Textbook of Sociology
for
PHYSIOTHERAPY
STUDENTS

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Textbook of Sociology for Physiotherapy Students

to
My sisters,
Dr KP Sailaja and Mrs K P Thriveni,
who are motivating force to build up my career

Acknowledgements

Foreword

The author deserves to be congratulated for preparing 'Text book of Sociology for Physiotherapy Students'. I have immense pleasure in presenting the foreword to this book for professional students brought out by my student, Dr KP Neeraja. The increased application of Sociology in the health profession has necessitated a right kind of textbook applied to the profession and the author has made an attempt to fulfil such a need.

A practicing sociologist with the credit of authorizing several books, Dr KP Neeraja has brought into this book various practical points not only in dealing with client, his family and social factors related to client, his family and community as well, to provide total client care with the knowledge of sociology.

This book is aimed at the students of Physiotherapy in undergraduation courses, who are studying in various colleges in the country, since it conforms to the syllabus of undergraduates, I am confident that this book would benefit them to acquire knowledge and skills in a broader social outlook.

Dr KP Neeraja's vast knowledge and rich experience in the profession of Nursing and Teaching are definitely, an asset in writing this textbook. It comprehensively covers the basic and introductory concepts in sociology as related to the health care profession and help the students to understand the subject in an easy manner. I am delighted that this book is published at a right time when the student need it most. It is of great value in its own right and should guide the student to develop greater insight into the sociological concepts.

I am confident that this book will go through many more editions in future.

Kurnool   **Dr K Sreenivasa Reddy**
01.09.04   (Social Scientist)

Preface

During my teaching experience I came across several students asking for relevant notes and material for the various abstract concepts of sociology and in particular its relevance to physiotherapy. It is observed that there is no comprehensive textbook on sociology written with an eye on the syllabus. I hope this book will help the students to fulfil their needs and to develop better understanding and insight into the subject of sociology. A sincere effort is made to stimulate and motivate the physiotherapy students to identify significant relevant social factors in the occurrence of diseases and their role in management of clients. The concepts are presented in a comprehensive manner to benefit the students. I am confident that this book will also be welcomed by the teachers as well as students inview of increased importance and application of sociology in various fields.

KP Neeraja

Contents

1 *Introduction*

Sociology is the youngest of all social sciences. The history of sociology is as old as society. Systematic studies of society started long back in Greece, i.e. in 427-347 B.C. Plato and his disciple Aristotle (384-322 B.C) laid foundation for systematic study.

In India, king Manu laid foundation for sociology. He divided people into four varnas. Epics in India reflect the behaviour and various aspects how to live in a society. Manu referred to customs, social affairs in his book, 'Manu Smruthi'.

In 1839, Auguste Comte, a French Philosopher, (1798-1857)- coined the term, 'Sociology'. He is considered as, 'Father of Sociology'. Sociology is derived from two words, 'societus' means society, (Latin word) and 'logos' (Greek word) means study of.

Definition

'The science of social phenomenon subjected to natural laws, the discovery of which is the objective of investigations'— Auguste Comte

'The scientific study of society'—Gidding and Gidding

'Study of relationship between man and his environment'— H.P. Fair Child

'The study of interactions arising from the association of living beings'—Gillin and Gillin

'The study of human interactions and interrelations, their conditions and consequences'—*M Ginsberg*

'The science which attempts the interpretive understandings of social being'—*Max Weber*

'The scientific study of social relationships, their variety, their forms whatever affects them and whatever they affect'.

'Sociology is the scientific study of patterns of human behaviour as they emerge and crystallise out of the interactions of human beings in the groups, which comprise the society'—*George Shankar*

'It is the study of social aggregates and groups in their institutional organisation and the causes and the consequences of changes in institutions and social organisation'—International Encyclopedia of social sciences.

'It is an academic discipline that utilises the scientific method in accumulating knowledge about man's social behaviour. It studies the patterned, shared human behaviour, the way in which people act towards one another—*Prasad, 1977*

The above definitions are based on the following factors:

- Human beings have a propensity to organise their behaviour in groups in order to satisfy their needs and wants to fulfill necessary social function.
- Human beings have the capacity to know how to organise their behaviour in a wide range of groups.
- The behaviours, thoughts and attitudes of human beings are determined to a large extent by the quality of the learned ways of interacting in groups.
- The social interaction in which one person influence the attitudes, thoughts, opinions and behaviour of another.
- Interaction pattern occurs within the large social systems in societies, groups, crowds, social classes, social institutions, neighbourhood and community.

From all the definitions of sociology, we can list out the following views:

- The sociology is science of society.
- It studies the social relationships.
- It is the study of social life.
- It is the study of human behaviour in group situation.
- It deals with social actions.
- It studies social systems.

Nature of Sociology

Sociology as a **science:** It emerged as a special discipline among the social sciences, considered as sciences of society. The concept was first developed by Emile Durkheim. As it uses scientific methods, investigation, and different bodies of knowledge.

1. *It studies social phenomenon:* It is known as, 'Mother of all social sciences'.

   It uses scientific method. It is a systematic way of dealing with ideas, careful observation and recording of the factual data, which is classified, analysed and organised in a systematic fashion by logical basis through which generalisations can be made.

2. *Sociology is factual:* It deals with facts only, uses scientific principles to solve the problems.

3. *Sociology frames laws and attempts to predict:* Science can make prediction on the basis of universal and valued laws relating to the problem solving approach.

4. *Principles of sociology are universal:* The laws of sociology proved to be true at all times and places, as long as the conditions do not vary. The laws are devoid of any exceptions.

5. *It discovers the cause and effect relationship:* It structures for the cause and effect relationship in its subject matter and in this connection, it provides universal and valid laws.

6. *Sociological principles are veridical:* The laws of sociology prove true at every verification and re-verification. Any one can examine their validity.

The Opposite Views about the Nature of Sociology

Some critics who deny sociology to be regarded as science, sociology is a social science it cannot be regarded as science.

1. *It lacks experimentation:* Sociology deals with human relationship, which can be neither measured, weighted nor see or analyse.
2. *Lack of objectivity:* The sociologists cannot maintain complete its objectivity in order to understand its external action.
3. *Lack of exactivity:* The laws and conclusions cannot be expressed in precise terms. The prediction might not be true. Findings are often limited in time and space.
4. Inability to measure subject matter.
5. It lacks perfect exactness.
6. It cannot make predictions correctly.

Scope of Sociology

There is no one opinion about the scope of sociology. *Calberten* describes, since sociology is a elastic science it is difficult to determine just where its boundaries begin and ends. It is impossible to divide as it studies human interactions, interrelations, their conditions and consequences.

There are two main schools of thoughts: One group of sociologists headed by *Simmel* formulated specialistic or Formulastic School. They thought that it is pure science and systematic one. It is independent science.

Specialistic/Formalistic School

Simmel's View

It classifies, analyses and delimits the forms of social relationships.

Small's View

It does not understand to study all the actions of society. It studies genetic forms of social relationship behaviour and activities.

Verkendent's View

It is a specialised branch of knowledge concerned with ultimate forms of psychic relationship, which link men to men in the society.

Max Weber's View

It studies interpretation and understanding of behaviour and it is concerned with analysis and classification and types of social relationship.

Vonwiese's View

The sociology studies all forms of social relationship.

Tonnie's View

He has differentiated the society and the community on the basis of forms of social relationship.

Criticism

- It has narrowed the scope of sociology.
- Abstract form is separate from concrete form.
- The construction of pure sociology is impractical.
- Sociology alone does not study social relationship.

Synthetic School

Durkem's View

Sociology was divided into 3 branches:

a. Social morphology: Concerned with geographical basis of the life, its relationship to types of social organisation and the problems of population.

b. Social physiology: It is divided into number of branches like sociology of religion, sociology of morals. Sociology of laws, sociology of economic life, sociology of language, etc.
c. General sociology: It discovers the social facts.

Hobhouse's View

The interconnections of social relations and the results; social life as a whole will be studied.

Karl Mannheim's View

Sociology is divided into systematic and general sociology. It describes how the individual will react social changes in a given society.

Ginsberg's View

It studies the types and forms of social relationship. It determines the relation between different factors of social life, social change, persistence and to discover sociological principles governing social life.

Thus the scope of sociology is very wide. It studies the various aspects of society, e.g. social processes, traditions, morphology, social control and social pathology.

Uses of Study of Sociology

- It makes scientific study of society.
- It studies the role of institutions, through the knowledge of sociology the individual can understand and establish relationship with the social environment like family, religion, school, governmental policies and working situations.
- The study of sociology is indispensable for understanding and planning of society.

- It helps in solvation of social problems.
- It draws our attention to the institutional worth and dignity of men.
- It contributes to understand human culture, to make good citizens.
- It keeps us update information on modern institutions.
- It adds to the knowledge of society.
- It identifies good government with community.
- Technical function.

To construct society by observing existing problems, customs, traditions, institutions, etc. it can make the people to understand the changing situations.

- Introductory function: It supplies the information about the elements of social system to facilitate the introduction of any desirable changes. It explains different methods, which can introduce this change into various parts of it.
- Informative function: It possesses some important information based on theoretical knowledge with practical experience. It makes the individual to organise society by solving certain social problems. It provides guidance in practical reforms.
- Tolerative function: In India, each individual comes across different religions and cultures. We have to understand all the social institutions to develop a feeling of universal brotherhood.
- Democratic function: To develop a selfless tendency and understands the society in a well-planned manner.

SOCIOLOGICAL INVESTIGATION

'Critical examination into a situation to discover new facts about a particular or specified social phenomenon to discover intellectual and practical answers to problems through the application of scientific methods in the universe' is called social investigation. It is a careful, critical enquiry or examination in

seeking facts or principles diligent investigation in order to ascertain something. It is a critical in the light of newly discovered facts. It is the study of activities undertaken to search a solution for the social problems. The society has to march on its present form with the help of constant research and investigation. Long march from stone age to computer age has been the result of research. Today society is facing several social problems of formidable in nature. They demand solutions and any attempt to solve the problems must be through scientific enquiry. It aims at increasing our knowledge about society and strategies involved solvation of social problems.

Definition

'Systematic investigation to gain knowledge about social phenomena and social problems'—*Moses CA*

'It is the investigation of the underlying process operating in the lives of persons who are in association'—*Bogardus E*

'It is a study of human group relationships'—*Whitney FL*

'It is the systematic study of discovering the new facts or verifying old facts, their sequences, interrelationship, casual explanations and the natural laws, which govern them'—*PV Young*

'Systematised effort to gain new knowledge or new mode or orientation of new knowledge'—*Redman and Money*

'The manipulation of things, concepts or symbols for the purpose of generalising to extend, correct or verify knowledge; whether that knowledge aids in construction of theory or in the practice of an art'—*M Stephen*

From the above definitions, it is clear that it is concerned with pure social phenomena, answering meaningful questions

and finding out the old or new facts through scientific method, which is based on logic and systematic means. To collect and analyses the data more or less within the exiting framework and establishes the exploration techniques. Theoretically, social investigations aims at finding solutions of a problem as a part of social system and behaviour of the individuals under different situations and on utilitarian aspect, it helps in reducing social conflicts and tensions as well as in rectification and removal of social evils. Social phenomena are complex. Therefore different methods and approaches have to be followed to study the social aspects of the individuals. Social phenomena can be indirectly studied through observation of traditions, customs, values and vested interests, which are prevailed in the society. To have the objectivity in studying social phenomena is difficult. The scope of social investigation depends upon several factors such as money, time available to the investigator, availability of the sample, accessibility of the investigator to the respondents, the amount of time the respondent can spare for the investigation, etc.

METHODS OF SOCIAL INVESTIGATIONS

Social Survey Approach

It is a common method used to diagnose and solve the social problem. The survey design is the non-experimental type of research in which, the researcher investigates a community or a group of people. The researcher gathers the data from a relatively large number of cases at a particular time. It involves clearly defined problem or objectives. It requires expert, imaginative planning, careful analysis, interpretation of data gathered, logical and skillful reporting of the findings.

It may be done by:
• By questioning
• Interview
• Observation

Social survey is one of the important methods of social investigation and helps in solving the group problems. The researcher investigates new situation, organisation or a group and be clear about the nature of enquiry, objectives, nature and scope of study. Researcher formulates questions for the larger study and pursues general overall description of the situation.

Definition

'It is a process by which qualitative facts are collected about the social aspects of a community composition and activities'—*Mark Abram*

'Collection of data concerning the living and working conditions, broadly speaking the people in a given community'—*Bogardus ES*

'It is the scientific study of conditions and needs of a community for the purpose of presenting a constructive programme and social advance'—*EW Burgers*

'It is a process by which quantitative facts are collected about the social aspects of a community, composition and activities'—*SM Harison*

'Fact finding study dealing chiefly with working class and with the nature and problems of community'—*AF Wells*

Social survey are connected with:
- The formation of constructive programme of social reform and amelioration of social problem.
- Current or immediate conditions of social pathological nature which have definite geographic limits and definite social implications and significance—*PV Young*

Characteristics
- Done in a large scale and gains a lot of material
- To find out the basic facts of life
- Quality is maintained
- Scientific and well planned
- Conducted regularly, e.g. census, market surveys, etc.
- Costly affair, needs both human as well as economic resources to complete
- Unnecessary data should not be collected
- Trained personnel are required to collect the information and capable of adjusting themselves to the nature of work
- To collect the detailed information about a social problem under investigation or social aspect of community
- To test hypothesis
- Practical and utilitarian view point.

Subject Matter of Social Survey
- Demographic characteristics
- Social environment
- Activities of community members
- Opinions and attitudes.

Uses of Survey Method
- To obtain demographic data, information about people's behaviour (attitudes, opinions, interests)
- To discover casual relationship in a specific area or precise qualitative description of some phase of the universe.

Advantages of Survey Approach
- It can give information about the possibilities of understanding different types of research methods
- It provides an insight into a situation suggests kinds of questions to ask and the methods to adapt

- It provides hypothesis and helps to test the hypothesis
- Provides data about present situation
- It studies the problems thoroughly and deeply in all aspects
- Guides the researcher about confounding, intervening, independent and dependent variables
- Useful for policy makers and administrators to make a decision
- Specific goals will be obtained
- Changes in society, pressures of public opinion can be obtained
- Provides an opportunity to use researcher's creativity
- Factual information related to life experiences will be gathered
- It has high degree of representation in the reality
- Broad generalisation can be done
- Greater deal of information will be obtained
- Easy, less time consuming

Disadvantages

- To get resources both human (trained investigators, field workers) and economic (huge fund is required) is problem
- Low degree of control over extraneous variables
- No uniformity in data collection
- Lack of manipulation of independent variables
- Each researcher will try to use their own bias in the study
- One cannot progressively investigate one aspect after another of the independent variable to get closer to the real world
- Time consuming
- Statistical devices are not always able to separate the effects of several independent variables.

Types of Survey

Descriptive Survey

Simplest survey with in the social discipline. To describe objectively the nature of the situation under study and conclusions also drawn.

Evaluation Survey

The researcher looks back to see what has been accomplished with a critical eye and evaluates the results. The researcher is interested in finding out the results of some procedure or methods already in operation. This method is used on small sample atleast initially. To find, if this method in operation meets the criteria stated in the purpose of the original project. It should not be done by the investigators, who have a particular benefit or gain to be made from the results.

