of human activities on the planet and inspire individuals to adopt sustainable behaviours.

10. Education for Cultural Preservation: Education also plays a vital role in preserving cultural heritage and traditions. By teaching cultural history, language, and traditional arts, education ensures the continuity of cultural practices and fosters a sense of identity and belonging among individuals.

11. Critical Thinking and Problem-Solving Skills: Education plays a key role in developing critical thinking, helping individuals approach complex challenges with flexibility. For instance, when a company encounters unexpected setbacks, a well-educated team can assess the situation, brainstorm creative solutions, and refine their strategies to overcome obstacles effectively.

12. Exposure to Diverse Perspectives: Education introduces individuals to a wide range of cultures, viewpoints, and ideas, broadening their understanding of the world. This expanded perspective enhances adaptability, especially in multicultural and global environments. For example, students in a diverse classroom setting are more likely to build strong intercultural skills, making them more receptive to different ways of thinking.

### **SELF- CHECK EXERCISE-1**

**1. Access to education, individuals can develop:**

- a. A sense of cultural identity and pride.**
- b. Cultural awareness**
- c. Cultural identity**
- d. All of these**

**12.4 SUMMARY:** In this section, we examined how education plays a crucial role in shaping cultural change by providing individuals with knowledge, skills, and a deeper connection to their own heritage. When people have access to education, they can develop a strong sense of cultural identity and pride, which encourages them to take an active role in preserving and promoting their traditions. The way education transmits culture is complex and differs across various environments. However, by ensuring that quality education incorporates cultural elements, individuals can be empowered to embrace and enhance their own cultural heritage.

### **12.5 GLOSSARY:**

**Cultural preservation:** Protection and safeguarding of cultural heritage.

**Environmental consciousness:** Being aware and able to respond to our surroundings.

**Empowerment:** Process enabling the individuals to understand the relationship between their actions and outcomes.

### **12.6 ANSWERS TO SELF CHECK EXERCISES:**

#### **SELF-CHECK EXERCISE-1**

**Answer 1. D**

### **12.7 REFERENCES/ SUGGESTED READINGS:**

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### **12.8 TERMINAL QUESTIONS:**

1. What do you understand by cultural change?
2. Write down the role of education in cultural change.

## **UNIT:13**

### **EDUCATION FOR SOCIAL EQUITY AND EQUALITY**

13.1 Introduction

13.2 Learning Objectives

13.3 Education and Educational Equity

Self-Check Exercise-1

13.4 Equality of Educational Opportunities

Self-Check Exercise-2

13.5 Summary

13.6 Glossary

13.7 Answers to Self-Check Exercises

13.8 References/ Suggested Readings

13.9 Terminal Questions

**13.1 INTRODUCTION:** In this unit, we will learn about education and social equity followed by equality of educational opportunities. Education can cultivate empathy and social awareness by exposing students to different cultures, histories, and social issues. By teaching about human rights, social justice movements, and global challenges, education fosters a sense of responsibility toward creating a more just and equitable world.

#### **13.2 LEARNING OBJECTIVES:**

After going through this unit, the students will be able to:

1. Explain education and educational equity.
2. Explain the challenges of educational equity.
3. Understand equality of educational opportunities.

#### **13.3 EDUCATION AND EDUCATIONAL EQUITY:**

Equity recognizes that some people encounter more obstacles than others and aims to address these disparities by providing additional support. The ultimate goal is to ensure that everyone has a fair chance to lead a healthy life. To achieve this, equity requires taking extra steps, offering greater assistance to those in need compared to those who are less disadvantaged. This approach seeks to create equal opportunities for all, even if it means distributing resources and opportunities unevenly. In education, advocates for social justice work to secure fair outcomes for students. Educational equity, also referred to as equity in education, revolves around fairness, opportunity, and academic success. It ensures that every student has access to a supportive learning environment that promotes excellence, regardless of their background. This concept is deeply rooted in ethical values that promote fairness in schools. Every child deserves a high-quality education that fosters literacy and success. Various factors, including economic status, gender, and cultural background, can influence the learning experience. The education equity movement focuses on minimizing social barriers that may hinder fundamental learning. The study of educational equity is often connected to the broader goal of fostering both excellence and fairness. Two fundamental principles define educational equity: fairness and inclusion. Fairness means that personal circumstances should not limit a student's ability to succeed academically. Inclusion ensures that educational standards are universally applied, allowing all students to participate fully in the learning process. These two principles go hand in hand and are essential for building an effective academic system. The increasing focus on education equity stems from the recognition that, now more than ever, an individual's education level significantly impacts their future quality of life. A fair and inclusive academic system forms the foundation of a thriving society. Additionally, equitable education strengthens social trust and unity. Educational equity consists of two primary components: achievement, which is influenced by a student's ability and motivation to learn, and access, which guarantees that every child has the right to essential skills such as literacy and numeracy.

Disparities in education often arise due to factors like gender, socioeconomic background, race, financial constraints, or disabilities. Inequities related to social class and caste fall under social inequity, while discrimination based on gender is known as gender inequity. These issues will be explored further in the next lesson, including the specific challenges faced by women, girls, and marginalized communities like Scheduled Castes (SC) and Scheduled Tribes (ST). Gender equity, in simple terms, addresses the rights of both men and women, yet in many developing nations, women face the most discrimination. Barriers to education based on gender remain a significant problem, especially in countries where cultural and societal norms restrict women's opportunities. Nations such as Sudan, Somalia, Thailand, and Afghanistan experience some of the highest levels of gender inequality in education. However, gender-based educational disparities are not exclusive to developing countries. Schools often reinforce differences between boys and girls, shaping

perceptions that they should be treated differently. Social equity ensures that all individuals, regardless of caste, class, or creed, have equal access to resources necessary for personal and professional growth. Those from marginalized communities, including SC and ST groups, must be provided with fair opportunities to progress and contribute to national development. Promoting inclusivity is vital for societal advancement. Unfortunately, individuals from these communities frequently encounter systemic discrimination and limited access to education, creating major obstacles to equality. This persistent social inequity continues to be a significant challenge in achieving inclusive development, a key objective of India's 12th Five-Year Plan (2012–2017).

### **Challenges in Achieving Educational Equity**

Over the past six decades, both primary and higher education have expanded and improved significantly. However, this progress has not necessarily led to a more academically equitable society. While the feminist movement has played a crucial role in increasing opportunities for women, other marginalized groups have not seen the same level of advancement. Economic inequality has continued to rise, and social mobility has largely remained stagnant. As a result, even though more students are gaining access to basic education and higher learning, a considerable gap still exists, leaving many individuals at a disadvantage. Another major hurdle in achieving educational equity is the influence of migration and population diversity in certain regions. In some countries, increasing immigration presents challenges to maintaining fairness in education, while in others, weak social cohesion remains a persistent issue. Nations experiencing continuous waves of migration often struggle to implement sustainable solutions due to shifting racial and ethnic demographics. Meanwhile, countries with longstanding diversity frequently encounter ongoing difficulties in fully integrating minority groups. These challenges tend to disproportionately affect migrants and minority communities, as they often face both lower academic achievement and greater economic hardships.

### **Ways of Promoting Equity in Education:**

Key policy areas have a major impact on ensuring fairness in education, including how education systems are structured, the practices used both inside and outside of schools, and how resources are allocated. The way an education system is fundamentally organized plays a crucial role in shaping equity. Traditionally, students have been grouped based on academic performance, but research on primary and secondary education suggests that this approach can actually widen disparities—especially when it happens early in a student's academic journey. Early academic tracking may also negatively affect overall student outcomes. Selecting students based on academic performance often leads to significant social differences among schools, reinforcing the link between socio-economic background and academic achievement. Therefore, academic selection should be carefully

implemented to minimize potential risks to fairness. Governments often advocate for school choice as a strategy to promote equity, but this approach can sometimes have the opposite effect. Parents with higher education levels are generally better equipped to make informed decisions about school selection, which may unintentionally widen disparities between students from different socio-economic backgrounds. Educational equity is shaped not only by classroom experiences but also by the relationships between schools, families, and communities. Strong partnerships between schools and homes contribute to better student learning outcomes, whereas a lack of support at home can pose a major challenge—especially for students from disadvantaged backgrounds. To bridge this gap, schools should focus on improving communication with families in underprivileged circumstances and fostering home environments that support learning. Ensuring that migrant and minority students receive equitable educational opportunities remains a key challenge. These students often face unique barriers that require targeted interventions. Specialized programs can support the participation of children from immigrant families, but if they are disproportionately placed in separate education tracks, concerns about cultural biases and the fairness of such placements must be carefully assessed. A well-functioning education system must prioritize high-quality education for all, with a strong focus on early childhood programs and foundational schooling. Public education can serve as a tool to bridge opportunity gaps when it offsets disadvantages that some children face at home. However, if publicly funded education primarily benefits those who are already privileged, it risks reinforcing inequities rather than reducing them. Classrooms are at the heart of educational equity. No student should be at a disadvantage due to factors such as gender, socio-economic status, or ethnicity. Teachers play a key role in recognizing social and cultural barriers that may limit students' potential. By addressing these challenges, educators can create pathways for students to succeed. A well-designed curriculum should integrate lessons on diversity, fairness, and inclusion, encouraging meaningful discussions on economic, gender, and racial equality. Additionally, teachers should help students understand how social contexts shape families and communities. Advancing equity in education can have a broader societal impact, helping to address systemic challenges. Teachers are not only responsible for educating students but also for instilling values of fairness, ethics, and justice. By embedding these principles into their teaching and extending them into the wider community, educators play a crucial role in building a more equitable education system that serves all students fairly.

### **SELF-CHECK EXERCISE-1**

- 1. Educational equity is also known as:**
  - a. Equity in mathematics**
  - b. Equity in history**
  - c. Equity in education**
  - d. All of the above**
- 2. Which of the following are factors of educational inequity:**
  - a. Gender, Social class**
  - b. Race**
  - c. Economic standing or disability**
  - d. All of the above**

### **13.4 EQUALITY OF EDUCATIONAL OPPORTUNITIES:**

India, as a democratic nation, thrives on the education of its citizens. A well-educated population is essential for the success of democracy, as informed individuals contribute meaningfully to society. Education should go beyond academics and focus on the overall development of a person's personality, helping them grow in all aspects of life. Modern education is not just about textbooks—it involves learning from real-life experiences and adapting to the changing world. To make learning more effective, it should be personalized to suit each individual's interests and pace, ensuring that education remains relevant and beneficial. For this reason, educational opportunities must be made accessible to all, allowing individuals to unlock their full potential. The Indian Constitution also highlights the importance of education for every citizen. Since education is a key driver of personal and societal growth, it enables individuals to achieve better social standing, secure good jobs, and attain financial stability. Therefore, ensuring equal access to education is essential for a fair and progressive society. The concept of equal opportunity means that every person should have the same chance to develop their skills and abilities. This idea can be viewed in two ways: horizontal equality and vertical equality. Horizontal equality ensures that everyone is

treated the same, while vertical equality recognizes that some individuals may need extra support or special considerations to level the playing field and create fair opportunities for all. The American Library Association defines equality as "access to channels of communication and sources of information that is made available on even terms to all." This means that everyone should have fair access to resources and opportunities without any unfair advantages. However, equality of opportunity does not guarantee identical results—some individuals may utilize these opportunities to their advantage, while others may not.

### **Need and Importance of Equality of Educational Opportunity**

- Equal opportunities in education help build a fair and just society.
- In a democracy, accessible education supports the success and stability of institutions.
- Providing equal education accelerates national growth by allowing individuals to develop their talents and contribute to society.
- It ensures that talent is recognized across the entire population, giving everyone a fair chance to succeed.
- A well-educated population bridges the gap between workforce demands and the availability of skilled professionals.

The idea of making educational opportunities equal is deeply connected to the larger goal of achieving fairness in society. A system that truly values equal progress for everyone must also ensure that education is accessible to all. In countries like India, the government has taken steps to provide free and universal education at the school level. The Right to Education (RTE) Act of 2009 was a major step in expanding secular education, especially in rural areas. Additionally, affirmative action policies have been put in place to help historically disadvantaged groups, such as Scheduled Castes (SC) and Scheduled Tribes (ST), gain access to modern education. However, even with legal measures promoting educational equality, making this ideal a reality continues to be a challenge.

### **Causes of Inequalities in Education**

Equality is often understood as the lack of inequality, but in reality, completely eliminating inequality is impossible. No matter how many efforts are made to promote fairness, some level of disparity will always exist. As a result, initiatives focused on equality primarily work to lessen existing inequalities rather than eliminate them entirely. This suggests that "elimination of that level or type of inequality which is considered undesirable or unacceptable within the society. So the pursuit of equality aims not at total equality in the philosophical sense, but at an equitable distribution of societal resources.

Inequalities of educational opportunities arise in various ways. In places where no primary, secondary, or collegiate institutions exist, children do not have the same opportunity as those who have these facilities in the neighbourhood. There are at present glaring imbalances of educational development in different parts of the country. The educational developments in the States show wide differences, and even wider differences are found between the districts in a state.

Another cause of inequality of educational opportunity is the poverty of a large section of the population and the relative affluence of a small minority. Even in the neighbourhood of an educational institution, children from poor families do not have the same chance as those who come from richer ones.

Again, differences in the standards of schools and colleges create an extremely intractable form of educational inequality. When admission to an institution such as a university or professional college, is made on the basis of marks obtained at the public examination at the end of the secondary stage, as often happens, the marks do not at all provide a common yardstick for a student from a rural area who attends an ill-equipped school in his village, and a student from an urban area who attends a good city school.

Gross inequalities arise from differences in home environments. A child from a rural household or an urban slum having non-literate parents does not have the same opportunity which a child from an upper class home with highly educated parents has. Two other forms of educational inequalities which are peculiar to the Indian situation need attention. The first is the wide disparity between the education of boys and girls at all stages and in all sectors of education. The second is the equally wide or sometimes wider disparity of educational development between the advanced classes and the backward ones-the scheduled cases and the scheduled tribes. On grounds of social justice as well as for the furtherance of democracy, it is essential to make special efforts to equalize educational opportunities between these groups.

In India, there are some reasons which create inequality of educational opportunities. These reasons are:

Difference in economic status of home.

1. Gender disparities
2. Regional Imbalance.
3. Physiological difference.
4. Difference in home conditions.
5. Disparity between backward and advanced classes.

6. Non-availability of adequate opportunities
7. Difference in mental and physical abilities

Like all ideals in life, perfect equality of educational opportunity is probably unattainable. In such matters, however, the essence of the problem is not the attainment of the goal, but an impassioned faith and earnest striving. In a good system of education, there should be a continuous attempt to identify factors which tend to create significant forms of inequality and to adopt measures either to eliminate them altogether or at least to reduce them to the minimum.

### **Role of education in eradicating inequalities:**

Education is often considered as an equalizer. Equality of educational opportunities means that an individual has equal access to education. Equality of educational opportunities is one of the goals of the ideology of egalitarianism. Though education does not guarantee high status and positions to all people, yet it plays an important role in equalizing opportunities in three ways:

1. By making it possible for all those who have the desire to be educated and the ability to benefit by that facility.
2. By developing a content of education which will promote the development of a scientific and objective outlook, and
3. By creating a social environment of mutual tolerance based on religion, language, class, etc., for providing equal opportunities of social mobility to all individuals in society, and for securing good education.