Comparative Survey

When two different groups or techniques are compared this technique is used. It should be based on an important professional problem, so the resulting data will be significant to the profession. Significant elements will be considered, each element is representative within itself.

Activity Analysis

The analysis of the activities or processes that an individual is called upon to perform. This method may yield information that would prove useful in establishing:

- The requirements for a particular job or position
- A programme for the preparation or training of individuals for various jobs or positions
- An in-service programme for improvement in job competence
- Equitable wage or salary schedules for various jobs or positions

Trend Studies

It is based upon a longitudinal consideration of recorded data indicating what has been happening in the past, what the present situation reveals and on the basis of these data, what is likely to happen in the future.

Short-term Survey

Data is collected over short time (days to months) no control over the sample.

Long-term Survey

Data is collected more than five years.

Exploratory Survey

Oriented towards the discovery of relationships between variables where phenomena of interest, but pursues the question: What factor or factors influence, affect, cause or relate to this phenomena? When a new area or topic is being studied it is useful to estimate the feasibility and cost of undertaking.

Developmental Studies

a. Longitudinal studies
   Short-term
   Long-term
b. Trend studies
   Cohort studies
   Panel studies
   Follow-up studies

   Psychologists, anthropologists many times uses this method. The researcher repeatedly collects data on the same group of individuals over a period of time. He makes repeated observations on the same group of subjects.

- To understand any stage of life in terms of his developmental origin.
- It provides useful perspective of the orderly and coherent developmental sequence and the elements of both change and continuity that human development involves
- It serves as a data collection device, source of hypothesis.
  A. *Trend studies:* Sample from a general population are studied over time with respect to some phenomenon. Different samples are selected at repeated intervals, but the samples are always drawn from the same population. To examine patterns and rates of change over time and to make predictions about future directions.
  B. *Cohort studies:* Specific populations are examined over a period of time. Different samples are selected at different points in time, but the samples are drawn from specific sub-groups that are often age related.
  C. *Panel studies:* The same subjects are used to supply the data at two or more points in time. Panel is used in the longitudinal survey projects, refers to the sample of subjects involved in the study. In this the investigator reveals pattern of change and reasons for the change. Since the same individuals are contacted at two or more points in time, the researcher can identify the subjects who did and did not change and then isolate the characteristics of the sub-groups in which changes occurred.
  D. *Follow-up investigations:* To determine the subsequent development of individuals with a specified condition or who have received a specified intervention to ascertain its long-term effects.

Cross-sectional Studies

It involves the collection of data at one point in time or it observes at only one point in time. The phenomena under

investigation are captured as they manifest themselves during the one static time period of data collection. They are easy to manage and are economically advantageous, majority of health-care professional studies are cross-sectional.

Regular or Adhoc Survey

When a body or an individual organisation conducts the same survey at regular intervals, e.g. Economic survey of RBI; census survey. The survey is conducted with a view to find out some information required for a particular purpose.

Official Survey

Which will be conducted by the government to find out certain facts for official or philanthropic purpose.

Non-official Survey

Individuals without the help of official agencies will be conducting survey to collect the data for research purpose.

Direct Survey (Personal/Primary Survey)

The researcher himself will collect the data by means of observation or interview for research purpose.

Indirect Survey/Secondary Survey

The collected information will be analysed, the researcher does not start the survey but spends on the work, which has already been done by somebody else.

Postal Survey

Through mailed questionnaire the researcher will obtain the information.

Initial Survey

When a survey is carried out in a particular area or particular subject for the first time.

Repetitive Survey

The researcher carries out the work several times on the same sample.

Open Survey

When the nature and result of survey are open to the public or organisation is called 'open survey'.

Confidential Survey

The results or information gathered through survey are kept confidential.

Comprehensive Survey

The survey covers vast field, variety information and wide range is covered.

Limited Survey

The field covered is comparatively limited.

The Process of Survey Research

- Statement of research problem
- Determination that the problem is appropriate for the survey approach
- Selection of appropriate type of survey
- Objectives, hypothesis, delimitations should be formulated
- Select sampling technique, identification of sources of information
- Plan for data collection

- Examination of all documentary sources; field work
- Coding, recording, analyses and reporting the project, interpretation of findings
- Communicating the findings with the help of graphs.

CASE STUDY

Introduction

The case study is a way of organising social data for the purpose of viewing social reality. It examines a social unit as a whole. The unit may be a person, a family, a social institution or a community. It is often used for descriptive research. It is a longitudinal approach showing development over a period of time.

It studies or understands life cycle or an important part of the life cycle of the unit. It is in-depth investigation of social unit. It tests hypothesis but not directed towards broad generalisation. The method can be used to analyse the interaction between factors bringing about change usually over a period of time. Consent must be taken from the social unit to get cooperation. Researcher may use past history or may report on current events. Verbal description between interviewer and client or may use artifacts, records, questionnaires. The nursing or medical professions case studies will be used more often.

Evaluation and Scope

The case study method is a widely used systematic field research technique in these days. The credit for introducing this method in the field of social investigation goes to *Frederic Le Play*, who used it as a handmaiden statistics in his studies of family budgets. *Herbert Spencer* was first used case material in his comparative study of different cultures. *Dr William Healy* resorted to this method considered it as a better method over

and alone the mere use of statistical data. Similarly, anthropologists, historians, novelists and dramatists have used this method concerning problems pertaining to their areas of interests. Even management experts use case study methods for getting clues to several management problems.

Objects of Case Study

Individuals suffering with social problems like drug addicts, alcoholics, juvenile delinquents, interested events.

Definition

'It is a form of qualitative analysis involving very careful and complete observation of a person, a situation or an institution'—*Biesanz and Biesanz*

'All inclusive and intensive study of an individual, in which the investigator brings to bear all his skill and methods or as a systematic gathering of enough information about a person to pursue one to understand how he or she functions as a unit of society'—*Young*

'It is a way of organising social data so as to preserve the unitary character of the social object being studied'—*Goode and Hat*

'It is a technique by which individual factor whether it is an institution or just an episode in the life of an individual or a group is analysed in the relationship to any other in the group'—*H Odum*

'A comprehensive study of a social unit'—*PV Young*

Meaning

It is a form of qualitative analysis where in careful and complete observation of an individual or a social situation or a social unit. It is an in depth study. It analyses limited number

of events or conditions and their interrelations. It is an intensive investigation of a particular unit under consideration.

Characteristics of Case Study Method

- The researcher can take single social unit for their study purpose
- Intensive study of selected unit covering all facets
- Qualitative approach
- It deepens the perception and gives a clear insight in life
- It studies mutual interrelationship of casual factors
- Generalisation may not be possible.

Methods of Data Collection

- Observation
- Interviews
- Questionnaires
- Government voluntary or private agencies
- Co-opinionaires
- Psychological tests and inventories
- Recorded data.

Assumptions

The case study method is based on several factors:

1. The assumption of uniformity in the basic human nature inspite of the fact that human behaviour may vary according to situations.
2. Assumption of studying the natural history of the unit concerned.
3. Assumption of comprehensive study of the unit concerned.

Phases Involved in Case Study

1. Recognition and determination of the status of the phenomenon to be investigated or the unit of attention

2. Collection of data, examination and history of the given phenomenon
3. Diagnosis and identification of casual factors as in basis for residual or developmental treatment
4. Application of remedial measures like treatment and therapy
5. Follow-up programmes to determine effectiveness of the treatment given.

Advantages

- It enables us to understand total behaviour pattern of the concerned unit, as case study method is exhaustive
- Researcher can obtain real record of personal experience, which would reveal man's inner strivings, tensions, motivations that drive them to action or to adopt certain pattern of behaviour
- Natural history of social unit and its relationship with the social factors and the forces involved in its surrounding environment is possible
- Formulation of relevant hypothesis is possible
- Facilitates intensive study of social unit
- Enhance the experience of the researcher, which in turn increases analysing ability and skills
- To study social change
- Useful for therapeutic and administrative purposes; to take decisions regarding management problems
- Critical and reflective thinking will be promoted
- Researcher may begin or stop at any time
- Detail information will be obtained
- More suitable to Paramedical and medical profession
- Perceives whole situations
- Opportunity of having an intimate knowledge of subject's conditions, thought, feelings, actions, intentions and environment
- Great number of interesting insights can be observed.

Disadvantages

- Limited approach
- Generalisation and comparison may not possible
- Expensive
- Time consuming
- Subjective biased
- Difficult to check accuracy and objectivity.

OPINION POLL METHOD

To gather the information about a specific social phenomenon from a huge sample at a given time in different areas of a region, opinion poll method of survey is used. Public awareness of a specified event will be collected through this poll. The researcher will take assistance from field investigators, structured questionnaire is formulated to gather the data. The survey conducting areas usually be a common meeting/gathering place of the public.

Eg: At the time of election, opinion poll is conducted to know the public's view about who will win the election and form the Government.

QUESTIONNAIRE

A good deal of information can be gathered by direct questioning of sample, who have specified characteristics through the use of formal instrument (i.e, questionnaire). If the informants are spread over a vast or in accessible areas, the information is sought with the help of questionnaire.

Definition

Questionnaire (Survey Instrument)

'Any written document, which is used to instruct one or more readers or listeners to answer one or more questions.'

A list of questions/items are compiled by the researcher based on different aspects of the problem. Certain times mailed questionnaires will be sent to the respondents to give the reply. In structured interview with the help of structured questionnaire.

Items

Questions in the questionnaire.

Respondents

The person who answers the items in a questionnaire.

Interviewer

A person who conducts the study, who is having training in interviewing techniques and administering the questionnaire in the study projects.

Characteristics of Questionnaire

The heart of the questionnaire method is 'question' itself. It acts as an effective stimuli. It is a device securing answers to questions using a form, which the respondent fills.

Analytical Questions

Questions should be capable of analysing the entire problem.

Clarity and Concise/Precise

Items should be clear, complete; questions should be worded simply, as possible to provide an opportunity for easy, accurate and unambiguous responses. Questions should be in limited number to avoid disinterest, tiredness and boring. It should be free from suggestions or leading.

Linguistic, Completeness and Grammatical Consistency

- It is a verbal interaction between researcher and respondent and care should be taken to the linguistic quality of question unit.
- Phrases, which are not commonly understood by the respondents, have to be avoided.
- Singleness of purpose.
- Avoid emotional questions.
- Questions should be present in good psychological order to organise their own way of thinking.
- Proper planning and listing of questions are done.
- Encourage inter-validated questions.
- Physical form of questions attracts, encourages and stimulates the respondents; proper spacing, clarity and sequence in the arrangement of the questions then only the respondent will be encouraged to come out with correct answers.
- Questions should be objective in nature. Logical in order.
- Advisable to pre-construct a tabulation sheet anticipating how the data will be tabulated and interpreted before the final form of the questions is decided upon to avoid ambiguity in question form.
- Questions should be relevant, diplomatically worded.
- The length of the question be pertained to collect essential data.
- General to specific logical manner be followed in arranging items in questions.
- Carefully worded questions, so that the ego of the respondent is not injured in any manner.

Steps in Questionnaire Construction

- Based on objectives the needed information will be assessed
- Break-up the whole information into sub-areas

- In each area, clear the mind and decide what question to ask, identify major area where information has to be gathered
- Read out the questions to experts and consultants
- Pre-test the questions for validity and reliability
- Administer the tool to the reference population
- Apply statistical tests for reliability and validity
- Internal consistency and internal coordination

Introduction/Instruction

The interviewer read the introductory comments in face-to-face interview or in telephonic interview; the cover letter contains introductory letter. It used to introduce the study the potential respondent and should not exceed one page, thus each sentence should serve a distinct purpose.

The content of letter will be divided into four paragraphs:

1st Paragraph:
- Explain the purpose of the study
- Convince the respondent that the study is useful
- Avoid any hint of bias.

2nd Paragraph
- Make respondent to feel the importance to the success of the study.

3rd Paragraph
- The confidentiality and anonymity of respondents will be maintained.

4th Paragraph
- Re-emphasize the basic justification for study.
- Availability of study results, offering a copy of it to the respondent.
- Introduce each section to the respondent with a brief preface to clarify them, why the questions are being asked.

Elements of Questioning Method

- Content of the questioning
- The question
- Provision for answering

Content of Questioning

- It is useful to develop a blue print of various aspects of situation about which questions might be asked
- Researcher should decide how much time is allotted for every item
- The selection of content is based on researcher's knowledge of situation, the literature available in the problem area; objectives of study and needs of the researcher
- Facts about the respondent, behaviour, persons known to the respondent, events and conditions known to the patient
- Beliefs, attitudes, feelings, opinion of respondents
- Reasons for or influences of other person's behaviour
- Level of knowledge about policies, practices, conditions or situations
- Intention for future action

Order/Sequence of Questions

- Open ended questions should be written first to provide an opportunity to conceptualise the issues in their own words rather than formulating their answers based on the responses they have seen in the closed ended questionnaires
- The general questions should be placed first followed by specific questions to avoid putting ideas into people's heads
- The schedule begin with questions that arouse the respondent's interest and motivation to cooperate
- Personal, sensitive, threatening nature questions should not be placed at the beginning as it arouse suspicious about the purpose of the study

- The items bearing on one issue or topic should be in close proximate
- Don't formulate too many questions in the small space
- Every item in the question should relate to the topic under the study
- Logical progression in the question order is necessary
- Identify the information by factual data and subject matter of the survey
- Scrutinisation of question during pretest
- Colleagues, experts assess how well the question will accomplish the study objectives
- Potential users of the information for accuracy, back of bias and ignorance of items

Problems in Construction of Questionnaire

1. Problem with clarity of question
   - Clarify in the mind regarding what information is to be obtained for that questions.
   - Avoid long sentences or phrases double barreled questions; non-specific items.
   - State the questions in affirmative order than negative.
2. Ability of respondents to give response
   Use simple language, short statements.
3. Memory
   The researcher should not take for granted that the respondents will be able to recall the events, situations or previous activities.
4. Bias
   Avoid leading questions that suggest a particular kind of answer. State a range of alternatives within the question itself.
5. Handling a sensitive or personal information
   Politeness and encouragement helps to motivate the respondent to cooperate.

6. Response alternatives

Significant alternatives should be used. Mutually should be there in ordering of questions and responses. Avoid too long questions.

Advantages of Questionnaire

- Simple method of obtaining data
- Items can be constructed easily by beginning researchers
- Less time is consumed in using this method of gathering information thus it saves time, energy and money. Thus it is more economical and sufficient
- Able to gather data from a widely scattered sample in a limited period
- Provides an opportunity to establish rapport to explain the purpose of the study and the items which are not clear
- Reduces interaction between research and respondent
- Provides sufficient time to the respondent to think and give his response
- Complete anonymity of the respondent will be maintained
- Ensures anonymity and kept the information confidential

Disadvantages

- It lacks depth: To ensure rate of response from questions is difficult as it depends upon the method of administration
- The researcher may omit or disregard any item without giving any explanation
- Some items may force the subject to select responses that are not actual choice
- Respondent may take their own time, which may hamper the research progress
- Creates artificial situation as researcher is asking for verbal response not for action
- Mailed questions are limited to literate respondents and to get good response from them only when they have research conscious

Types

Structured Question

The items which pose definite, concrete and pre-ordained questions, i.e. prepared in advance and not constructed on the spot during the question period.