### **Measures taken for Equalization of Educational Opportunities:**

Equalization of educational opportunities has been one of the major objectives of the successive Five-Year Plans. Considerable work in this respect has been done through the programme of expansion of educational facilities at the elementary, secondary and university stages. For achieving the target of equality of educational opportunity in India, our efforts must be directed in many directions for recognizing the educational system. Some of these directions are as follows:

1. **Constitutional Provisions:** Various constitutional provisions have been made to provide compulsory elementary education to all children of the country. The RTE Act, 2009 is a recent addition to these efforts.
2. **Debarring Restriction on Admission in Educational Institutions:** Admission to educational institutions has been made available to all irrespective of caste and religion.
3. **Wide Distribution of Institutions:** Educational institutions have been opened in large numbers in order to provide opportunity to all for getting education.

4. **Provision of Pre-School Education:** In order to overcome wastage and stagnation in primary education, pre-school education is given priority. Pre-school education centres like Balwadi, Anganwadi etc. have been opened in large scale under different schemes like ICDS.
5. **Provision of Scholarships and Other Facilities:** Provision of free ships and scholarships are being made for the backward and disadvantaged groups. To provide free and universal primary education for the age group 6-14 is a constitutional obligation. The New Education Policy, 1986 laid special emphasis on removing disparities and equalizing educational opportunity. To promote equality, it is necessary to provide for opportunity to all not only in access but also in the conditions for success.
6. **Special Treatment for SC, ST and Other Backward Communities:** Special treatment is being made for SC, ST and Other Backward Communities in relation to reservation of seats, provision of different types of scholarships to ensure equality in education.
7. **Residential Schools:** In tribal areas, residential schools or Ashram schools have been set up. Kanyashram schools and Balika Vidyalayas have been commissioned in the tribal areas to facilitate education of girls.
8. **Special Education of the Handicapped:** Steps have been taken for the education and training of blind, deaf, orthopedically handicapped and educable sub-normal children by the government and voluntary organizations.

Truly speaking, despite of all attempts in the direction of the national goal i.e. equality of opportunity, the result is not satisfactory. Hence, in order to accelerate in the progress of providing equality of opportunity, Incentive measures are to be properly implemented and administrative structure has to be properly streamlined with a strong will and determination. Various media, methods and materials are to be utilized to fulfil the special needs of the deprived children of the country.

### **SELF-CHECK EXERCISE-2**

1. **Equalization of educational opportunities has been one of the major objectives of:**
  - a. **The successive Five-Year Plans.**
  - b. **Charter act**
  - c. **Wood's Dispatch**
  - d. **None of these**

**13.5 SUMMARY:** In this unit, we have read about education and educational equity, challenges of educational equity, equality of educational opportunities, need and importance of equalization of educational opportunities.

**13.6 GLOSSARY:**

**Residential schools:** An educational organization where students live within the institute's premises.

**Yardstick:** A standard with which things can be compared.

**Skilled professional:** Someone who has worked hard in the same type of job for a long time.

**13.7 ANSWERS TO SELF-CHECK EXERCISES:**

**SELF – CHECK EXERCISE-1**

**Answer 1. C**

**Answer 2. D**

**SELF-CHECK EXERCISE-2**

**Answer 1. A**

**13.8 REFERENCES/ SUGGESTED READINGS:**

Brown, Francis J. (1954), Educational Sociology, New York: Prentice Hall of India.

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**13.9 TERMINAL QUESTIONS:**

1. What do you understand by educational equity.
2. Write down the challenges in educational equity.
3. Write down the measures taken for Equalization of Educational Opportunities.

## **UNIT:14**

### **PROBLEMS IN EDUCATION:**

14.1 Introduction

14.2 Learning objectives

14.3 Problems in education in current socio-economic scenario

Self-Check exercise-1

14.4 Suggestions for Solving Educational Problems in India

Self-Check Exercise-2

14.5 Summary

14.6 Glossary

14.7 Answers to self-check exercises

14.8 References/ Suggested Readings

## 14.9 Terminal Questions

### 14.1 INTRODUCTION:

In this unit, we will learn about problems in education in current socio-economic scenario. India has reached remarkable achievement in economic sector and this has brought a lot of changes in the education sector. But these changes have now turned to be sufficient to solve the ever-existent and ever-changing education problems in India.

**14.2 LEARNING OBJECTIVES:** After going through this unit, the students will be able to:

- a. Explain the problems in education in current socio-economic scenario.
- b. Understand suggestions for Solving Educational Problems in India.

### 14.3 PROBLEMS IN EDUCATION IN CURRENT SOCIO-ECONOMIC SCENARIO

Education Problems in India have been in existence for quite sometimes now and these to dog the concerned. India has reached remarkable achievement in economic sector and this has brought a lot of changes in the education sector. But these changes have now turned to be sufficient to solve the ever-existent and ever-changing education problems in India. The problems of education system in India are of grave concern.

1. **Education System Promotes Rat Race** Our education system basically promotes rat race among our children. They have to read and mug-up entire text book without any understanding of it. Education is information- based rather than knowledge-based. The whole focus is on cramming information rather than understanding it and analyzing it.
2. **Education Does Not Build Persona of a Child** Unfortunately our education system is not helping to develop persona of a child. Remember, it is personality that is more important than academic qualification.
3. **Teachers themselves are Not Trained and Efficient** To make things worse, our teachers themselves are not sufficiently trained to teach kids. They do not have proper training that how they are going to Impart values among children that are going to change the future of the country.
4. **Education given is Irrelevant to Job-Market** This is perhaps the most apparent failure of our education system that after completing graduation in any discipline, students are not able to get jobs. Industry faces a problem to find suitable employee as education provided is not suitable for directly working in industry before that a company is required to spend large amount on providing training for employee.
5. **Gross Failure of our Education System to End Social Disparity** After so many years, our education system has not been able to reduce social disparity in our country. In fact, social disparity

has gone up. Traditional Indian society suffers from many kinds of discrimination. There are many hurdles in education of underprivileged sections of society like women, SC, ST and minorities.

6. Lack of Infrastructure Approximately 95.2 percent of schools are not yet compliant with the complete set of RTE infrastructure indicators according to survey conducted in 2010 They lack drinking water facilities, a functional common toilet, and do not have separate toilets for girls. In some schools, students of different ages are made to sit in one room. Those students squat in passive postures, even regimented columns, with often the brightest and the socially advantaged sitting in front. At a given time, a typical school could have at most two teachers trying to 'police' children of all five primary classes. The best teaching that these teachers may undertake is to make the students copy or recite from the textbook.

7. Access to school is no more a problem in most parts of India. Ninety eight percent of population has access to school within a walking distance of 1 km. The problem is the unpreparedness of the school system for mass education. Classrooms in most primary schools in rural areas are typically uninviting, with leaking roofs, uneven floors and scraggly mats to sit on.

8. In the Indian system of education, what is taught is crucially linked with how it is taught and, more importantly, with how it is assessed. The examination system here is so distorted that it actually discourages good classroom practices by forcing children to answer contrived meaningless questions, suppressing their own curiosity and expression. It emphasizes on written questions based on trivial recall, and discounts all activity-based learning.

9. Another major drawback is the curriculum prescribed in the textbooks to a great extent are found to be irrelevant to the closer lives of rural people. The curriculum-makers, who come predominantly from urban middle-class background believe that the rural children need to be taught how to conduct their lives properly, and that only 'positive' situations from their lives must be depicted.

10. One major problem that has come up in recent days is that, due to the ceiling on recruitments, there is insufficient number of teachers in many of these schools. A considerable proportion of available teachers do not have the requisite qualifications. Women teachers constitute only 31 percent of the total number of teachers in rural areas, which is supposed to be one of the causes for low literacy rate.

11. Lack of motivation on the part of teachers, who generally are academically low-qualified and have chosen this profession as a last resort, is a serious problem. Added to this, the teachers are burdened with unmanageable classes, irrelevant curricula, dismal working conditions, and lack of recognition of their efforts. Moreover, these teachers are lowly paid. The result is that the teachers tend to give up.