Pictorial Question

To promote interests in answering the questions; this type will be used to study the social attitudes, prejudices and for studies related to children.

Open Ended Question

- Calls for a free response in the respondent's own words
- Provides a greater depth of response
- Respondents reveal their frame of reference and possibly the reasons for their responses since it requires greater effort on the part of the respondents
- Involves the respondent's attitudes or feelings expressed in their own words
- Respondents must create their own answers and state them in their own words

Advantages
- Stimulates free thought, solicit suggestions
- Probe respondent's memories

Disadvantages
- Respondent must recall past experience, create and articulate new answers
- Difficult to construct responses
- Illegible hand writing pose difficult in mail questions

Closed Ended Question

The respondent's answer is limited to the choices offered, short in form, limited responses. They provide chance for

marking alternatives. It is easy to fill out, requires little time, objective, fairly easy to tabulate and analyse. Close-ended questions offer a number of alternative replies from which the respondents must choose closely approximate answer.

Difficulties
- Difficult to construct but easy to administer
- Possibility of neglecting or over-looking the important responses, the omission possible alternatives can lead to inadequate understanding of the issues
- If the area of the research is completely new, this type is not advisable
- Pre-testing of the schedule is immensely helpful
- Too superficial questions may be considered

Types of Closed Questionnaire

Dichotomous Items

It requires the respondent to make a choice between two alternatives. Too restrictive, the respondents may be forced to say within two alternatives. Eg: Do you like to have: (a) Coffee (b) Tea

Multiple-choice Questions

A range of alternatives provides more information; one can measure intensity of feeling and direction. Most commonly offer 3 or 5 alternatives. Eg: Psychosocial aspect. Liking sweets: (a) with every meal (b) once a while (c) always

Cafeteria Questions

Which is put forth to the respondents to select a response that most adequately states their view, used in qualitative surveys.

Closed Ended with Ordered Choice or Objective Type

Answer choices are provided; each is a graduation of a single dimension of some thought or behaviour. Eg: How did you get along with the doctor in the emergency room? a) strongly agree b) mildly agree c) neither agree nor disagree d) mildly disagree e) strongly disagree

Closed Ended with Unordered Response Choices

Answer choices are provided but no single dimension underlines them. The respondent must choose discrete, unordered categories by independently evaluate each choice and select the one that best reflects the situation. Eg: The food item I like best a) samosa b) sandwich c) dosa d) idly

Partially Closed Ended Questions

It provides a compromise response although answer choices are provided; respondents have to option of creating their own response. Unordered or ordered choices are seen within this structure. Eg: Which of the following areas of expenditures do you want to have the highest priority for improvement in this hospital? a) emergency dept. b) X-ray dept. c) laboratories d) others (please specify)

Step Ladder/Rank Order Questions

Questions to rank order their responses along a continuum from most favourable to least favourable can be useful; carefully handled because respondents often misunderstand them. Eg: Attitude of job preferences of physiotherapy students after course completion. a) working in teaching institution b) working in hospital setup. The respondents should rank the answers in the order of preference.

Checklist or Matrix Questions

It encompasses several questions on a topic and requires the same response format.

Graphic Rating Scale

It assigns numerical score in order to place the individual along a continuum with respect to the attribute being measured. Respondents are asked to give a judgment of something along an ordered dimension. The specified two opposite ends of a continuum is referred as bipolar in nature. Eg: How friendly are you with your classmates?

Least friendly 1   2   3   4   5 Most friendly
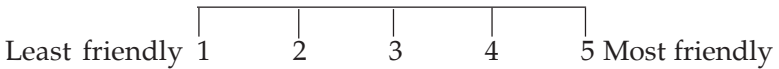
Direct Vs Indirect Approach or Coming in Front Door vs Coming in Back Door

A check can be made as to the value of the responses by asking a direct or indirect question and then comparing the answers. Eg: Physiotherapy education in India. a) high image b) low image c) no image d) cheap image

OBSERVATION

It is one of the basic and oldest research methods to gather data. It is a normal part of daily life and becomes a research method if it is systematically planned and recorded and checked for their validity and reliability. The basis for observation is curiosity.

Meaning

Planned, methodical watching that involves constraints to improve accuracy.

Definition

'It is a technique used for collecting all the data or acquiring information through occurrences that can be observed through senses with or without mechanical devices.'

'Systematic viewing coupled with consideration of social phenomena'—*PV Young*

'Accurate watching of social phenomena as they occur in nature with regard to cause and effect relationship or natural relationship'—*Oxford Dictionary*

It involves interpretation of phenomena in the environment. Two process are involved:

1. Someone is observing—observer
2. Something to observe—observed

Observation can be done in natural setting (field research) or in laboratory setting.

Four Broad Questions that Confront the Researcher

- What should be observed?
- How should observation be recorded?
- What procedures should be used to try to assure the accuracy of observation?
- What relationship should exist between the observer and the observed and how can such relationship be established.

Features

- It is an eye affair. Observer has to observe the situation very closely and clearly. Observation implies the use of eyes rather than that of ears and voice
- Observation should be definite aim. It is clearly determined (for scientific enquiry) before starting the process
- Proper planning is required, before starting observation necessary equipment and instrument have to be arranged
- After observatory process the events has to be noted down
- Cause and effect relationship will make the whole study useful and purposeful

Phenomena Amenable to Observation

- Characteristics and conditions of individuals. Eg: Physiological conditions and characteristics through sense or aided by observation apparatus. Eg: Effect of yoga on lung function of patients with pleural effusion (*M Prakasamma*, 1981) using spirometer several readings of FEV_1, FVC, MVV, X-ray chest is used to see lung expansion before giving treatment.
- Verbal communication behaviour; a) Linguistic behaviour b) Content and structure of people's conversation c) Social interaction. Eg: Interaction pattern between teachers and students in clinical setting using Flanders's interaction analysis category system (*Vasta,* 1978, *Madanlal*, 1980)
- Non-verbal communication behaviour. Eg: Facial expression, touch, posture, gesture, body movements, extra linguistic behaviour.
- Activities (overt state of an individual many activities can be observed) Eg: Physical and mental functioning of an individual.
- Skill attainment and performance. Eg: Aseptic techniques used by nursing students during nursing procedures.
- Environmental characteristics. Eg: Noise level, cleanliness, ventilation, odour, water supply, mosquito breeding places.

Units of Observation

1. Molar approach: Observation of large units of behaviour and treating them as a whole.
2. Molecular approach: Observation of small and highly specific behaviour. Eg: Each movement, gesture, action.

Steps in Observation schedule

1. Selecting the aspect of behaviour to be observed: To carry out systematic observations; one must select certain aspects or categories of behaviour to be observed.

2. Defining the behaviour that fall within a category.
3. Training observer.

Observational methods are more vulnerable to perceptual errors than any other data collection. To minimise the bias and maximise the accuracy and objectivity of the observation, training of observer is essential. Observer's manual with detailed instructions can be used. Training sessions are useful for clarifying doubts. Once the observers are fully oriented with the instrument, they should use the observation schedule on a group that demonstrates the same phenomena as under study. Their difficulties can be resolved through discussions and practice sessions.

Quantifying Observation

When the behaviours specified have to provide certain measurement then some form of quantification is required. The qualification usually takes the form of counting. The count may be of number of times that a subject shows a particular form of behaviour during a period of observation. Here observer should be sure of when one act ends, and the next begin. Break the period of observation into short segments and observer can then watch occurrence or non-occurrence of particular behaviour under specified category.

Recording

To have adequate account of what was observed during observation, recording is needed. Eg: Motion pictures, films, video tapes.

Testing

To ascertain the adequacy of content being put to measure the variable under study.

A. Interrater reliability: Two or more raters observing the same behaviour/events and their percentage of agreement obtained establishes the reliability of the schedule.
B. Intrarater reliability: When a rater observes same behaviour/events on two or more occasions. Multiple observations extending over days/weeks/years.

Advantages

- Important technique for studying human behaviour specially where interventions are used
- Provides variety and depth of information
- Researcher is not dependent on subjects who consent to answer, all subjects are potential respondents
- Subjects are usually available
- It allows view of complete situation, first hand and sequence of events
- All the data obtained by the observation are usable
- Open to use of recording devices. Eg: Tape recorders and cameras
- May be stopped and begin at any time
- May be recorded at the time of occurrence, eliminating bias during recall
- Inexpensive
- Useful in healthcare profession.

Disadvantages

- Observation and interpretation is a demanding task which requires attention, sensation, perception, conception
- Lack of consent to being observed
- Time and duration of event can't be predicted usually observer may wait until an event happens
- Data obtained is vulnerable to many distortions and bias. Eg: Cultural background, personal interpretation, and influence

- Lack of qualified, trained observer
- Chances of wrong interpretation.

Aids to Observation

- Checklist
- Rating scale
- Score cards
- Observation sheets
- Photographs
- Line diagram
- Sketches.

Observational Sampling

a. Time sampling method: It involves the selection of time periods during which the observations will take place.
b. Event sampling method: It selects integral behaviour or events of a pre-specified type for observation.

Observational Methods

Unstructured Observation

Participant observation: It is a technique where researcher participates in the functioning of the social group that is under investigation. The researcher will not interpret their views and meaning into the social situations under observation. It provides deep understanding of human behaviour. Observer usually has three types of records:

a. Logos: It is a record of events and conversations usually maintained on a daily basis by field worker.
b. Field notes: It is much broader, more analytic, more interpretation and represents participants observer's effort to record, inform, synthesis and understands the data.
c. Anecdotes: It focuses on behaviour of particular interest. It selects specific kind of events and behaviour for

observation before hand. The observer objectively and accurately records the observation.

Structured Observation

It involves indicates of presence or absence of pre-specified behaviour or attributes.

a. Checklists: Phenomena are recorded by putting a tally against a particular behaviour, event or characteristics depending upon its presence or absence. Researcher must list all the expected behaviour related to the variable being measured, so that all relevant behaviour in the subjects will correctly be identified.

   Basic format of observation checklist contains

   i. Sign system: List categories of behaviours that may or may not be manifested by the subjects. The observer watch for instances of the behaviour on the list and puts a check off beside the appropriate behaviour when it occurs. Researcher identifies the occurrence and frequency of particular behaviour.

   ii. Analysis of ongoing and discrete elements of behaviour: The observer places behaviour in only one category for each unit of behaviour.

b. Rating scales: Observation can also be rated in terms of qualitative points along a descriptive continuum. It usually is quantified during the subsequent analysis of the observation data. Here either the observer is required to make ratings of behaviour or events at frequent intervals throughout the observational period or he may make use of rating scale to summarise an entire event or transaction after the observation is completed where a more descriptive method has been used for maintaining observation record.

c. Category system: Construction of category system to which observed behaviours or characteristics could be assigned.

Types

A. Non-concealment and participant: The observer will not attempt to alter the social setting, i.e. being studied and does not make the observation covertly. The observer is a part of the social setting. The subjects are aware of researcher's presence but may or may not be aware of the underlying motive.
Drawback: The interaction between the observer and the observed alters the behaviour of the subject. Ethical issues, as observer will not take consent of subjects.

B. Concealment and participant: The observer observes the behaviour of people in their natural setting, where the observed are unaware of being observed; passive role will be maintained with minimum intervention and records.

C. Concealment and non-participant: Observer makes the observation from the peripherally of a social setting and does not interact with others.

D. Non-concealment and non-participant: The researcher is interested in observing the effects of some specific intervention introduced for scientific purpose. The subjects are aware of their participation in the study. This method is very much useful in nursing research studies.

THE INTERVIEW

The interview is an oral questionnaire, the interviewee gives the needed information verbally in a face-to-face relationship. It is an important method of data collection where one can know the views and ideas of other persons. The interviewer gains rapport or establishes a friendly, secure relationship with the subject and obtains some confidential information that the subject might be reluctant to put in writing. The interviewer can explain the purpose of the investigation and can explain more clearly just what information he or she wants.

Definition

'The interview is not only the conversation between an investigator and informant but also interviewer will try to understand the gestures, glances, facial expressions and reveals subtle feelings'—*PV Young*

'It is a fundamental process of social interaction'—*Goode and Hatt*

'It is face-to-face interpersonal situation in which one person, the interviewer asks a person being interviewed and the respondent will answer or gives the responses; the items are designed to obtain answers pertinent to research problem'—*Fred N Kerlinger*

Characteristics

- Close contact or interaction between two or more persons
- Define object to know the views and ideas of others
- Face-to-face relationship between individuals
- Data will be collected related to social problem

Objectives

- Information will be obtained from unknown facts through face-to-face interaction
- Investigator and respondent has to know each other by means of research needs and requirements
- Gives an opportunity to formulate hypothesis, which are based on personal and social behaviour
- Collecting additional information about different situations in qualitative facts. Eg: Ideas, feelings, views, faith and conclusion, etc.
- Gives an opportunity to observe the things which are not under study.

Instrument for Interview

a. Interview schedule: A questionnaire is read to the respondent and formed about facts and situations involved.
b. Interview guide: It provides ideas but allows the interviewer freedom to pursue relevant topics in depth. To use interview guide or not depends upon the policy and attitudes of the interviewer.

Preparatory Process on Technique of Interview

• Based on scientific knowledge
• Understands the problem which are under study
• Preparing interview schedule and interview guide
• Training of field workers
• Selection of informants, appointment with respondents
• Seeking and providing information about respondents.

Process of Interview

• Get cooperation from the leader and the community
• Select proper time and place
• Introduction with respondents
• Put systematic, clear and unambiguous questions
• Precautions to be taken regarding emotional point of view.

Technique of Interview

• Establish contacts and rapport with the informants
• Start the interview in a scientific and attractive manner
• Help the respondents to recall things correctly and encourage to come out with proper information
• Ask probing questions
• Encourage and guide the informants in proper line.

Qualities of Good Interviewer

• Attractive personality

- Pleasing manners
- Tactful
- Initiative
- Should win the confident of the informant
- Objective observer
- Avoid too much inquisitiveness.

Types

On the basis of objectives and qualities:

   i. Clinical interview: To know the cause of certain abnormality thereby remedy can be sorted out. It studies individual's life experiences.
  ii. Selection interview: To select a person on the basis of certain traits and qualities. Eg: Job interview
 iii. Diagnostic interview: To find out certain serious causes of some social events or problems.
  iv. Research interview: To find out the cause of problem, a comprehensive study of social problems in detail.
   v. Directive interview: Predetermined questions, which the interviewer will ask the respondent.

On the basis of functions and methodology

1. Non-directed interview: Uncontrolled interview asked through conversation. The informant is encouraged to exhibit and express his knowledge and views. The interviewer collects the information.
2. Focused interview (Controlled interview): To test a particular or specific experience hypothesis. The questions are predetermined and preplanned, which are formed on the basis of behaviour of respondent.
3. Repeated interview: To study the dynamic functions and attitudes that influence, guide and determine the behaviour of certain individuals. These interviews are carried out after certain interviews in repeated manner.

4. Respondent interview: To study the specific development of a social or psychological process.
5. Depth interview: The respondent will be fully encouraged to respond. The interviewer must be perfectly trained.

On the basis of number of informants or respondents

1. Individual interview: Information will be gathered from an individual.
2. Group interview: Collecting information from the group of respondents.
3. Structured/Formal/Standardised interview: Interviewer cannot adopt questions for a specific situation, the interview is not permitted to change the specific wording of the questions.
4. Unstructured /Informal/Non-standardised interview: The interviewer will have freedom to develop each questions in the most appropriate manner for the situation.
5. Semi-standardised interview: The interviewer may be required to ask a number of specific major questions, beyond which any number of further questions may be asked.

Advantages

- Possible to study the events that are not open to observation (hidden factors), e.g. feelings, attitudes, fear, emotions, reactions
- Complete answers are possible
- Clarification can be made if respondents had done so that misunderstanding can be minimised
- Questions can be pursued in depth
- A higher response is possible and the reliable information can be obtained
- Inflow and outflow of ideas can be possible between interviewer and respondent.

Disadvantages

- The data collected are of a doubtful character
- Costly method
- Validity measurement problem due to difference in social characteristics. Eg: Race, ethnicity, perceived status differences
- Too much dependency of the memory of the respondent
- Possibility of change in meaning
- Lot of subjectivity, individual feelings, inferiority complex.

Importance of Study of Sociology with Special Reference to Health Care Professionals

In recent times, the field of sociology has extended towards medical sciences and the sub-field of 'Health sociology/ medical sociology' has been evolved. It describes medicine and allied disciplines as social science. There is a dire need to integrate the knowledge of behaviour sciences is essential along with medical sciences and it has to be included in the curriculum of health care professional in order to prepare professionals adequately to practice the science of medicine and the art of professional in varying socio-cultural context coexisting health care systems. The institutions, which integrate the behavioural sciences in their programme of health care education, those are on the path of progress by keeping scientific pace with proper understanding of the structural realities in contemporary society. The study of social relationship between health phenomena and social factors in medical/health context. A sociological approach in medical field gives a better understanding and develops an integral knowledge relate the life processes to the existing social phenomena and health in a comprehensive manner. It provides a unique way of viewing the disease and the client as well. It enables the practitioners with information about medical

institutions. The study of distribution of health and disease, cultural perspectives, attitudes, values emerging from social organisation. It also deals with study of various socio-cultural, economic, political, geographical, anthropological groups that shapes the health services as a system of country at macro-level and at micro-level. The health care professional will act as behavioural scientist or health social scientist in the medical field. A holistic approach is needed to understand health and illness in a comprehensive manner. Cultural influences the roles, statuses, institutional net works are believed to help in the health enhancing process and helps to identify cross cultural similarities and variations in the patterning of such behaviour.

Preventive, promotive and rehabilitative health aspects of health care services are closer to the people of the society. Health care professionals has to assume the responsibility specially for the provision of first level care in the community and thus act as changing agents in bringing about good quality-of-life to the people at large. It calls for reorientation of training programmes to understand structural realities in our contemporary Indian society. It moves in the direction towards caring for people in their everyday life in the community. The health care professionals have to be sensitive to the health needs of the people in the context of broader social change. The interest of sociology in health was heightened owing mainly to the great strides achieved through improvement in the standard of living health status. The scope of social science application to medicine and health care broadened with the inclusion in analysis socio-cultural and environmental condition that cause diseases or create predispositions for them or influence their causes. Much of the medical activity whether in research, clinical practice or preventive work requires an understanding of the cultural and social pressures that influence an individual's recognition who needs help in decision making. For community health maintenance altering of socio-

cultural patterns may be needed. Awareness of social and behavioural processes on the part of the training of health workers and which will aid in delivering of care to the clients is required.

Medical sociology is concerned with the social causes and consequences of health and illness.

Medical sociology is the study of the social facets of health and illness. It applies sociological principles to the study of topics such as the organisation of health care, the socialisation of health professionals, socio-cultural responses to illness-Delhi, ICSSR, 1974.

Medial sociologists will study the social facets of health and diseases, the functions of health organisations, the relationship of health care delivery system with other social systems, the social behaviour of health personnel and consumers of health care delivery system and international patterns of health services—Advani, Mohan, 1980.

Relationship of Sociology with other Social Disciplines

The knowledge of human behaviour with an interdisciplinary approach to understand the human needs in the context of

Relationship between Sociology and Psychology

Sociology	*Psychology*
Society is the basic unit	Individual is the basic unit
It studies the relationship of individual to the society	It is a science of human experience and behaviour
It studies man as a part of societal system and social institutions and social processes will be used in social interaction	It studies man as an individual and his interaction with heredity and environment. The psychic and mental processes
Difference of attitudes in regard to common material can be studied	Individualistic attitude can be studied

wider social problems. It is a total system approach to understand human behaviour. It views man as a product of socio-psychological and cultural factors. It analyses man's behaviour in relation to psychological framework, interpersonal orientation and group influence. It helps to find solutions to problems, which are arising due to man's complex nature.

Sociology and psychology are having much common understanding and intimate relationship without understanding human psychology, it is impossible to understand interrelations and activities of individual in relation to society, thus sociology and psychology are complement with each other.

Sociology and Social Psychology

Both are closely related as many areas of the study are overlapping. The social psychology is a science that deals with the behaviour of the individual in society, focuses upon the individual behaviour understands the factors that shapes the behavioural activities and thoughts of the individual within the social settings.

Social Psychology	Sociology
It studies the behaviour of an individual in society	Group behaviour can be studied
It studies the mental processes of the individual	It studies social processes, social laws or values related to attitudes
It is the study of individual attitude towards cultural and social values and the laws related to these attitudes	Sociology discuss concrete form of society, its structure and functions
It analyses the frame work of social relationships	It studies the interaction of the human being with the environment

Sociology and Economics

Economics	Sociology
It is the study of man's activity devoted in obtaining the material, means for the satisfaction of his wants and restricted way of behaviour of the individual	Comprehensive and studies the whole society in its scope
It studies economic relationship and economic point of view only	It studies social relationship from societal point of view
The unit is the individual with economic activity	Individual behaviour in relation to the group and environment
Mainly it deals with production, distribution and uses addition, subtraction, induction, deduction as the methods of study	The social relationships can be studied by various methods eg: interview, observation, questionnaire
The scope is restricted	It comprehends the whole society in its scope
It studies relations and activities related to economic view point	Comprehensive view point

Sociology and Anthropology

Social anthropology deals with physical, cultural, social, medical factors, which determine health status and behaviour of the individual in society.

Sociology	Anthropology
It studies modern communities and social problems and suggest solutions	It studies ancient communities and the problems existed
It studies various aspects and problems of society and guides for change	It studies as a whole
It studies social relationship	It studies anatomical characteristics and its influence upon the behavioural change
It makes suggestions concerning to the future	It is pure understanding and past relationship
It makes use of documents, surveys	It makes use of functional method

History and sociology

History	Sociology
It studies past and it is concrete	It is abstract, deals with present, past and future
It presents a chronological description of incidence of events and its culture	It studies the human experience and human nature. It attempts to discover their causes and general principles
It studies those incidence which are peculiar or unusual	It studies those incidence which are frequently repeated
It describes incidence taking place at a definite place and time. It emphasises the doings of the individual	It studies to discover universal laws and is not related to particular incidence. Social groups is the unit of sociological study

Sociology and Political sociology

Sociology	Political sociology
It is science of society	It is the science of government of political society, its structure and processes
It studies social point of view	It studies attitude of authority, policy formulation and execution
Studies both organised and disorganised communities	Studies purely organised community
Studies all kinds of social relationship and forms of society	Studies all forms of societies and its laws, economy and the higher powers mainly related to political relationship in political society

Biology and Sociology

Biology	Sociology
To understand organisation, nature and progress	The knowledge of the efforts of hereditary and environment upon man is studied
Describes anatomical, developmental, sexual, personal peculiarities and formulates principles for the adjustments to the environment	

Application of Knowledge of Sociology in Physiotherapy

Man is a socio-cultural being, gregarious in nature, always needs the company of fellow-beings. The professional like nurses and physiotherapists who spend most of their time with the clients should have through knowledge about society, environmental influences, situational factors, influencing areas, situational support of the client during the needed hour, individual felt needs and demands needs in order to identify the requirements based on the needs of the people, diagnose their health and sickness. The professionals has to understand the clients family back ground, cultural, customary habits, economical benefits so that, necessary interventions with adequate support can be planned and implemented from the family members and as well others members who will help the client.

Sociology studies the relationship between human beings. Physiotherapist have to establish good interpersonal relationship, wins the confidentiality of the client so that the client will freely ventilate their feelings, thoughts with the therapist without any inhibitions, prejudice or bias. The process of clients' care is essentially a social activity. The therapist will get first hand information from the client through sociological investigations methods like the health care professionals to gather the way of approaching the strange person, i.e. client. Family is the basic unit of society. When the client is healthy, automatically the entire family will be benefited thereby the society, in specific and community at large for the total welfare of the state and nation.

Nearly 75% of physiotherapy activities is performed within the homes of disabled and those who are having physio-therapeutical oriented ailments. The therapist will be having more feasibility to understand the socio-economic, socio-cultural background, nature of family. The knowledge of sociology helps the physiotherapist to get more socialised with

the client's family members. Hence, the knowledge of sociology helps the therapist to adapt his therapeutic activities according to the need and family's socio-cultural background and living condition of the patient. The knowledge gained by understanding the sociology, the therapist will able to counsel the client, make the client understand the deficit which he/she acquired due to some pathology, not only the client but also the clients' family members are also briefed about the problem of the client and explain to the members about the prognosis or the deficit which are permanent in nature and make the client understand the deficit and to start to live with it. Hence therapist can treat the client in a manner by which the client may be able to recover from his ailment quickly.

Application of Knowledge of Sociology in Occupational Therapy

The application of goal oriented, purposeful activity in the assessment and treatment of individuals with psychological, physical or developmental disabilities.

Occupational therapy (OT) is otherwise called as activity oriented therapy where the therapist will be assisting the individual to perform his daily activities (ADL) in a better manner, by maximum utilisation of functional ability. It is a part of tertiary prevention where the therapist activities are oriented towards prevention of diseases' complications and disability limitations. Includes rehabilitation of client, promotes recovery and the prognosis of the disease, to bring the client to his own normal activities.

The therapist will assess the intelligent quotient levels based on the type of retardation and abilities of the client; the occupational therapist training will be provided to the client to carry out the ADL with minimum effort by the client. The therapist will use the knowledge of sociology in managing the welfare of the client. Bringing the victim to normal
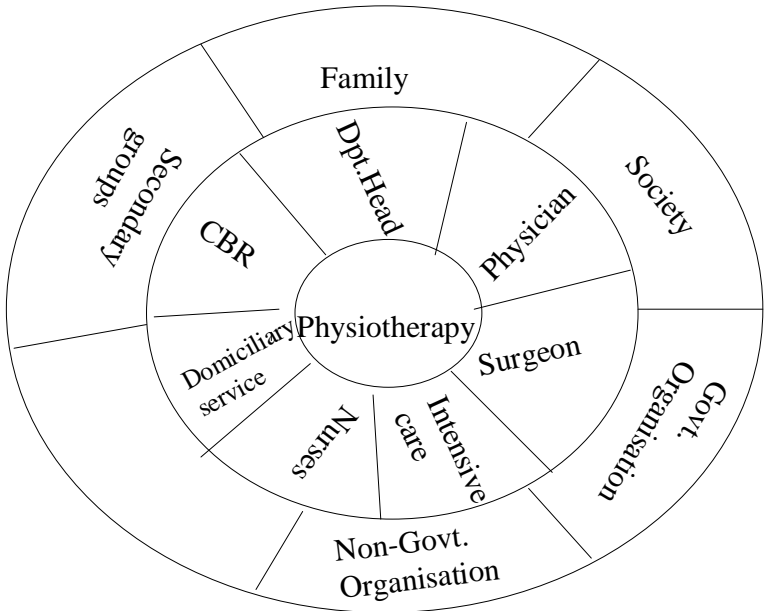
Fig. 1.1

condition requires the socialization process since normalization of victim will not occur suddenly.

Review Questions

1. Define sociology and discuss how sociology is related to physiotherapy (15m, NTRUHS, 2000)
2. Define sociology. Explain its relationship with health and other social sciences, viz, economic and politics (5m, NTRUHS, Nov, 1997)
3. Examine the importance of sociology in the field of Physiotherapy and Occupational therapy (15m, NTRUHS, Nov, 1998)
4. Sociology is a science of society. Discuss. (15m, NTRUHS, May, 1999, May, 03)
5. 'Society is a web of social relationships'—discuss (15m, NTRUHS, Jan, 2002)

6. Describe the role of sociology in Physiotherapy (15m, NTRUHS, May, 2004)
7. Uses of study of sociology (5m, NTRUHS, May, 2004)
8. Define sociology. Explain the uses of sociology (19m, RGUHS, 1999)
9. Define sociology. Discuss its relation to health sciences (10m, RGUHS, 1999)
10. 'Sociology is the science of society. Explain (10m, RGUHS, 1999)
11. Define sociology and bring out its scope (10m, RGUHS, 2002)
12. Bring out the relationship of sociology and psychology (5m, RGUHS, 2002)
13. What is social survey (2m, RGUHS, 2002)
14. Define sociology and bring out the importance of its study in the field of health (10m, RGUHS, 2002)
15. Explain the 'case study method' as a method of sociological investigation (10m, RGUHS, 2002)
16. Write three differences between sociology and anthropology (2m, RGUHS, 2002)
17. Bring out the meaning and scope of sociology (10m, RGUHS, 2003)
18. Explain social survey in the methods of sociological investigation (10m, RGUHS, 2003)
19. Bring-out the relationship of sociology and social psychology (5m, RGUHS, 2003)
20. What is interview (2m, RGUHS, 2003)
21. Social health care professionals (5m, RGUHS, 2003)
22. Social psychology (2m, RGUHS, 2003)
23. Interview method (2m, RGUHS, 2003)
24. Operant conditioning (2m, RGUHS, 2004)
25. Interview technique (2m, RGUHS, 2004)
26. Define sociology (2m, RGUHS, 2004)
27. Sociology is a science of society—discuss (14m, MGRU)

28. Uses of study of sociology (5m, MGRU)
29. Is sociology an applied science? How far the knowledge of sociology is helpful in the fields of physiotherapy and occupational therapy (14m, MGRU)
30. Define sociology? (2m, MGRU)
31. Features of social survey method (5m, RGUHS, Nov-04)
32. Define social psychology (2m, RGUHS, Nov-04)
33. Opinion poll (2m, RGUHS, Nov-04)
34. Discuss how far medical sociological knowledge is useful to the Physiotherapy students in promotive, curative and rehabilitative aspects of health (15m, RGUHS, Nov-04)

Note:

NTRUHS—NTR University of Health Science, AP

RGUHS—Rajiv Gandhi University of health Sceinces, Karnataka

MGR Univ—Dr MGR University, Tamil Nadu.

Sociology and Health

CONCEPT OF HEALTH

Having/possessing a good health is the fundamental human right, each individual has to attain and enjoy it. Attainment of health is a world-wide social goal. It is essential to attain qualitative life for satisfaction of human needs, whereby health permits the individual to lead socially and economically productive life. It is a major instrument of overall socio-economic development and the creation of new social order.