12. Funds are the major reasons of the education problems in India. If funds are available, they are not being used effectively. At times, the lack of funds hampers education and many times, the funds are just inadequate to solve the issue.

13. India is the most populous country in the world. The population of India in 2011 is about 1.21 billion and it is still increasing. Illiteracy of large population supports further illiteracy and poverty itself is a factor which encourages illiteracy.

14. A classic case is that of shortage of teachers. The student teacher ratio is not balanced. Some of the rural schools have faculty which is not qualified enough which further degrades the quality of education.

15. Studies have shown that during 2004-2005, there was 50% drop-out rate amongst the students of 1st to 8th class. The dropout rate for classes 1st to 10th was 64% for girls and 60% for boys. These rates are very high. The origin of these rates largely lies in poverty.

#### **SELF-CHECK EXERCISE-1**

**1. Which of the following are the causes of educational problems in India:**

- a. Insufficient funds**
- b. Shortage of teachers**
- c. Drop-out rate**
- d. All of the above**

#### **14.4 SUGGESTIONS FOR SOLVING EDUCATIONAL PROBLEMS IN INDIA:**

The causes for the problems of education system in India are multifaceted and they themselves manifest more problems. It is a victim cycle where some factors encourage other factors or are interdependent. This makes them even more lethal than they already. In order to solve educational problems in India, following measures can be adopted:

##### **1. Teachers' Training**

Teachers' training remains one of the most chaotic, neglected and deficient sectors of India's vast education system. This needs to be changed as the teachers virtually hold the destiny of the future generations in their hands. Teachers need to be professionally trained.

##### **2. More Government Spending**

India targeted towards devoting 8% share of the GDP towards the educational sector adequately paid and well-motivated. More Government Spending However, the performance has definitely fallen short of expectations. Also funding is needed to be spent on building infrastructure in schools.

3. Inclusive Education System

Growth in education sector should incorporate all sections of society like rural, urban poor, women, backward classes etc.

4. Public Private Partnership

There is a need to encourage the active participation of the private sector in education for national development. PPP mode is more forcefully advocated when public resources are inadequate to meet needs.

5. India's entire education system should be redesigned to favour employment, nullify the poverty aspect and improve the quality of education on every level, especially the primary level.

6. Aggressive awareness campaigns in rural areas to negate the negative attitude of the rural population.

7. Frequent curricular revisions, to remove and/or edit obsolete chapters and bring quality in education.

8. Accountability of higher authorities needs to be sensitized and implemented through law and special courts which can provide speedy decisions. An independent regulatory authority can be established to remove discrepancies in the first place.

**SELF-CHECK EXERCISE-2**

1. Which of the following measures can be adopted for solving educational problems in India:
  - a. Inclusive Education system
  - b. Frequent curricular revisions
  - c. Teacher's training
  - d. All of the above

**14.5 SUMMARY:** In this unit, we had learned about problems in education in current educational scenario followed by solutions to solve these problems. The causes for the problems of education system in India are multifaceted and they themselves manifest more problems. It is a victim cycle where some factors encourage other factors or are interdependent. This makes them even more lethal than they already.

#### **14.6 GLOSSARY:**

**Accountability:** Practice of being held to a certain standard of excellence.

**Predominantly:** Being the most noticeable or largest in number, or having the most power or influence.

**Manifest:** To show something or to be shown clearly.

#### **14.7 ANSWERS TO SELF-CHECK EXERCISE:**

##### **SELF- CHECK EXERCISE-1**

**Answer 1. D**

##### **SELF-CHECK EXERCISE-2**

**Answer 1. D**

#### **14.8 REFERENCES/SUGGESTED READINGS:**

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#### **14.9 TERMINAL QUESTIONS:**

1. Explain the problems in education in current socio-economic scenario.
2. Describe the suggestions for solving educational problems in India.

## **UNIT 15**

### **EDUCATION OF DISADVANTAGED SECTIONS OF THE SOCIETY-1**

#### 15.1 Introduction

#### 15.2 Learning objectives

#### 15.3 Socially and Economically disadvantaged sections of the society.

##### Self-Check Exercise-1

#### 15.4 Education of Scheduled castes

##### Self-Check Exercise-2

#### 15.5 Education of Scheduled Tribes

##### Self-Check Exercise-3

#### 15.6 Summary

#### 15.7 Glossary

#### 15.8 Answers to Self-check exercises

#### 15.9 References/Suggested Readings

#### 15.10 Terminal Questions

### **15.1 INTRODUCTION:**

In the previous lesson, we have studied about the concept of equity and equality in education. A glance over the educational statistics of India clearly reveals that our nation is confronted by a vast number of inequities and inequalities not only in the education sector but in other fields also. The gender and social disparities are chief among them. The educational status of SC and ST population in India is not comparable with the general population. You will find a number of discriminative practices against the persons belonging to these socially and economically deprived groups. Similar

is the case with the girls and women in India who are not provided full chances for their development and deprived of education and other facilities by the society. In this lesson, we will learn about such inequalities in education and analyze the problems faced by these deprived sections of society in their social and educational development. We will also learn about the provisions made by the state for their upliftment and also forward the suggestions for their mainstreaming to build an inclusive and egalitarian society.

**15.2 LEARNING OBJECTIVES:** After going through this unit, the students will be able to:

1. Explain the concept of socio-economically disadvantaged sections of the society.
2. Explain the provisions of education of Scheduled castes.
3. Explain the provisions of education of Scheduled tribes.

### **15.3 SOCIALLY AND ECONOMICALLY DISADVANTAGED SECTIONS OF SOCIETY:**

According to Census 2011, the literacy rate of India is 74.04%. The male literacy rate is 82.14% and female literacy rate is 85.46%. Among the Indian states, Kerala has the highest literacy rate (93.91%) and then Mizoram (91.58%). Among the Union Territories, Lakshadweep has the highest literacy rate of 92.28%. Bihar has the lowest literacy rate in India with 63.82%. The male literacy is highest in Lakshadweep (96.11%) and Kerala (96.02%). The female literacy is highest in Kerala (91.98%) and Mizoram (89.40%). Lowest male literacy is in Bihar (73.39%) and lowest female literacy is in Rajasthan (52.68%). The gap between the literacy rate in urban and rural areas is steadily declining in every census. In Census 2011, the gap stands at 16.3 points. As per latest statistics, the literacy rate among urban population is 84.1 per cent, while it is 67.8 for rural population. The literacy rate among scheduled castes and tribes remains well below the rest of India's population, but the gap has closed significantly in the last decade. During the period (2001-2011), ST and SC women made the most rapid progress in terms of their literacy rate. According to Census 2011, there is 14.6 percentage point increase in literacy among ST and SC women over the decade, compared to a jump of 10 percentage points for non-SC/ST women. The literacy rate of ST men and SC men has jumped by 9.4 and 8.5 percentage points, respectively, compared to just 4.8 percentage points among non-SC/ST men. The pattern of SC and ST women showing a higher increase in literacy holds good across almost all states, and in both rural and urban areas. In the case of ST women, the literacy rate was a shockingly low 34.8% in 2001 from where it jumped to almost 50%. The literacy rate of SC women, about 42% in 2001, increased to 56.5% in 2011. Among ST males, the literacy rate went from 59.2% to 88.5% by 2011 and among SC males it went up from 66.6% to 75.2% in the same period. The most remarkable improvement has been among ST women

in Tripura, where the literacy rate jumped from 44.6% all the way to 71.6%, which is significant considering that STS make up almost a third of the state's population. Bihar, with around 16% of its population comprising SCs, shows the biggest increase in literacy among SCs a jump of 20.2 percentage points, from 28.5% in 2001 to 48.6% in 2011. There are some states where the increase in literacy rate among STS is well below the achievement at the national level, though the general pattern of STS and SCS showing better progress than the general population holds true. For instance, in rural Chhattisgarh, the increase in literacy among STS was just 6.6 percentage points as compared to the national level change in rural literacy of 9 percentage points. Among rural SCs in Chhattisgarh too, the improvement in literacy (6.5 percentage points) is less than the national level improvement. However, it is higher than the state's overall improvement of 5.5 percentage points. It is a similar story in rural Rajasthan. Many of the states with high literacy rates, such as Kerala and Mizoram, show smaller improvement in literacy. This is expected, once states hit literacy levels as high as 85% and more. However, in these states too, the SCS and STS showed greater improvement in literacy rate than others put together.