Changing Concept of Health

Biomedical Concept

Health has been viewed as, 'absence of disease, free from disease'. 'Biomedical concept' has the basis in the 'germ theory of disease'. The medical profession viewed human body as a machine, disease is a consequence of the breakdown of body as a machine and medical professional's task is to 'repair the diseased part of the body'.

The biomedical model was found to be inadequate to solve the health problems, as health includes many determinants like environmental, social, psychological, cultural, heredity, standards of living, hygiene, economic, availability of health services.

Ecological Concept

The ecologist viewed, health as a dynamic equilibrium between man and his environment, and disease is maladjustment of the human organism to the environment.

The famous ecologist, *Dubos* defined health as, 'health implies the relative absence of pain and discomfort and a continuous adaptation and adjustment to the environment to ensure optimal function'.

Two issues has been raised: Imperfect man and imperfect environment. Improvement in human adaptation to natural environment can lead to longer life expectancies and a better quality-of-life.

Psychosocial Concept

Social phenomenon influences the health, various social factors like economy, culture, education, stress, mental status determines the health status.

Holistic Concept

It recognises the strength of social, economic, political and environmental influences on health. It is a multi-dimensional process involving the well-being of the person in the context of the environment. Health implies a sound mind, in a sound body, in a sound family, in a sound environment'. The emphasis is on promotion and protection of health where various factors have an effect over health. Eg: agriculture, animal husbandry, information technology.

Coordinating Concept

Several factors will affect health like cultural, economic, political and environmental, etc. for preservation and improvement of health, etc. all the factors has to coordinate with each other.

Definition of Health

'Optimum functioning of an individual'
The state of moral, physical, mental well being which enables a person to face any crisis in life with the utmost grace of God and facility—*Pericles, 500 BC*

'A state of soundness in body, mind and spirit with a sense of reserve power'—*H Hayman*

'Sound body, mind or spirit especially freedom from physical disease or pain'—*Webster Dictionary*

'Soundness of body and where the functions of both are duly filled and efficiently discharged'—*English Dictionary*

'Adequate functioning of the organism in given conditions, genetics and environmental'—*Report of technical study on health*

'Maintenance of relative equilibrium of body form and function which results from its successful dynamic adjustment to forces tending to disturb it, an active response of body forces working toward readjustment'—*Perkins*

'A condition of mental and physical soundness which enables the body to perform its functions timely and effectively'—*Oxford Dictionary*

'A state of complete physical, mental, social, spiritual well-being and not merely an absence of disease or infirmity'—*WHO (1948)*

Jerris M an epidemiologist wants to replace certain words in WHO's definition, i.e., complete-absolute, addition of 'ability to function' and 'feeling of well-being'.

Quality of the human organism expressing the adequate functioning of the organism in conditions such as genetic or environmental—*Operational definition.*

PHILOSOPHY OF HEALTH
- Health is a state of absence of disease
- Normal functioning of a person as per age and sex under the prevailing socio-economic, geographical conditions

- Ability to work automatically on the basis of inter-sectoral coordination and balance among different factors and organs of body
- Health is the essence of productive qualitative life
- It is an integral part of development
- Attainment of health is global responsibility and social investment

Dimensions

Health is multidimensional. All the dimensions functions and interact with one another, coordinate and balance together.

Physical Dimension

Implies perfect functioning of the body. Every cell in the body functioning at optimum capacity in maintaining perfect harmony with the rest of the body organs.

Signs of physical health:
- A good complexion
- Clean skin
- Bright eyes
- Lustrous hair
- Coordinated movement
- Intact sensory organs.

Evaluation of physical health
- Self assessment
- Inquiry into symptoms of ill health and risk factors; level of activity, medications, usage of medical services
- Clinical examination
- Nutrition and dietary assessment
- Biochemical and laboratory investigations
- Morbidity and mortality rates.

Social Dimension

Social health is deep rooted in positive material and human environment, which is concerned with the social network of an individual. Social well-being is in harmony and integration of individual with society. Quantity and quality of an individual's interpersonal ties and the extent of involvement with the community. Social well-being includes social skills and social functioning, ability to see oneself as a member of society. All the social factors should balance with each other, one has to adjust and accommodate and lead healthy family life.

Spiritual Dimension

Part of the individual which reaches out and strives for meaning and purposeful for the life. Spiritual health includes integrity, principles, ethics, commitment, purpose in life.

Emotional Dimension

Emotional health relates to 'feeling'. It is a conscious stirred up state of an individual. We experience certain pleasant or unpleasant feelings marked by physiological changes involving both visceral and peripheral changes. Emotions play an important role in human life, and give us energy to carry out the activity. They give change and colour to our life. By controlling our emotions we can eliminate half of the illness.

Persistent worries, stress, anger, fear, cause psychosomatic disorders. Eg: Peptic ulcer, bronchial asthma, hysteria, heart diseases, diabetes, hypertension, insomnia, constipation, etc.

Physiotherapist has to utilise their skills and provide physical comfort, reduce the intensity of emotional disturbances, and replace the negative feelings into positive one, with hope, courage, willing, cooperation.

Mental Dimension

'The ability to respond to many varied experiences of life with flexibility and a sense of purpose. It is a state of balance between the individual and surrounding world, a state of harmony'.

'A sound, efficient mind and controlled emotions'.

'A psychosomatic unit, whose behaviour is determined by both physical and mental factors'.

'Body and mind are working together in same direction, thoughts, feelings and actions functions harmoniously towards the common end; ability to balance the feelings, desires, ambitions and ideals in one's daily living. It means the ability to face and accept realities of life. It brings maximum satisfaction and happiness to the individual.

Mental health includes individual and social aspects.

a. The individual aspect: Connotes that the individual is internally adjusted, self-confident, adequate, free from internal conflicts and tensions or inconsistencies. Skillful enough to be able to adapt to new situations, but achieves the internal adjustment in a social set-up.

b. Social aspect: Society has certain value systems, customs, traditions by which society governs itself and promotes general welfare of its members.

Mental health is a process of adjustment, which involves compromising, adaptation, growth and continuity. It is the ability of an individual to make personal and social adjustment.

Characteristics of Mentally Healthy Individual

• Establishes satisfactory relationship between himself and the environment; between his needs, desires and those of other people

• Able to meet the demands of a situations, has achieved adjustment relieves from emotional conflicts and tensions

- Assuming responsibilities in accordance with one's capacities
- Socially considerate behaviour—finding satisfaction, success and happiness in the accomplishment of everyday tasks of living effectively with others
- Objectively evaluates his own behaviour
- Has a sense of personal worth, self-respect, feels secure in a group
- Get along with others; understands other person's motives, desires and their problems
- Understands environmental influences
- Develops positive philosophy of life
- Discourages the tendency to withdraw or escape from the world
- Tolerates frustration, disappointments in daily life
- Accepts criticisms and not easily disturbed out of it
- Enjoy positive philosophy of life.

Assessment of mental health

To assess the mental function, the extent to which cognitive or affective impairments impede role performance and subjective life quality by: Mental status examination, questionnaire, interview.

Vocational Dimension

It is a part of human existence, work is adopted to human goals, capacities and limitations, work promotes physical and mental health. Physical work is associated with an improvement in physical capacity, self-realisation, satisfaction and enhancement of self-esteem.

Non-medical Dimension

To attain a level of health that will permit the individual to lead a socially and economically productive life.
- Philosophical dimension
- Cultural dimension
- Socio-economic dimension

- Environmental dimension
- Nutritional dimension
- Curative/therapeutical dimension
- Preventive dimension
- Economical dimension
- Spiritual dimension
- Educational dimension.

Positive Health

'Perfect functioning of body and mind'.

Biologically—every cell in organ is functioning at optimum capacity, harmonious functioning with rest of the body.

Socially—individual's capacity for participation in the social system are optimal.

Ability of an individual in a social group to modify himself in a group.

Spectrum of Health

Health and disease are lying along a continuum. The lowest point on the health—disease spectrum corresponds to death and the highest point corresponds to positive health. Health fluctuates in ranges; often it is gradual, where one state ends and other state begins as a matter of judgment.

Health of an individual is a dynamic phenomenon and a process of continuous change subjected to frequent state of variations.

Health — Optimum health
Better health
Freedom from disease/illness

Sickness — Sub-clinical illness
Mild illness
Moderate illness
Severe illness
Death

Determinants of Health

Health is a multi-factorial, it is a result of interaction of various factors.

Heredity

The traits of an individual is determined by the nature of gene at the time of conception. Genetic make-up is unique in nature. The health is possible potentialities of his genetic heritage.

Environment

It transforms genetic potentialities into phenotypic realities. If the environment is favourable to the individual, he can make full use of his physical and mental capabilities.

a. Internal environment: Pertains to every cell of the body, which has to function perfectly and harmonious in nature. It is a domain of internal medicine.

b. External environment (Macro environment): Where the child will have interaction of varied factors (physical, biological, psychosocial components) after birth.

c. Micro environment (Domestic/family environment): Includes ways of living, life style.

   • Standard of living: 'Usual scale of our expenditure, goods we consume and the services we enjoy includes, education, employment status, food, clothing, housing, recreational activities and comforts of modern living'.

   'Measures of socio-economic status in terms of income, occupation, housing, sanitation, education, recreation and other social services may be used individually'.

   • Life style: The way people live reflecting a whole range of social values, attitudes and activities. Composed of cultural traits, behaviour pattern, life long personal

habits. It is developed from process of socialisation, combination of various factors' interaction, certain diseases requires modification of life style. Eg: Cardiac diseases. The factors, which promote healthy life style, are adequate nutrition, good sleep, sufficient physical activity, good living pattern.

- Socio-economic conditions: Health status is primarily determined by their level of socio-economic development, e.g: Income, education, political system, housing, nutrition, etc. Economic progress is helpful for promotion of healthy living. The optimum health is achieved from healthy life style. Economic soundness reduces morbidity, increases life expectancy, improving the quality-of-life. Economic environment includes standard of living, quality-of-life, family size, etc. certain diseases like diabetes, hypertension and cardiac problems are very common in higher socio-economic groups.
- Education: Illiteracy, ignorance are the major factors which influence economy, malnutrition, morbidity and mortality rates among high risk population.
- Occupation: Productive work promotes health status; enjoyment in the family, employment opportunities, increases in wages, family support system has to be provided for needy population.
- Political system: Implementation of health technologies, decisions concerning allocation of budget resources, manpower policies, choice of health technology, availability of health functionaries and infrastructure facilities are made available only with the influence of political factors. Political commitment, leadership is oriented towards social development which influences healthy living.
- Health services: Attainment of health status is a fourfold approach, i.e. prevention, promotion, curative

rehabilitative and restorative in nature. To improve the health status of population the health services must reach the interior corners of the nation, man power should equally distributed, accessible to the community where it can afford and socially acceptable. Health services are essential for socio-economic development and it should be cost-effective also.

Indicators of Health

Indicators will help to measure the extent to which objectives and targets of a programme are being attained. Ideal health indicators should be valid, reliable, sensitive, specific, relevant and feasible. Each dimension of health is influenced by numerous indicators like mortality, morbidity, disability, nutritional status, health care delivery system utilisation rates, environment, health policy, quality-of-life.

Concept of Community Health

Scientific study of health and disease in a community or human population and patterns of health care delivery system.

Definition

'It is the science and art of organised efforts for preventing disease, prolonging life, promoting health and efficiency in all aspects of life'—*CFA Winslow (1920)*

'In totality, the state of health of the member of the community, problems affecting their health and health care available in community'—*WHO*

'Organised form of treatment, protection and preventive and health related services'.

'Providing primary health facilities with the aim to achieve Health For All'—*Alma-Ata declaration 1978*

Concept of Disease

Disease implies distress, inconvenience, uneasiness.

Definition

'A state of body or its organs which interferes with the functioning of the body, deranges its functions'—*Oxford Dictionary.*

'Maladjustment between environment and organs of human body'—*Ecological view.*

'Alteration in human body interrupting the vital functions.'

'Any deviations from normal functioning of the well-being.'

Spectrum of Disease

- Carrier state
- Incubation period
- Sub-clinical period
- Clinical manifestations: Acute, chronic

Supernatural Theory

Man believes in supernatural/supreme powers, in which, if he commits a crime/sin, then he will sure to get some kind of disease. Eg: People believe that, leprosy is due to the past sins.

Germ Theory

Louis Pasteur has formulated 'germ theory', specific germs causes specific diseases.

Epidemiological triad
Agent, host, environment are responsible for causation of disease.

Agent-Virulence/ nature of agent

Host   **Environment**
Age, sex   Physical
Genetic composition   Biological
Customs   Micro and macro
Traditions
Life style
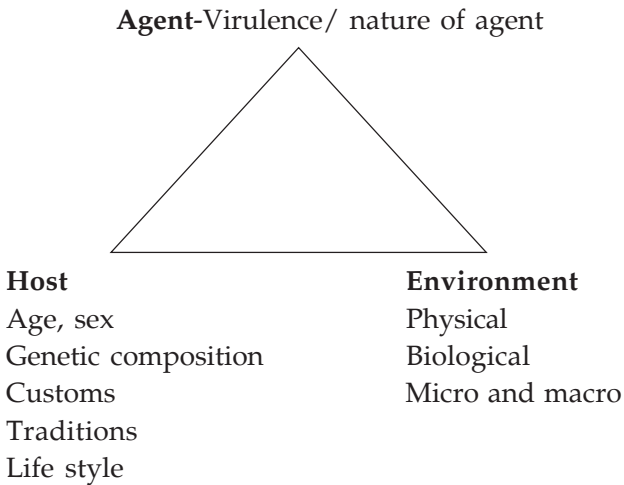
Multi-factorial Theory

Social, economic, cultural, psychological factors will influence the causation of disease.

Synonyms of Disease

Illness—The presence of disease, reaction and behaviour of person towards disease.
Sickness—Symbolises social dysfunction.
Disease—It is the condition of interruption of normal activities or any change in normal functioning of body or psychological well-being.

Natural History of Disease

1. Pre-pathogenesis phase: Period preliminary to the onset of disease, in which certain factors favours the interaction with the human host, which is already present in the environment.
2. Pathogenesis phase: From the time of entry of microbes into the body upon the occurrence of manifestations (incubation period). Microbes multiply and induce tissue
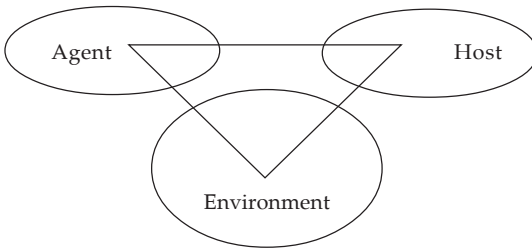
Fig. 2.1: Interaction of agent, host and environment
(Source: J E Park, p.no 29)

and physiological changes (sub-clinical, clinical, typical and atypical). Pathogenesis phase may be modified by intervention measures like remedial measures.

Agent factors

'A substance, living or non-living or a force tangible or intangible, the excessive pressure or relative lack of which may initiate or perpetuate a disease process'.

Disease agents may be one or multiple or combination of one or more factors is essential for the causation of disease.

Classification of agents

- Biological agent. Eg: Microbes-bacteria, virus, protozoa, etc.
- Physical agent, e.g. Exposure to excess agents like heat, cold, pressure, electricity, radiation.
- Nutrient agents, e.g. Any deficiency of nutrient intake can cause disease, like anemia results from vit B_{12}, folic acid deficiency.
- Mechanical agent, e.g. Exposure to chronic friction, excess mechanical forces acting on the body parts results in dislocation, fractures, sprain, etc.
- Social agents like poverty, over population, isolation, deprivation, alcoholism, peer group influences, etc.
- Chemical agents: Endogenous: Chemical produced within the body like uremia, serum bilirubin, ketones, uric acid, calcium carbonate.

Host Factor

- Demographic factors like age, sex, occupation, education, family type, marital status.

Environmental Factors

- Macroenvironment: Constant interaction of the individual with living or non-living factors.
- Physical environment: Air, water, soil, geographical area may affect quality-of-life style.
- Social environment: Poor housing, urbanization, poverty, migration broken families may predispose for diseases.

Risk Groups/Target Groups

Group of individuals who are more susceptible/prone for diseases, e.g. women and children, people with low immune power.

Spectrum of Disease/Gradient of Infection

Variation in the manifestation of diseases:
- Latent, unapparent
- Sub-clinical
- Clinical
- Atypical (Mild, moderate)
- Fatal illness

The sequence of spectrum of diseases may interrupted by early diagnosis, prompt treatment or by preventive measures which introduced at a particular point will prevent or retard the further development of the disease. Spectrum of diseases provides inclusion of all cases in the study of disease.

Iceberg Phenomenon of Disease

Prevalence of disease in a community may be compared with iceberg. Floating of the iceberg represents clinical cases, submerged portion refers hidden mass of disease (carriers

cases); water-line represents demarcation between apparent and unapparent disease.

Symptomatic disease

Pre-symptomatic disease
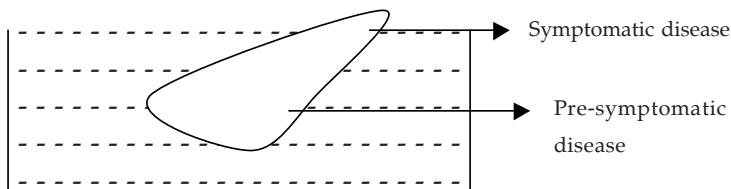
Social Consciousness

Sensory perception, requires the selection of certain stimuli out of possibilities and organises the stimuli to interpret it in meaningful manner. Active movement in the environment aids in the development of space perception. We may try to perceive the stimuli in accordance with past experience occur in both vertical and horizontal manner. The perception depends upon the selection, organisation and interpretation of stimuli.

An individual attends to certain stimuli selectively based on an internal state. Readiness to perceive in a certain way, arising from the perceiver's interests and motivations which is a highly influential factors in perception. In organisation of perceptual experiences, groups formation is based on the similarity, proximity, closure and good form.

Social consciousness denotes awareness about the social environment, where the individual lives, and understand the traditions, customs, culture, pattern of behaviour, status, roles, norms, standards, social system whereby he will try to adopt himself to fit in a better manner to that particular society and functions effectively his role to suit his status. Then only he will be able to identify the persons with anti-social behaviour, diagnoses the difficulties or societal problems and implements preventive and remedial measures to enhance smooth functioning of the society. It is the responsibility of citizens to

protect their society in specific and community at large and brings the society's name in a recognised manner throughout the world. Every society has got its culture, which includes knowledge, attitudes and ideals. A man perceives health and illness based on several social factors like education, residence, occupation, exposure, experience, and intelligence level. Eg: People with low or no literacy will have lower awareness about health and illness; because of influence of mass-media activities, exposure to literature the urbanites will have higher knowledge related to health and illness.

Perception of Illness

'Mental apprehension of the world around us through sensations'.

'It is a process by means of which, we become aware of our characteristics and those of our environment through the functioning of our sense organs'.

'If the sensation is the initial response of an organism to a stimuli, perception comes a split second later and involves an interpretation or evaluation of the stimuli'—*Cruze*

When illness affects an individual, the intensity of the illness is graded according to the perception of an individual, for example, if a person fell on the road, in a bike accident and fractures the radial styloid process, he can react in both positive and negative manner.

The positive (optimistic) person will thank the Almighty that he is affected with minor damage to the hand instead of the whole limb, or sometimes the accident would have cost his life; on the other side if the negative (pessimist) will bother himself too much and also his family members because of the fracture. By this the perception term is mainly applied to the mental thought process, how a person reacts to the stimuli.

Every day an individual faces many situations which may cause some kind of stress and may lead to physical illness or

mental illness. This physical/mental illness is labeled by an individual according to his mental/cognitive skills and decides whether the stimuli can be tackled individually or collectively.

Social Factors Affecting Health Status

Social situations and social environment will have influence on the occurrence of disease, prevention of illness and health maintenance. Unhealthy life styles and high-risk behaviour predisposes sicknesses such as cancer, AIDS and heart disease. For healthier life maintenance, modification of life style is required. Societies have to organise their resources to cope with health hazards and deliver medical care to the population. Individual and societies tend to respond to health problems in a consistent manner with their culture, norms and values. Factors like social, cultural, political, and economic, etc. will have definite influence over health maintenance. It is the responsibility of health care professionals to arrange IEC campaigns through mass media activities emphasising the public on healthy life style and individual responsibility for health care. The high-risk behaviour includes poor diet, lack of exercise, smoking, alcoholism, drug abuse, stress and exposure to STD. Adverse social conditions like poverty reduces life expectancy and creates health problems.

Public health in an applied technology resting on the joint pillars of natural science and social science until these pillars are strong, the arch of the public health will not be firm. The health care professionals use the knowledge of social sciences in implementation of medical and health care activities.

Social Factors Affecting Illness

Deviation in the normal functioning of the body produces discomfort or adversely affects the individual's health status. Every society has certain norms, values, ideals in regard to health and disease, deviation from which is treated as an

aberration or a disease. Diseases occurs due to various factors such as invasion by microbes or other pathogenic agents which disturbs the haemostatic balance and results in malfunctioning of organs, low standards of living, poor environmental sanitation, poor housing, bad habits like smoking and alcoholism, inadequate nutrition, low economy, poverty, contamination of food, water with industrial effluents, air pollution, poor urban planning, deprived of family relationships, inadequate physical activities, defective lifestyle, sexual harassment, unemployment, rapid economic growth, over population, job strain, occupational maladjustment, migration and healthy comparisons, illiteracy, discrimination, misunderstandings, stress, large gaps in income, inadequate access to healthy foods, isolation, etc. In the sociological context disease is associated with a particular way of life, vulnerability for diseases are common among the people who are facing certain problems like isolation, geographic or social mobility, inability to fulfill role expectations, changing inconsistency in status, inadequate social support, blocked aspirations, lack of consistency or uncertainity in outcome of vital events, value polymorphism and rapid social changes.

Social factors affects diseases at three levels:
1. Physical level: The social class, environment, nutrition, housing, etc. are responsible for occurrence of disease.
2. Psycho-social level: The prevalence of mental stress and strain resulting from specific environmental factors.
3. Cultural level: Social milieu, attitudes, beliefs psychosomatic factors, etc. affects the disease pattern and in implementation of preventive and therapeutic modalities. Social environment affects different attitudes among various cultural groups about seeking medical and health care.

The basis of epidemiology was broadened from the study of distribution of communicable diseases among the population in relation to epidemiological triad (agent, host, environment).

The multiplication of disease is related to social factors, community involvement is essential in organising health education campaigns to bring health awareness, social and cultural factors similarly affects our ability to stay well. Social support is essential and plays a crucial role in our physical and mental health, through its health sustaining and stress-buffering functions with social ties live longer and have better health. Rapid industrialisation, urbanisation and technological advancement made the social environment giving rise to stress and strain, which leads to chronic and degenerative disease.

Decision Making in Taking Treatment

Decision making is both the art and science. For any problem one may have many solutions, but deciding the best solution at the right time will yield good result. This decision-making plays an important role in the medical fraternity, where the client (patient) and the health care professional play a major part in the process of decision making, right from the on-set of illness/pre-pathogenesis stage to the rehabilitative stage/ recovery stage; decision-making pattern varies according to the situations and the cooperation of the client with the medical staff.

Pre-disposing Factors in Decision-making

• Culture, customs and beliefs: Culture is the basis of man-kind. Each community/group will have their customs, beliefs, traditions regarding health aspect. So these factors will influence in decision-making of an individual before taking any treatment.
• Living pattern: Urbanites socio-economic status and the awareness about the public health are high compared to the ruralities, which influence in decision-making while taking any treatment.

- Status: High income group clients will decide and seek best medical assistance any where in the world compared to the low-income groups, who will satisfy with the local, Government hospital, or will follow home-remedies.
- Literacy: Educated person has got better options to decide about his treatment plan than an illiterate person, who has fewer options.
- Family set up: Depending upon the family set-up, nuclear family, joint family, divided/divorced couples, the treatment plan will be decided. In joint family the family will take active part in assisting the sick member shares the responsibilities and try for the best treatment.

Various steps of decision making of the clients are:
- Pre-pathogenesis period: In this period the client under goes a pre-symptomatic stage in which he is depressed, worried, lethargy, unable to carry out daily activities. During this period the client discuss his problems with his family members, peer groups, colleagues and decides to consult a medical professional for assistance.
- Pathogenesis period: In this period the client decides to seek medical help and consult an expert in their respective field. Deciding about whom to consult is decided upon in consultation with family members, colleagues, well-wishers and neighbourhood.
- Consultation and treatment period: In this period the client consults an expert and follows the instruction of the physician/therapist. Some times over-conscious individuals may take a second opinion by consulting another expert in the same filed to make sure the diagnosis of the first physician is correct or not.
- Recovery period: After undergoing specific treatment for a stipulated period the client recovers and ready to be discharged, here the physician/therapist will instruct the client certain do's and don'ts; and the client has to decide

whether to follow the instructions fully or to neglect it. Eg: In case of asthma, bronchitis the physician will suggest the client to stop smoking cigarette, but the client may follow the guidance or ignore it.

The various steps in the process of decision making is a complex one and it may vary from individual to individual for the same type of illness as 'No two persons are alike'.

INDIVIDUAL AND SOCIETY

Individualisation

Definition

Individualisation is the process by which, an individual is made independent of his group.

'It is the process of attaining to one's own self. It makes him independent and self-determining'. It is carried out by individual himself and it is mainly a mental process, which is spread through the prevailing ideas. Socialisation brings man in relation with others.

Aspects of Individualisation

• The process of becoming different from other people
• Democratisation
• Free competition
• Social mobility
• Aware of one's own specific character
• A new kind of evaluation
• The individual will consider himself superior to others and evaluates himself in high terms
• A feeling of self-glorification
• It is the wishes through objects
• Social mobility may also bind the individual to specific wishes
• Family conditions

- The feeling of loneliness may lead the individual to introspection
- In big cities, the community does not have much influence on the individual and so he develops a feeling of privacy and partial isolation, leads to individualisation.

Society

The term 'society' is derived from Latin word, 'Societus' means 'companionship or friendship'. Man is a social being, gregarious in nature. Mans needs society, enjoys group life, human life and society always go together.

Definition

'A number of like-minded individuals who know and enjoy their like-mindedness and are therefore able to work together for common ends.'

'The sum of formal relations in which individuals are associating together, are bounded together'—*Giddings*

'Society is a system of usages and procedures, authority and mutual aid, of many groupings and divisions of controls of human behaviour and of liberties'—*Maciver and Page*

'A group of people, the complex pattern of norms of interaction, that arise among and between them'—*Lapierre*

'Collection of individuals united by certain relations or modes of behaviour which mark them off from others who do not enter into these relations or who differ from them in behaviour'—*M Ginsberg*

Meaning of Society

A complex of groups in reciprocal relationships interacting upon one another enabling human organisms to carry on their life activities and helping each person to fulfill his wishes and

accomplish his interest in association with his fellows—from functional point of view.

The total social heritage of folkways, mores and institutions, of habits, sentiments and ideals—From structural point of view.

Elements of Society

• Mutual interaction of individuals
• Mutual interrelationship between individuals
• A pattern of system
• Reciprocal awareness is an essential ingredient of social relationship
• We feeling/common propensity
• Like-mindedness
• Society also implies difference/diverse/variations
• Interdependence
• Cooperation.

Man lives in the society for his mental and intellectual development. Society safeguards our culture and transmits to future generations. The mind of man without society remains the mind of an infant at the age of adulthood. The cultural heritage directs our personality.

Though the individual is a product of society, sometimes there may be a conflict between them. Sometimes the individual may develop a personality which is incompatible with the environment, in which he is placed.

Deterioration of the societal system may also cause opposition between the individual and society. So individual and society are interdependent. The relationship between them is one sided. Individual and society interact with each other and depend on one another. They are complementary and supplementary to each other.

Characteristics of society

• It is composed of people

- People in the society have mutual awareness, continuous reciprocal interaction and interrelationship among societal members.
- Society has likeness and differences too. Eg: Similarities like needs, activities, occupation, aims, ideals and values, etc.
- Differences among the people will exhibit vivid interests, wants to enjoy enthusiastic life. People differ in their looks, personality, ability, talents, attitudes, tastes, intelligence and faith, etc.
- People have cooperation and common interests, holds responsibilities by means of division of labour and delegation of authority. Division of labour is based on speciality. Individuals satisfies their desires and fulfill their interests with joined or continued efforts and it promotes social solidarity and social cohesion.
- Interdependence among societal members is observed and is essential to meet the societal needs. Interdependence is observed among the groups, communities, societies and also nations.
- Society is dynamic; changes may take place abruptly or slowly or gradually or suddenly
- Society has its own ways and means of social control. In society we will observe existence of all types of social processes, i.e. cooperation, conflict, accommodation and assimilation. The behaviour and activities of the people will be controlled trough formal and informal means of social control. Eg: Customs, traditions, folkways, mores, manner etiquettes (informal means) and laws, rules, regulations, standards, constitution, legislation, police (Formal means).
- Each society has its own distinct culture; it is the expression of human behaviour. Eg: Attitudes, judgments, morals, values, both society and culture go together.

- Man gregarious in nature (tendency to live in group).
- Society controls individual's talents, and capacities.
- Society shapes the personality of the individual meets the basic needs and provides material comforts.
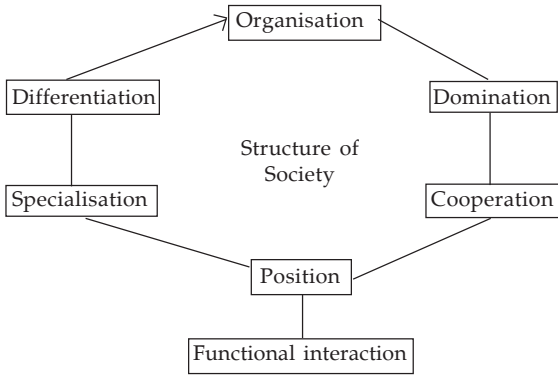
RELATIONSHIP BETWEEN INDIVIDUAL AND SOCIETY

Individual is a core of society. Lot of individuals is present in galaxy of society.

Historical Evidences

Earlier sociologists have made an attempt to understand the relationship of individual and society. Basing on their intusions, theories have been formulated, however these theories, some criticism is lying. They attempted to understand the social phenomenon existed in the society.