Literacy level and educational attainment are vital developmental indicators in a developing nation like India as they are key variable of measure of development and indicate quality of life, awareness level and also level of skill of people in the society. Better literacy and educational level definitely have a positive impact on the health parameters. Education parameters have an equal weight age in the Human Development Index as well. Considering the importance of education, India has enacted Right to Education to ensure free and compulsory Education for children in the age group 6- 14 years. In 2013-14, the 0020 Enrolment Ratio (GER) for females at the primary level stood at 102.65 compared with 100.0 for males. At the middle class level, the GER for females has been reported as 92.75 against 88.31 for males and at the higher secondary level, 51.58 and 52.77 is the Gross enrolment ratio for females and males during 2013-14. There were 93 girls per 100 boys in primary classes, 95 in middles classes and 90 in secondary classes during 2013-14 against lesser ratios in the previous decade. The drop-out rates were observed to be 4.86 and 4.68 in the classes I-V, 4.01 and 2.3 in classes I-VIII for females and males respectively indicating that the drop out at primary level is at par for both the genders but the gap increased in higher classes.

### **SELF-CHECK EXERCISE-1**

- 1. The literacy rate of ST men and SC men has jumped by**
  - a. 9.4 and 8.5 percentage points**
  - b. 3.4 and 7.4 percentage points**
  - c. 1.4 and 4.6 percentage points**
  - d. All of the above**

### **15.4 EDUCATION OF SCHEDULED CASTES:**

The scheduled castes constitute around 16 per cent of the Indian population today. There are marked state and regional variations in terms of these proportions. Punjab has the highest proportion at 28 percent of SCs. Gujarat has the smallest percentage of SCs at 7.41%. From a sociological point of view, apart from their Increasing visibility, the most significant contemporary fact concerning the scheduled castes is their growing political assertion and identity formation as 'dalit. Urban migration, education, occupational change and religious conversion have been pursued by the scheduled castes as key strategies of socio-economic emancipation, status change and acquisition of a new social identity. Caste and occupation were closely interlinked in the traditional socio-economic order, and the lowest manual and menial occupations were reserved for the SC. The link has gradually been broken but not completely, Economic exploitation, economic disadvantage and continued concentration in menial occupations continue to sustain and reinforce the degraded social position of the majority of the SC. Rural SC are predominantly landless and impoverished agricultural labour, In general, the reduction of disparities and Inclusion within mainstream" Urban and rural societies have historically developed in ways that have marginalized, exploited, and oppressed significant sections of Scheduled Castes (SC), particularly in socio-economically disadvantaged and traditionally rigid regions. Since the 1990s, globalization has further deepened the struggles of the most impoverished SC communities, driving them into even greater poverty. Studies show a growing incidence of poverty, rising rural unemployment, wage stagnation, higher mortality and illness rates, along with declining consumption levels, real wages, and per capita monthly consumer expenditure among SC populations.

#### **Problems faced by Scheduled Castes:**

1. **Social Problems:** These problems pertain to the concept of purity and pollution. The untouchables are given a very low position in the society. The high-caste Hindus maintain a social distance from them. They are denied many basic amenities of life which are accorded to the high-caste Hindus. They are dependent on the tradition of Hindus for items of food and drink.
2. **Religious Problems:** These pertain to the denial of the right of entering temples which are exclusively served by the high-caste Brahmins. The untouchables are neither allowed to enter the temples nor served by the Brahmins. They have no right to worship the Gods and Goddesses in the temple.
3. **Economic Problems:** They suffer from many economic problems. They have to face many economic hardships and they are not given proper reward for their service. Traditionally, untouchables are deprived of landed property of their own. They are not allowed to carry on any business. They are not permitted to engage themselves in the professions which are being carried out by the people of other castes. The untouchables are not free to choose occupation according to their own ability. They have to clean the streets, remove dead cattle and to undertake heavy agricultural work. Mostly they are landless labourers. They work in the fields of high-caste Hindus as labourers.
4. **Public Disabilities:** Harijans have to face many public indignities because they are denied the right to use the services of public utilities like wells, public transport as well as educational institutions.
5. **Educational Problems:** Traditionally, the untouchables were deprived of getting education. They were not allowed to use public educational institutions. Even today most of the literates are untouchables. Describing the conditions of Harijans, K.M. Pannikar has remarked, their position, when the system functioned in its pristine glory, was in many ways worse than that of slavery. The slave at least was a chattel of the master and therefore, he stood in an individual relation to his owner. Considerations of economic self-interest and even human feeling modified the barbarism of personal slavery.

#### **SELF-CHECK EXERCISE-2**

1. The scheduled castes constitute around \_\_\_\_\_ per cent of the Indian population today.
2. Scheduled castes are also known as \_\_\_\_\_.

## **15.5 EDUCATION OF THE SCHEDULED TRIBES**

One of the most distinctive aspects of Indian culture is the continued presence of tribal societies and traditions, even as the rest of the country rapidly modernizes. These tribal communities often resist dominant cultural influences due to their unique historical experiences of both assimilation and marginalization. The arrival of colonial rule significantly impacted their trajectory, as colonial powers sought to exploit natural resources on a large scale. This led to the economic and cultural subjugation of many tribal groups by non-tribal populations. Over the years, economic and political forces have continued to push tribal communities toward forced assimilation. Many have been displaced from their lands and stripped of resources, particularly due to large-scale infrastructure projects like dams and power plants. Once self-sufficient, many of these communities now face extreme economic hardships, struggling to meet even their basic needs. Scheduled Tribes (STs), especially those living in remote and mountainous areas, historically remained outside the influence of agriculture-based kingdoms in the plains due to a lack of accessible transportation and communication. The Indian Constitution officially recognizes certain ethnic minority groups as Scheduled Tribes, who collectively make up around 8 percent of the country's total population. Across India, there are 573 recognized Scheduled Tribes, each with its own distinct cultural and linguistic identity. These communities speak over 270 languages, belonging to major linguistic families such as Austro-Asiatic, Dravidian, Tibeto-Chinese, and Indo-European. A defining characteristic of Scheduled Tribes is their residence in scattered, often remote, hilly, and forested regions. While they make up only about 8 percent of India's total population, they form a majority in several states and union territories. For instance, they account for 94.75 percent of Mizoram's population, 93.15 percent in Lakshadweep, 87.70 percent in Nagaland, and 85.53 percent in Meghalaya. However, in states such as Madhya Pradesh, Odisha, Bihar, Maharashtra, Gujarat, Rajasthan, Andhra Pradesh, and West Bengal, non-tribal communities remain the majority, despite these states collectively being home to 83 percent of India's total tribal population. Odisha and Madhya Pradesh each have tribal populations exceeding 20 percent. Additionally, more than half of India's tribal population resides in parliamentary constituencies where they form the majority. Tribal communities are not only defined by their geographical isolation but also by their unique social, religious, linguistic, and cultural identities.

### **Social and Educational Problems of Scheduled Tribes**

Despite constitutional guarantees and continued efforts, tribal communities still lag behind the general population in education. This gap stems from a combination of external, internal, socio-economic, and psychological factors.