By means of human touch, the living organism is made into social beings. He undergoes the process of socialisation to survive in the society.

Individual has certain biological, anatomical, physiological features with the, he cannot satisfy the needs of society; he should form social relationship through social interaction.

The earlier thoughts of former sociologists were

I. *Divine Origin theory:* Human beings are born to enjoy the relationship between male and female. God has created them and also created the society. Eg: Conjugal union of *Adam and Eve.*

God has created the rights for individuals, but no script was available but this theory is not fully explaining the various social phenomenon, societal relationship that exists in the society. Eg: Polyandry, sex ratio.

II. *Social Contract theory: T Hobhouse, Locke* explained how the individual is preceding the society.

All the individuals are born free and equal to fulfill the needs, which he cannot fulfill by alone. Through socialisation process he is performing his functions in the society. The individuals formed several groups, they have created the norms and laws.

III. Organic theory: *Plato* in ancient period and *Herbert Spencer* were explained, according to this theory. The individual is a living organism, the various systems has to coordinate to maintain his living functions. Individual is a part of social system, various social systems has to coordinate to meet the societal needs. Cell cannot survive or existence of its own; but the individual can survive apart from the society.

The cell cannot think on its own, whereas the individual can stay alone, forms new groups, new communities, can adopt themselves, to stay in different social structures.

In the society, if one system fails, the individual can survive in another area.

In physiological systems, the cells join together to form as an organ and fulfill its function just like that, even in the society, each individual has to function cooperatively for effective functioning as a member in

that society. In society, if an individual fails to perform their function other individual may come and occupy and fulfill those functions, but it is not so with the cells, each system has its own function, one cannot replace the other. In the social system, several specialised systems, structured organisations are present.

IV. *Group Mind theory: Maciver and Page* described this theory. Collective thinking, cohesiveness among the group members and cooperativeness are main features of this theory. Individuals in the society develop rules, regulations, and norms in the social system. Group mind facilitates collective thinking, collective acting, each group exhibits their own goals, needs which have emerged out of interaction of group within the society, vested interests, different needs of individuals formed into different outlook. To some extent, collective thinking does not exist in our India. Eg: Different castes, cultures, identity, affinity was developed. Universality among diversity is observed. Individual and society are not separate entities. Individual neither precedes society nor society precedes the individual. They are interde-pendent, leading symbiotic life, mutually dependent on each other; they are interrelated. People will cohesively interact with each other to solve their problems.

V. *Evolution theory:* From single cell to homosapions, the individual is evolved. Eg: Ferral cases in anthropological studies. We cannot conduct tests in labs. Individual and society are mutually interdependent. Individual needs society for socialisation.

Eg: Ferral cases: Children were brought out in different environment; one was placed in jungle in the midst of animals. No single social factor was observed in this individual. Child behaves like an animal. After the child's death, postmortem studies revealed that the brain was

not developed. This case proves that the individual needs society.

Eg 2: Kamala and her sister was placed in jungle were brought out by wolfs. After some time, these two children were brought into the society, one dies and the other was crawling like the wolf. It indicates that individual needs society to be socialised.

Eg 3: Hema, 6 months old child is placed in a room after her mother's death. The child was found like a creature without any sign of social being.

These ferral cases have amply throw light that society is a must to precede the individual. Man is social by nature, they like to live in company of others, and they are gregarious in nature, crave for other's company and interact with others and establish relationship. They do not like to live alone. Man likes to share the values, feelings with others. Socialisation is unending. Individual precedes the society, the necessity compels us to be within the society. We acquire many traits from the society.

Society determines the personality of the individual. Individual is the product of society in which individual is socialised and cannot survive independently without society. Society teaches where and how to behave. It makes the individuals to be as a member of society and compliment with each other.

Role of Physiotherapist in Indian Society

The health care services (preventive, promotive, curative, rehabilitative and restorative) bringing closure to the doorstep of the community, who require the services at most, more particularly to the weaker, deprived sections of the interior corners of society. The physiotherapist should shoulder the responsibilities specially for the provision of care in the community, thus acting as a changing agent in bringing good quality-of-life to the people at large.

Direct Health Care Provider to the Community

The physiotherapist, who is working in the community should conduct domiciliary visits, observe the pattern of living, practices of the families, there by they can able to identify family health problems and meet the health and well-being needs of the members in the family by adopting principles of community health process and by implementing therapeutics models. Therapists should orient the community the importance of health maintenance and qualitative living. Therapist should be sensitive to the individual health needs in the context of broader social changes. Therapist will act as a direct health care provider in meeting the health needs of the community by implementing appropriate, suitable therapeutic interventions.

As a Health Educator

To achieve 'Health For All' and to attain social development, therapists should carry out health educational activities and conduct health awareness campaigns to make the community to understand the importance of health by practicing good health life styles and develops healthy behaviour. Therapist should focus the social consequences of illness and its effects and they should motivate the community to actively participate and involve in planning and implementing health care programmes for the attainment of qualitative life. Therapist has to educate the public to identify and fulfill their health needs.

Manager and Supervisor

The therapists will act as a community organiser and leaders in planning organising and implementing health services through community participation.

Planner

• Identifies beliefs, practices, customs which are affecting the health and illness of the community
• Formulate the community diagnosis by identifying the socio-cultural barriers and promotes activities related to treatment, prevention of diseases and promotion of health
• Identifies the various community resources who are interested in community developmental activities
• Selects suitable health education methods
• Develops plan of operation by involving local people and others, e.g. relatives who are engaged in community development relatives in mind
• Plan for supportive supervisory activities.

Researcher

Therapist has to conduct research projects in the community by identifying the social problems and needs of societal members and adopts techniques/modalities for the solvation of the existing problems.

HEREDITY AND ENVIRONMENT

Heredity and environment both play an important role in developing the personality of the child.

HEREDITY

Definition

'A biological mechanism as a result of which the child gets something from his ancestral stock through his parents'—*DR SK Mangal*

'The sum total of inborn individual traits'—*BN Jha*

'It consists of the structures, physical characteristics, functions or capacities derived from parents, other ancestry or species'—*Douglas and Holland*

Nature of Heredity

a. Physical heredity: The entire physique of the individual. Eg: Size, structure, appearance, form, colour of skin and eyes, muscles etc.,

b. Psychological heredity: Eg: Intelligence, mental traits, such as memory, reasoning, imagination, thought processes, etc. instincts, and tendency to commit crime.

Determinants

Hereditary factors are determined by the pairing of the male germ cells and female germ cells. The childs' life begins from the conception of the child within the mother's womb. The fertilised nucleus in the mothers' womb consists 23 pairs of chromosomes of the father and 23 chromosomes of the mother. Each chromosome consists of gene, these are physical substances passed from parents to off springs and they are real carriers and determinants of heredity. There are about 2 million different types of pairing of genes.

Principles

According to *Weisman (the Germ Plasma theory)*

• Heredity of the child is ancestral.

• Child does not inherit the acquired personality traits of his parents.

• Mental traits earned are subjected to transmission (according to *McDougall and Pavlov).*

• Heredity of the child may transmit from remote ancestors—according to *Sir Francis Galton* (25% from father, 25% from mother, 25% from grand parents, remaining 25% from great grand parents). The hybrids produce pure parental type with dominant character—according to *G. Mendel and Dr BN Jha.*

• *Sir Charles Darwin's theory*—the universe and life in all its aspect are a product of development.

- Struggle for existence and survival of the fittest: New generation tries to adjust in the new surroundings of the universe. They also develop new and useful traits. This development of new traits is due to the changes in the genes. These new genes produce new characteristics in the off springs. Such changes are called **Mutations.**

Laws

Like begets like: A child receives characteristics from the parents such as size, colour, intelligence levels. This is due to the continuity of the germ plasma.

Law of variation: The variations among the off springs can arise because of:
- Pairing of chromosomes.
- Physical and mental condition of the parents at the time of each conception.
- When 2 dissimilar chromosomes combine there are chances of variation.

Law of Regression: In successive generations variations tend to move towards the average of species of which they form a part.

Transmission of acquired traits:
- Parents are only the trustee of the germ plasma. (*Weismann's* theory)
- Favourable variations are passed on to the next generations (*Darwin and Lamarck*)
- Acquired habits are in some degree transmissible (*McDougall*)
- Instincts also transmitted.

Importance of Heredity in Education

1. Heredity determines the physique of the child (The teacher should keep in view the health of children while assigning

any social duty). Eg: Weak children should be assigned easily performed activities.
2. Special hereditary traits like aptitude, reflexes, drives, temperament, interest, instincts, emotions, capacities (endowments). The teacher should provide suitable environment for their expression and development.
3. Determining the intelligence limit.
4. Correlation between intelligence and character.
5. Traits gained through heredity.

Physical traits—Structure of the body, eye movement, hair texture, colour, complexion.

Certain diseases—colour blindness, emotional imbalance, cancer.

Family character traits—Interests in music, art, dance.

Mental traits—Intelligence levels, attitudes, attention span, emotional make-up.

ENVIRONMENT
The surroundings of the child from birth to death.

Definition
Environment covers 'all the outside factors that have acted on the individual since the child begins the life'.—*Woodworth*

Environment is everything that affects the individual, except the genes.—*Boring, Congfield and Weld.*

Types of Environment
Physical Environment
All the physical features that have an effect on the individual. Eg: Land, food, climate, shelter, temperature, clothing.

Emotional Environment

Intellectual atmosphere at home, school and community. The child learns new experiences unconsciously, which become a part of his mental make-up.

Social Environment

Family, school, society, community, peer group, playmates, the place where he is working and living and nation.

Cultural Environment

Social values, traditions, customs, folkways, moles, lawys, etc.

Function of Environment

Child is born with some hereditary traits. They are raw and imperfect at this stage. A healthy environment that has fuller development and in right direction. It provides good opportunities for development.

Role of Environment

- The adaptation of individual to environment (*Lamarck*).
- Struggle for existence and survival of the fittest (*Darwin*).
- Improving the environmental tasks I.Q of children (*Woodworth*).

Importance of Heredity and Environment

Both are important for moulding the life and personality of the child.

One competes the other. Heredity—in born traits, instincts, IQ, reflex action, etc. Environment—for the growth and development of all physical, mental traits and social traits. Both are complementary to each other, like seed and soil, ship and sea. Both are required for individual development.

Heredity—Raw material out of which the child is to be developed.

Environment—The technique and other material for the proper manufacture of the child into a good citizen.

Thus individual is a product of the two. The individual has an opportunity to unfold the traits and fulfill them and to make improvements if possible.

Improvement through a better environment. Both heredity and environment are essential for achievement and co-acting influence.—*Garrett*

Man's capacity for adaptation—*Darwin's* theory of evolution. Man has a wonderful capacity for adaptation. He can adapt the environment for himself through the wonders of science.

Heredity and environment cannot be separated, both are equal, which cannot be eliminated or isolated, with each other.

The Role of Parents

Parents should provide a conducive and healthy environment at home. They should have all sympathy for the child and their aspirations like:

- Meet the needs of the child.
- Identify the talents of children and encourage them to develop it.
- Avoid pampering the child.
- Gives responsibility and freedom for the child to do things themselves.
- Keep a conflict free atmosphere at home and surroundings.
- Keep a vigilant eye on child, if they commit any mistake try to correct in a peaceful atmosphere.

Role of Teacher

The child spends most of the time in school apart from family.

Physical Development

School should be an attractive place for the child with adequate playground for free and well-ventilated environment.

Mental Development

School environment should encourage broad social interest of the child and the child should know about the society and their role in it. Encourage the child to participate in debates and other cultural activities.

Social Development

The social environment of the school is 'social heredity' for the children, eg: Playmates, encourage the child to contribute the best for the societal development with adequate cultural life.

REVIEW QUESTIONS

1. Explain the relationship between sociology and health (5m, NTRUHS, 1997)
2. Health and illness are primarily sociological concept— discuss (15m, NTRUHS, Nov, 1998)
3. Concept of health (2m, RGUHS, 2004)
4. Mention the role of heredity and environment in relation to physical characteristics (10m, RGUGHS, 1999)
5. Distinguish between society and community (5m, RGUHS, 1999)
6. Difference between heredity and environment (5m, RGUHS, 1999)
7. Importance of heredity and environment (5m, RGUHS, 2002)
8. 'Society as a web of social relationships—explain (10m, RGUHS, 2002

9. Discuss the importance of sociology in understanding and helping people their health and sickness (10m, MGRU)
10. Discuss the role of society in promoting health of people (10m, MGRU)
11. Influence of social factors on personality (5m, MGRU)
12. Sickness and disability are the consequences of social problems—discuss (10m, MGRU)
13. Social consequences and perception of illness (5m, MGRU)
14. Define health and discuss the social factors, socio cultural barriers and traits influencing on health status of the individuals in society (15m, MGRU)
15. Sociology in medicine (5m, MGRU)
16. Discuss the role of socio cultural factors as determinants of health and behaviour in health and sickness (15m, MGRU)
17. Bring out the reasons for health being seen as a product of anthropo social environment (15m, MGRU)
18. Attitude towards illness and treatment (5m, MGRU)
19. Interdependence between man and society (5m, MGRU)
20. In what ways are health and illness socially defined (15m, MGRU)
21. Society and health (5m, MGRU)

3 *Social System*

Definition

'Plurality of individuals interacting with each other according to shared cultural norms and meaning'.

'An orderly and systematic arrangement of social interaction'.

Meaning

It is an organisation where orderly and systematic arrangement of social interactions and consists of a network of interactive relationships. The people will interact with each other according to shared cultural norms and meanings. The individual has a role to play. He influences the behaviour of other individuals and he himself influenced by their behaviour. The behaviour of individuals and groups in society is controlled by social institutions. The various groups do not act in an independent and isolated manner. They are the coherent parts of an integrated whole. They act in accordance with social norms. On the basis of their interactions and interrelationships creates a pattern called 'social system'.

Elements

• Belief and knowledge: Any proposition about any aspect of the universe that is accepted as true. It may be true or false, verifiable or not, but the people considers it as true. It furnishes the cognitive basis for social action.

- Sentiment: Represents what we feel about the feel. It is articulated in the internal pattern of the social system, results from interaction. These are acquired as a product of experience and cultural conditions.
- Goal and objective: Members in the social system will expect to accomplish particular goal through appropriate interaction.
- Norms: Standards to determine right or wrong, appropriate or inappropriate, good or bad in social relationships.
- Status: It is a position, which an individual has in society. The place in a particular system in which an individual occupies at a particular time is his status with reference to that system.
- Role: Expected behaviour of the individual with in that society observed by his performance.
- Rank: The importance of the individual has for the system in which the rank is accorded.
- Power: It is the capacity to control others and exhibits authority.
- Sanction: The society will reward or punish the individual depending on the efficiency of their work performance.
- Facility: It is a mean used to attain ends within the system to enable the individuals to perform functions and their roles efficiently.

Type-I	*Type-II (Durkheim)*	*Type-III (Sorokin)*
Political	Mechanical	Sensate
Educational	Organic	Ideational
Religious		Idealistic
Economic		

Characteristics

1. Social system is based on social interactions.
   When a number of individuals act and interact their interactions produce a system, which is called as 'social

system'. An individual alone cannot produce it, he has to interact with number of individuals then only social system is formed.