### **External Constraints**

External constraints refer to the challenges in shaping, implementing, and managing policies, particularly in tribal education. The approach to educational development in tribal communities often fails to acknowledge their unique disadvantages. For instance, government policies based on population density and geographic distance tend to work against tribal areas, where settlements are scattered, and populations are sparse. Additionally, while developing educational policies and programs for tribal communities, it is essential to consider their way of life and expectations from education. However, both the tribal welfare and education departments have largely neglected this need, leaving tribal populations without a well-structured education policy. A clear example of this disconnect is the school calendar, which aligns with mainstream academic schedules rather than incorporating tribal festivals and local customs. This lack of cultural sensitivity, along with ineffective teacher recruitment practices, has contributed to poor academic performance and high teacher absenteeism in tribal schools.

### **Internal Constraints**

Internal constraints refer to the challenges that exist within the school system, such as infrastructure, curriculum design, language barriers, teaching methods, academic oversight, and issues related to teachers. Many tribal schools lack basic amenities, with buildings often consisting of thatched roofs, deteriorating walls, and unfinished floors. Studies reveal that a significant number of these schools do not even have essential teaching aids, such as blackboards. In some cases, appointing a teacher is mistakenly considered equivalent to establishing a functioning school. Similar issues are found in ‘ashram’ schools, which are designed to offer residential education. These schools often lack proper sleeping arrangements, forcing students to use classrooms as dormitories. Additionally, inadequate sanitation facilities have led to the spread of infectious diseases like scabies and diarrhea, which contribute to high dropout rates.

Schools in tribal areas function with minimal resources, and the rigid, standardized curriculum places tribal students at a disadvantage. The heavy emphasis on discipline and teacher-centered instruction often alienates tribal children, leading to low attendance and frequent dropouts. Many students also struggle with fear and hesitation when communicating with their teachers, further impacting their learning experience. A possible solution to these issues would be introducing

regional languages as a medium of instruction, making education more accessible and engaging for tribal students.

### **Socio-Economic and Cultural Constraints**

Socio-economic and cultural constraints include poverty, traditional customs, cultural beliefs, limited awareness of formal education, and a significant disconnect between home and school environments. Research consistently links low educational participation among tribal communities to economic hardship. Most tribal families rely on agriculture, particularly shifting or terrace farming, which produces low yields. As a result, children are often expected to contribute to household income by assisting with activities such as cattle grazing and collecting firewood and fodder.

Although elementary education is officially free, and there are incentive schemes to promote schooling, several challenges hinder their effectiveness. Firstly, these schemes do not benefit all students equally. Secondly, even when assistance is provided, it often fails to reach the intended recipients. Thirdly, provisions such as uniforms and school supplies are frequently of poor quality or delayed, making them less useful. Due to financial struggles, even small educational expenses, such as purchasing notebooks or clothing, can be a burden for tribal families. As a result, education often takes a backseat to immediate economic needs.

Another significant issue is that tribal communities do not always perceive formal education as yielding immediate, tangible benefits, which further reduces their motivation to send children to school. Additionally, poor health conditions in tribal areas—such as scabies, eye infections, malaria, and diarrhea—often lead to irregular attendance. Seasonal migration among certain tribal groups also contributes to high absenteeism, disrupting children's learning and limiting their educational opportunities.

After studying the educational problems of SC and ST population in India, let us examine the provisions made by the State for educational development of SC and ST population in India. The suggestions will also be put for uplifting the social and educational status of SC and ST population in India:

### **STATE PROVISIONS FOR EDUCATION OF SC AND ST CHILDREN**

The Indian Constitution underscores its dedication to the education of Scheduled Caste (SC) and Scheduled Tribe (ST) children through key provisions such as Articles 15(4), 45, and 46. Article 15(4) reflects the state's commitment to affirmative action, ensuring support for socially and educationally disadvantaged groups, including SCs and STs. Meanwhile, Article 45 emphasizes the state's duty to provide free and compulsory education for all children up to the age of 14—a goal further reinforced by the Right to Education (RTE) Act of 2009. Additionally, Article 46 focuses on

promoting the educational and economic well-being of SC and ST communities, giving them special attention. To mitigate historical and educational disadvantages, the Indian government has implemented various initiatives to improve school accessibility and retention for SC and ST students. Early Five-Year Plans prioritized setting up schools in remote areas, offering scholarships, and supplying essential learning materials. Over time, both central and state governments have introduced several targeted programs, including:

- Free distribution of textbooks and stationery at all school levels.
- Provision of free uniforms for students in government-approved hostels, Ashram schools, and, in some states, for those in regular schools.
- Free education across all levels.
- Pre-matric stipends and scholarships for middle and high school students.
- A dedicated pre-matric scholarship scheme for children of families engaged in occupations such as scavenging, tanning, and skin flaying.
- Hostel facilities for SC and ST boys and girls, along with accommodations in backward-class hostels.
- Ashram schools designed to serve tribal children, especially in remote areas, creating a more supportive learning environment.

In addition, several states have introduced unique initiatives, such as scholarships for SC students in private schools, merit-based and attendance scholarships for girls, special incentives for school attendance, remedial coaching classes, reimbursement of excursion expenses, and mid-day meal programs. Collectively, these measures aim to enhance educational access, retention, and overall academic growth for SC and ST children.

### **Interventions for Uplifting the Social and Educational Status of Scheduled Caste and Scheduled Tribes.**

Recognizing that Scheduled Castes (SCs) and Scheduled Tribes (STs) are among the most disadvantaged and marginalized groups in Indian society, various welfare and development initiatives have been introduced to enhance their social and economic progress. Both the Central and State Governments have launched numerous programs specifically designed to support these communities. Some of these schemes are fully funded by the Central Government, while others are jointly funded and implemented by State Governments.

- Training and coaching centers have been established to offer skill development opportunities to SC and ST individuals, enabling them to secure stable employment.
- To support SC and ST students, post-matric scholarships and stipends are being provided, along with free books, educational materials, and essential stationery. Additionally, Ashram Schools have been set up to facilitate their education, with financial aid allocated for constructing schools and hostel buildings.
- The welfare of backward classes has been a key focus in five-year plans, incorporating various initiatives designed to uplift and support scheduled castes and scheduled tribes.

Special attention must be given to the tribal sub-plan approach, which became the main strategy during the Fifth Five-Year Plan. Along with targeting essential economic sectors, this approach places a strong focus on elementary education. This focus is not just a constitutional obligation but also a crucial element in the overall development of tribal communities. Education plays a key role in empowering tribal groups, helping them interact with the broader society on equal terms. A major turning point in education policy for SC and ST children came with the National Policy on Education (NPE) of 1986, which introduced several important recommendations, including the following:

- Primary schools will be established as a priority in areas where tribal Scheduled Castes (SCs) predominantly reside.
- In the initial phases of education, learning materials and curricula will be created in tribal languages, with a gradual shift to regional languages.
- Promising Scheduled Tribe (ST) youth will be encouraged to take up teaching roles in tribal communities.
- Ashram schools and residential institutions will be extensively developed in tribal regions to improve access to education.
- Special incentive programs will be introduced to cater to the distinct needs of SCs and STs.

The policy emphasizes the importance of using the mother tongue as the primary medium of instruction to enhance teaching effectiveness. It also supports incorporating locally relevant content into the curriculum and encourages the creation of textbooks in regional dialects.

Furthermore, the recommendations aimed at improving the educational status of the 3C and ST populations include:

- Emphasis should be on quality and equity rather than quantity as has been the case in the past. The prime focus should be on provision of quality education that makes tribal communities economically effective and independent.

- In the tribal context, it is essential that the school schedule be prepared as per local requirement rather than following a directive from the state.
- Though it has been highlighted time and again, no concrete step has been taken to provide locally relevant material to tribal students. Availability of locally relevant materials will not only facilitate faster learning but also help children develop a sense of affiliation to school.
- In order to make education effective and sustainable, building partnership between the community and the government is important. Environment building is of immense importance in the context of educational development among tribal communities, awareness and community mobilization, which are its core elements, should receive adequate importance and attention.
- Decentralization of education management is another aspect that needs special consideration in the context of tribal areas. In fact, considering the geographical terrain and communication problems in tribal areas, it is crucial to restructure the existing system of educational management. Adaptation of structures such as school complexes and VECS/SMCs in tribal areas needs careful consideration.
- Skill development, competency building, and teachers' motivation also need to be strengthened for sustaining educational development. The teacher should be made the center of educational transformation, and therefore, must remain the primary facilitator.

### **SELF-CHECK EXERCISE-3**

1. State whether the given statement is true or false:

**State commitment to the education of SC and ST children is contained in Articles 15(4), 45 and 46 of the Indian Constitution.**

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**15.6 SUMMARY:** In this unit, we explored India's literacy rate based on the 2011 Census, which stands at 74.04%. The literacy rate among men is recorded at 82.14%, while for women, it is slightly higher at 85.46%. Among the states, Kerala leads with the highest literacy rate of 93.91%, followed closely by Mizoram at 91.58%. In terms of Union Territories, Lakshadweep ranks the

highest, boasting a literacy rate of 92.28%. On the other hand, Bihar has the lowest literacy rate in the country, standing at 63.82%. When examining literacy based on gender, the highest male literacy rates are seen in Lakshadweep (96.11%) and Kerala (96.02%). For female literacy, Kerala once again tops the list with 91.98%, followed by Mizoram at 89.40%. However, the lowest male literacy rate is found in Bihar at 73.39%, while Rajasthan records the lowest female literacy rate at 52.68%. Over time, the gap between literacy rates in urban and rural areas has been steadily narrowing. According to the 2011 Census, the difference stood at 16.3 percentage points. At that time, literacy in urban areas was recorded at 84.1%, whereas in rural regions, it was 67.8%. Although literacy rates among Scheduled Castes (SC) and Scheduled Tribes (ST) remain below the national average, there has been a significant improvement over the past decade. Between 2001 and 2011, literacy levels among SC and ST women saw the most remarkable progress, increasing by 14.6 percentage points, compared to a 10-point rise among women from non-SC/ST backgrounds.

### **15.7 GLOSSARY:**

**Constraints:** A limit or restriction.

**Beneficiaries:** A person who gains as a result of something, especially money or property.

**Variations:** A change or difference in the amount or level of something.

### **15.8 ANSWERS TO SELF-CHECK EXERCISES**

#### **SELF-CHECK EXERCISE-1**

**Answer 1. A**

#### **SELF-CHECK EXERCISE-2**

**Answer 1. 16**

**Answer 2. Dalits.**

#### **SELF-CHECK EXERCISE-3**

**Answer 1. True**

### **15.9 REFERENCES/SUGGESTED READINGS:**

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**15.10 TERMINAL QUESTIONS:**

1. What are the problems faced by SC and ST students?
2. What are the suggestions to remove disparities in education of SC and St students?
3. What do you understand by socially and economically disadvantaged sections of the society?

## **UNIT:16**

### **EDUCATION OF DISADVANTAGED SECTIONS OF SOCIETY-2**

16.1 Introduction

16.2 Learning objectives

16.3 Education of women

Self-Check Exercise-1

16.4 Education of Rural population

Self-Check Exercise-2

16.5 Summary

16.6 Glossary

16.7 Answers to self-check exercises

16.8 References/ Suggested Readings

16.9 Terminal Questions

**16.1 INTRODUCTION:** In this unit, we will learn about education of women followed by education of rural population. The issue of education for women and girls in India is one that demands immediate attention. Historically, due to deep-rooted traditional beliefs, women have often been regarded as having a lower status than men in society.

**16.2 LEARNING OBJECTIVES:** After going through this unit, the students will be able to:

1. Understand the concept of education of women.
2. Explain the concept of education of rural population.

#### **16.3 EDUCATION OF WOMEN:**

The education of women and girls is a vital factor in a nation's development. Expanding educational opportunities for them should never be limited by financial barriers. Despite progress, a noticeable gap still exists between the education of boys and girls. In India, this remains a significant issue. Historically, deeply ingrained traditions have contributed to the perception of women as having a lower status than men. During the later part of the Vedic period, the Aryans had sealed the fate of women culturally and socially by denying them the

right to study Vedas and thus half of the population was deprived of one of the most fundamental human rights. They were regarded as the bond slave to men for their economic dependence on them. Even today, in spite of the recognition of women's status equal to that of men, the majority of them suffer in primitive ignorance as ever before. Illiteracy and ignorance is prevalent more in women folk than in men-folk and this evil is rampant especially in rural areas and backward communities.

## **Causes of Gender Discrimination in Education**

### **Community-Level**

### **Challenges:**

This category highlights the biases against education that exist beyond the school environment. These challenges stem from factors such as poverty and socio-economic hardships that impact children, along with limited parental involvement and low engagement from the community.

### **School and Education System Challenges:**

- Inadequate funding for quality education
- Negative attitudes and behaviors
- A lack of female teachers serving as role models
- An unsupportive school atmosphere for gender inclusivity

All of these elements play a role in perpetuating gender inequality in education.

## **Problems and Issues of Women Education in India**

Women and girls continue to face significant educational barriers despite progress in gender equality. One of the key challenges is bridging the gap between the educational advancement of boys and girls. While efforts have been made to improve access to education for women, girls still make up only 35% of total school enrollments, even though they constitute 48% of the population. This disparity highlights the need for targeted interventions to ensure equal educational opportunities. Additionally, out of the estimated 48 million children who are out of school in the compulsory age group of 6-14 years, around 35 million—nearly two-thirds—are girls.

According to the Fourth Educational Survey (1978), primary education facilities are now available within a one-kilometer radius of almost all settlements. However, while boys in the 6-11 age group have largely benefited from the Universalization of Elementary Education initiative, the enrollment rate for girls remains at just 68%, leaving a significant 32% gap. This ongoing disparity in school attendance between boys and girls remains a critical concern.

Beyond enrollment numbers, several other socio-economic and cultural factors continue to hinder the progress of girls' education in India. Addressing these barriers is essential to achieving true gender parity in education.

- a) From an early age, many girls take on household responsibilities, such as caring for younger siblings, allowing their parents to work. If childcare facilities like nurseries were available, more girls would likely attend school. However, in rural areas, the lack of such services contributes to low enrollment and high dropout rates, particularly in the first grade.
- b) In several rural communities, sending young girls to school is not widely accepted. Additionally, illiterate parents often oppose co-education, further limiting educational opportunities for girls.
- c) Cultural practices like early marriage, betrothal, and purdah, which enforce gender segregation, negatively impact school enrollment for girls.
- d) Traditional social norms in many regions discourage formal education for girls, keeping them confined to their homes.
- e) A shortage of female teachers is another significant barrier. Many parents are hesitant to send their daughters to schools dominated by male teachers.
- f) Boys' education is often prioritized over girls' education, particularly in rural communities where the benefits of formal schooling for girls remain unconvincing.
- g) Poor transportation infrastructure in rural areas makes it difficult for girls to attend school regularly.
- h) Even when girls enroll in school, many do not continue their education. Studies show that about 45% of girls drop out between grades 1 and 5, often due to household responsibilities. Social concerns about maintaining a girl's virginity also lead to school dropouts once they reach puberty.
- i) The lack of transportation options to middle and secondary schools contributes to high dropout rates. The absence of hostel facilities further limits education, particularly for girls from Scheduled Caste and Scheduled Tribe communities. Affordable residential accommodations could help address this issue.
- j) Safety concerns, including reports of abductions and harassment, discourage many girls and their parents from continuing education, leading to restrictions that keep them at home.
- k) Fixed school schedules are impractical for many rural girls, as they are expected to help with household chores and agricultural work, impacting their attendance.

- 1) Inadequate school infrastructure, an unwelcoming learning environment, lack of separate seating and toilets, gender-biased attitudes, and disruptive male students discourage girls from enrolling and staying in school.

### **Suggestions for Improving Educational Status of Women in India**

The wide gap between the educational development of boys and girls can be narrowed by improving the rates of girls' enrolment and their retention, by adopting the following measures in a big way as a package deal. Some of these measures are already in vogue in some states in a partial way or on a pilot basis, but the adoption of these measures partially or on pilot basis has not made any visible impact on this problem. Therefore, the following measures are suggested to be adopted in totality and uniformly in a big way.

1. The gap between home, school, and the outside world needed to be bridged to create a stronger connection between education and real-life social and economic situations.
2. Free education should be introduced for girls up to secondary stage (Up to Xth class) by all states;
3. Wherever there is a demand for separate institutions for girls even at the elementary (within easy walking distance). Mobile schools may be started for girls of nomadic stage, these should be established.
4. Schooling facilities should be provided to the girls nearer to their place of residence tribes, migrant labourers and construction workers.
5. Adequate arrangements should be made for free transport of girls to school if it is situated more than 1 km from their habitations. Free or cheap hostel facilities may be provided to girls.
6. The awakening among Indian women has been really considerable during recent years. Despite all obstacles and many difficulties, women education is advancing steadily. They are making their Influence felt in international affairs. Inside the country, there is a demand for equal rights. Indeed, it is quite obvious that women's education must catch up with men's education as rapidly as possible and that great gap between the two must be bridged.

Apart from being a wife and mother, a woman must play a positive role in the country's planning and progress and she must develop her own talent. To achieve her two roles of wife and mother, and a worker to her country, the mutual co-operation of educational set up of her country and herself is essential. Our girls have all the potential qualities, mental, physical, but these will have to be nourished and cherished until they grow into the full and glorious womanhood.

After studying social and gender inequalities in education, another type of inequality exist in India which is referred as spatial inequality or rural-urban disparity in terms of educational status of rural and urban children in India. Let us have a brief understanding of such inequality and problems associated with educational development of rural people in India.

#### **SELF-CHECK EXERCISE-1**

- 1. Which of the following are the causes of gender discrimination in India?**
  - a. Lack of investment in quality education**
  - b. Inappropriate attitudes and behaviours**
  - c. Lack of female teachers as role models**
  - d. All of the above**
- 2. During the later part of Vedic period, women were regarded as the \_\_\_\_\_ to men for their economic dependence on them.**

### **16.4 EDUCATION OF RURAL POPULATION**

The preamble of the Constitution states that a democratic society based on 'justice social, economic and political, liberty of thought, expression, belief, faith and worship; and system should be structured in such a way that it helps to realize the objectives of the founding fathers of Indian Constitution. India, being the land of villages, rural education should be so formulated that it would adapt to the needs of creation of new and higher type of rural society as envisaged in the Constitution. When examining education in India, it is crucial to shift the focus beyond urban regions and consider rural education, which constitutes nearly 80% of the nation's schools. While recent studies highlight notable advancements in rural education, some remote areas continue to face pressing challenges. Many children in these regions still encounter difficulties in accessing quality elementary education. For broad-based sustainable economic development, elementary education is critical for any country. In India, the problem of elementary education is so endemic according to the data given by the Census of India 2001, that only 60 percent of rural people (71 percent males and 47 percent females) are literate. To overcome this situation and to just provide the primary or elementary education, India requires seven million teachers and that too, if one were to have a 1:50 teacher to student ratio. These teachers are mostly

required in rural areas, where there is a dearth of qualified teachers. At the time of Independence, India's primary education was characterized by the historical inequities. Unfortunately, school enrolments and children's participation remained dismally low for decades after independence. However, the picture of elementary education in rural India began to change rapidly due to the new thrusts given by the Government's New National Policy of Education (1986) and the Programme of Action (1992), which aimed at improving access to schools, reducing the number of dropouts and Improving learning achievements for all children between 6-14 years of age. The RTE Act 2009 had contributed towards improvement of elementary education, but still the status of elementary education in rural areas is not much encouraging.

### **The Challenges of Education in Rural India**

The most common problems that hinders the growth of education in rural India can be pointed out as under:

- (1) Many villages face poor connectivity, making it challenging for residents to commute. Despite local authorities' efforts to establish schools, these initiatives often fall short. Children frequently endure long walks to reach government-funded schools, discouraging consistent attendance.
- (2) Families in remote villages often struggle with low incomes, sometimes barely sufficient to sustain a small household. As a result, children from these backgrounds are more likely to engage in income-generating activities instead of attending school. Furthermore, rural school teachers receive inadequate salaries, leading to reduced motivation and a lack of proper attention toward students, ultimately impacting their education.
- (3) A significant challenge in rural education is the lack of adequate school facilities. Many institutions suffer from poorly maintained classrooms, insufficient teaching materials, and a lack of playgrounds or even basic amenities like clean restrooms. These unfavorable conditions contribute significantly to student dropouts.
- (4) The educational attainments in terms of enrolment and retention in rural India generally correspond to the hierarchical order. While the upper castes have traditionally enjoyed and are enjoying these advantages, the scheduled caste and other backward castes children have lagged behind in primary schooling. Studies have revealed that children of backward castes are withdrawn from school at an early age, by about 8 or 9 years
- (5) An important reason for withdrawal of children from school is the cost and work needs of poor households. Income and caste are typically correlated with lower castes having lower other resources. Thus, one fact is certain that there is a clear divide in the villages, along caste lines, regarding access to schools.

(6) The tendency in favour of private schools in rural areas is influenced by people's perception of private schools, as a means of imparting quality education in English medium. The poor rural girls, if not all, constitute a Junk of disadvantaged groups that excluded from the schooling process, especially because they enter late into school and drop out earlier.

(7) Parental illiteracy is another cause for lack of interest to become literates. Many rural children enrolled are thus first generation learners, who come from illiterate families thus, they have to single handedly grapple with school life, mastering language and cognitive skills without parental help and guidance.

Education in rural areas often falls short in quality, highlighting the urgent need to improve these institutions. Creating a system that provides students from rural backgrounds with quality education, along with the motivation to continue their studies and explore career opportunities, is essential. Access to basic necessities like clean restrooms, safe drinking water, well-equipped classrooms, and regular teacher motivation programs plays a crucial role. By implementing the right reforms, we can make a significant impact on the progress of rural education in India.

#### **SELF- CHECK EXERCISE-2**

**1.The preamble of the Constitution states that a democratic society based on 'justice social, economic and political, liberty of \_\_\_\_\_, expression, belief, faith and worship; and system should be structured in such a way that it helps to realize the objectives of the founding fathers of Indian Constitution**

#### **16.5 SUMMARY:**

After going through the lesson, you must have clearly understood that our nation is confronted by a number of inequalities. The people belonging to socially deprived communities, women and rural areas face discrimination in different life settings. Such situations are not conducive for achieving the goal of national development. We also learned about the educational and social problems of disadvantaged sections of society and the ways how these problems can be removed so that these people can contribute to the cause of social national development. To sum up, it may be said that the fruits of development must reach each and every section of society so that they can feel a part of the mainstream of the society. For this, it is highly essential that urgent steps and Interventions be

initiated immediately for social and educational upliftment of disadvantaged sections of community.

#### **16.6 GLOSSARY:**

**Upliftment:** to lift up, raise, elevate, to improve socially, morally, culturally.

**Unfortunately:** Used to say something that is sad, disappointing or has a bad effect.

**Inadequate:** not able to deal with a problem or situation.

#### **16.7 ANSWERS TO SELF-CHECK EXERCISES:**

##### **SELF-CHECK EXERCISE-1**

**Answer1. D**

**Answer 2. Bond slaves**

##### **SELF- CHECK EXERCISE-2**

**Answer1. Thought**

#### **16.8 REFERENCES/SUGGESTED READINGS:**

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#### **16.9 TERMINAL QUESTIONS:**

1. What are the major causes of gender discrimination in India?
2. Critically analyse the scenario of women and girls' education in India.
3. How gender disparity in education in India can be reduced?
4. Explain the challenges of education in rural areas of India.