2. The interaction should be meaningful.

It is an orderly arrangement of the various expressions of social relationships. They find expression in tradition, customs, mores, laws and in institutions. Aimless and meaningless interactions do not produce social system.

3. Social system is a unity.

Where the various parts/subsystems are arranged in an integrated manner and constitute a social style. It implies order among the interacting units of the system.

4. The parts of social system are related on the basis of functional relationship.

Each system has its assigned role and performs it in accordance with united to the each other. It is an arrangement of interdependent interactive parts based on functional relationship.

5. Social system has environmental aspect.

Social system changes with the change in time. This change does not disturb the social equilibrium, but may be disturbed for some time. In spite of social changes social system continues to exist.

6. Social system has the quality of self-adjustment.

7. It is the system of interdependent action consists of mechanisms of socialisation and social control.

Pre-requisites

1. Biological. Eg: Family size.

2. Functional. Eg: Obedience to social norms, social control, interest towards positive action.

3. Cultural. Eg: Language, symbols.

4. Communication. Eg: Social interaction can take place through language, symbols, scripts, gestures, telephone.

SOCIAL VALUES

'Cultural standards' which are desirable for organised social life. These are assumptions, which are important for society, they provide the ultimate meaning and legitimacy for social arrangements and social behaviour; these are ideals or the abstract sentiments. Social values are concern for group's welfare, these are organised within the personality of the individuals, regulates individual's thinking and behaviour, moulds personality. The desirable behaviour based on actions or ideas that fulfill the needs of communal life. Values are absorbed into the culture. If the social values are achieved, the social progress also noticed.

The value of a thing is its desirability or worth, value clusters around:

- Activities and attitudes which serves the needs of the group
- Customary or habitual ways of life requires little conscious adjustments
- Disturbance of one part of the complex threatens others.

—Gillin and Gillin

'Value' has different meanings related to varied dimensions. Eg: in economics—'value' denotes price; philosophical treatment—value is a part of ethics; social value—constituent part of social structure.

Definition

'Group conceptions of the relative desirability of things'—*G R Leslie and others*

'General standards regarded as higher order norms'—*HM Johnson*

'Assumption, unconscious of what is right and important'—*Young and Mack*

'A belief that something is good and 'worthwhile'—*Michael H*

General conceptions of 'the good', ideas about the kinds of ends that people should pursue throughout their lives and many different activities in which they engage—*Peter Worsley*

Meaning

Social values are measures of goodness or desirability. These provide general guidelines for the behaviour of the people. It is a part of culture, it explains the way the social processes operate in a given society. These are the social sources of patterned interaction, maintain stability of social order, serves as a guideline for conduct, facilitates social control. People will use values as a criteria where people can use in assessing their lives, arranging priorities, measuring their pleasure and pains, hosing alternative course of action.

Function

- Provides goals or ends for the members to aim for
- Maintains stabilities and uniformities in group interaction, social solidarity
- Brings legitimacy to the rules that govern specific activities and adjustment between different sets of rules.

Aspects of Values

1. General values: More significant are abstract and pervades in many aspects of life. Eg: Democracy, freedom, respect for fundamental rights, dignity of labour, patriotism, religious, social equality.
2. Specific values: Range from highly abstract to specific level. Eg: value for physical health.

Hierarchical arrangement of values

a. Means values—'Instrumental values' efforts to achieve specific values.

b. Ends values—Valuing the work, groups view. Eg: Enjoying the health as a fundamental right (end value) and mean value are adequate nutrition, hygiene, etc.
c. Dominant values—It influences the condition of the behaviour of the people to a great extent. Eg: Extensiveness, duration, intensity, prestige.
d. Ultimate value—It gives meaning, substance and direction to the lives of people. Eg: attainment of physical health ultimate value is provision of longevity of life span.
e. Explicit value—Clearly stated, deliberate thoughts. Eg: Enjoyment of democracy, freedom, fundamental rights, social quality.
f. Implicit value—Leaders may not stress upon it, but implicitly related. Eg: Respect for elders, taking care of elder parents.

Conflicts between Values

In a complex society, multiple values which are over-lapping and sometimes even opposing. Eg: right to dissent, conformity, respect for authority and elders.

SOCIALISATION

At birth the human being comes to the world, as a biological organism with animal needs, subsequently in a gradual manner moulds into a social being. Individual acquires the ways in dealing with social activities. Man is not only social, but also cultural. Culture provides and moulds personality. This process of social training is called, 'Socialisation'. It affects personality development of its members. Socialisation and culture conditions the personality. Thus socialisation is a process of learning that enables the learner to perform social roles and ability to participate in social system.

Definition

'The process of working together, developing group responsibility or being guided by the welfare needs of others'—*Bogardus*

'The process by which the individual learns to conform to the group norms'—*Ogburn*

'The process of transmission of culture, whereby individuals learn the rules and practices of social groups'—*Peter Worsley*

'It enables the learner to perform social roles and transmits culture'—*Harry M Johnson*

'Complex process of interaction through which the individual learns the habits, beliefs, skills and standards of judgement that are necessary for his effective participation in social groups and communities'—*Lundberg*

'The process by which the human beings establishes wider and profound relationship, dependent, sense of obligation and responsibility for one to another, in which individuals develops personality of themselves and other to form a complex social situation'—*Maciver*

'The process of educating the individual into the social and cultural world, making him a particular member in society and its various groups by inducting him to accept the norms and values of the society'—*Kimball Young*

'The development of we feeling in associate and their growing capacity and will to act together'—*Ross*

'The individual develops into a functioning member of the group according to its standards, conforming to its modes, observing its traditions and adjusting himself to the social situations'—*Gillin and Gillin*

'The child acquires a cultural content along with selfhood and personality'—*Green*

'One internalises the norms of his groups so that a distinct 'self' emerges, unique to that particular individual'—*Horton and Hunt*

Original nature is transformed into human nature and the individual into person—*Mazumdar*

Concept of Socialisation

Human behaviour is acquired. The existence of society and social processes is possible with socialisation. Individual exposed himself to the varied experiences in the society, follows the procedures and practices of social groups and develops his distinct personality. The individual shares the culture of the group and acquires the ways of behaviour through methods of learning. Eg: Imitation, conditioning, and specific training.

Meaning

The newborn is moulded into a social being through the process of socialisation. It shapes the total personality of the individual; he follows the norms, regulations and performs social roles, develops social assets. The individual acquires the conventional patterns of human behaviour. Every man tries to adjust himself to the condition and environment predominantly determined by the society of which he is a member. It designates all the social processes and pressures by which the norms and standards of the group or community are inculcated in the beliefs and behaviour of individual members. He acquires a set of attitudes, habits, skills, standards, values, likes, dislikes, goals, and purposes, judgments and a pattern of behaviour that are necessary for individual's effective participation in social groups and communities. The child acquires through socialisation cultural content along with social bond. The individual tries to adjust to the condition and environment in the society. The process

of adjustment is called as socialisation. He establishes good interpersonal social relationships.

In a nutshell, it can be said that, socialisation is a learning process initiated before birth continues through the life processes and ends at death.

Aims
- To become social and cultural being
- To maintain social order by following social norms, standards
- To develop hidden or latent talents in order to have contended life
- To lead qualitative, meaningful life
- To learn and fulfill social roles
- For existence of specified pattern of behaviour
- To mould and shape total personality of the individual.

Characteristics
- Continuous process
- Tool for transmission of culture
- Learning process
- Establishes limits on the individual through social interaction.

Importance

The individual becomes as a person and expresses himself more effectively the hidden and latent talents through the process of socialisation. Through constant training the newborn child transforms into social being by moulding his personality. It prepares the child to lead approved way of social life, at the same time the individuality also develops. Through socialisation the individual learns the values, ideals, aims, objectives of life and the means of attaining them.

Socialisation makes the individual to become socially disciplined and helps him to live according to the social expectations.

Each individual has to maintain various social roles in his life and every role is having their own expected specified set of attitudes and norms. The socialisation assists him to learn the norms associated with roles imparting skills, which are essential for effective social life (economic, professional, educational religious and political roles, etc.) are transmitted to younger generations. Socialisation helps the individual to develop right aspirations, which are complementary to the interests of society. It directs or channelises the whole energy for the realisation of total aspirations and desires fulfillment. According to the cultural goals, ideals, traditions the individual leads social life. It contributes to the stability of social order. Socialisation reduces the social distance between different caste, class, religion and disorganisation. It brings people together, guides them the ways to solve social problems. It changes the destiny of the individual for a bright future. Transmits culture from one generation to other. Thus socialisation is a social learning.

Process

Socialisation process starts before the birth of the child and continues until death, associates with various life processes. Prenatal care forms an integral part in family welfare activities. The activities such as parents' marital selection, marital life, customs related to pregnancy and birth and the whole family cultural practices, etc. are important for the child's growth. Thus the social circumstances precedes the childbirth affects a large extent on the child's life, which indirectly influences his growth in society. Socialisation is a process, where the individual is entering into social life through the process of social learning. Direct socialisation will take place after birth

only. Man's behaviour is influenced by reflexes, instincts, surges, capacities, comprehension and educability. Each individual tries to adjust himself through socialisation to the conditions of his social environment. The gradual development of 'self' or ego where the personality shapes and mind starts functioning.

Factors in Socialisation Process

Imitation

The child learns the social behaviour patterns through imitation. It may be spontaneous deliberate, conscious, perceptual, ideational or unconscious. Child performs social activities exactly, which he observes (imitates others' activities). He learns language, pronunciation through imitation. They imitate indiscriminately the same personalities like family members, teachers, close friends.

Suggestion

It can be given through languages, pictures or certain/specified media, communication transformed from one to another, rational persuasion can be given by means of influencing the behaviour with others. In the field of education, occupation, trades, industry, politics, etc. people will be acquainted. Propaganda, advertisement are based on principles of suggestion. Suggestibility of an individual decreases as the age advances, here the mental maturity is heightened. Intellectual ability, temperament, educational levels, emotional excitement influences the pattern of suggestibility.

Identification

Identification increases as the age advances. It is sociable. In the childhood, the activities are random and cannot be able to distinguish between organism and environment. As the child

grows, he will identify the things, which will satisfy his needs. Such things become the objectives of identification.

Language

Language is the powerful medium of social interaction. It is a means of cultural transmission. Language is a key factor, which moulds the personality of the individual.

Role of Socialisation

Socialisation is important factor in total personality development. The human behaviour and mentality will be developed through the process of socialisation. Eg: A child who is kept all alone in a isolated room and brought out after few years, the child cannot talk, walk, or do anything. He was expressionless and indifferent to everything and cannot move on his own. The child is unaware of social relationship. The absence of socialisation will affect the communication and contact. Later efforts were made to teach the child, first the response was less; later responded, ultimately reached to the normal level of development. Isolation, deprivation of communication affected the child's behaviour.

Theories of Socialisation/Development of the Self

The core essence of socialisation is the development of the self. According to *Cooley,* self is 'I' 'me' or 'myself'. According to *Murphy,* 'A person what he is consciously or unconsciously conceives himself to be the self-concept, total perception about himself especially, attitude towards himself'.

The child at birth is not conscious of any of the self and other relationships. The fulfillment of his development will be possible through socialisation. Biological organism will transform into self by possessing sense of identity endowed

with values, ideals and ambitions. For individualisation, socialisation is a must. 'Self' is a social product.

Cooley's Theory (Looking-glass self)

American social psychologist, *Charles Horton Cooley* made sustained attempt to explain the concept of self. He placed two primary propositions.

1. Mind is social.
2. Society is mental.

Self and society are twinborn, two sides of a coin. He concluded that the idea of 'self or ego or I' can arise only in relationship with other people. Our ideas, loyalties, attitudes, view points, are derived from others. Self-ideas, self-attitudes develop by imagining process elements.

• Our imagination or perceptions of how we look to others
• Our perception of their judgement of how we look
• Self feelings like pride or mortification about these judgements.

The self-knowledge is gained from primary group i.e. family, later by secondary groups. Man will not form opinion by himself, when others' perception, feelings, opinions about him observed or witnessed, he develops the process of self. The perception and reaction of others gives an idea of their social self. The individual perception may differ from the images others have or actually formed. Significant variation between individual's perception and others' perception may be noticed. This theory assures the child and their assumed roles, i.e. praise, blame, acceptability, unacceptability in terms of others. Thus, it is clear that we are prone to look at ourselves through others' eyes. Depending upon others views, man develops his attitudes according to this theory. Thus, Cooley concluded that the self is social and self-conscious would not exist in the absence of society, where as the individuals normally have their own attitudes towards social roles and

adopts the same, the self thus arises when the person becomes an object to himself.

George Herbert Mead's Theory

According to *Mead,* American social psychologist, through social interaction man becomes aware of himself, the individual comes to know about himself by 'role playing'. The individual in order to get picture of himself, plays the role of others, but putting himself in the place of others; the others includes family members, teachers, friends, associates, colleagues, community. Thus the child is enabled to see himself objectively from the eyes of others. Self is the product of social interaction arises in social experience constantly changing and adjusting to new situations. Thus self grows in a social context, i.e. communicative contact with others.

Sigmund Freud's Theory

According to *Freud*, Austrian psychiatrist (father of modern psychology), self and society are not identical. Human mind consists of three components: Id—works on pleasure principle and represents instinctive desires. Ego is working on reality principle and acts with ideals, norms. Super ego works on morality principle.

W I Thomas Theory

The situation in which the child finds himself has already been defined for him. Group, where the child is born determines the norms, rules and regulations, which the child has to follow. The child cannot behave according to his own wishes, he must compromise his wishes with societies expectations or wishes of society. Society frames order, discipline for the child to follow. Any deliberate action calls for an appraisal of the situation within which the person finds himself. Once the

situation is defined for him, he can act appropriately in it in the normal life. First, the primary caregivers i.e. parents frames the social situation for the child.

Durkheim's Theory

The individual becomes socialised by adopting the group behaviours i.e. 'collective representations'. The individual unconsciously depends upon his society for his ideas, attitudes and behaviour. The group frames standards, rules what the child has to follow.

Stages of Socialisation

Socialisation is a gradual continuous process of social learning, where the newborn child throughout life processes acquiring the social values, standards, norms to lead productive social life. It proceeds from simplicity to complexity. Socialisation will be carried out through social groups and social institutions, where the child adjusts and learns to adapt and confirms him within the broader social network, performs the social roles effectively. The internalisation of social roles performed by him and with other persons is spectatory. The child must internalise the roles that he is expected to perform by him and the roles of others with whom he interacts. At each stage of socialisation the child internalises a system of roles.

The Oral Stage (first stage)

By crying, the child establishes dependency and over hunger drive. It starts from birth and continues up to one year. In womb the child enjoys comfortable environment, as he comes out, he has to face first crisis, i.e. must breath, exert himself to feed, must be protected from physical discomforts, child learns to give signals for his felt needs. The child is involved in him

and his mother. Internalisation of two roles is difficult for the child. It is the stage of 'primary identification' as the child merges his identity with that of the mother.

The Anal Stage (second stage)

During the toddler period the child exhibits anal stage. It varies based on society, social class and family. The child completely not dependent on mother, he starts to take some degree of care for himself like toilet training, wearing clothes, etc. the child internalises two separate roles, i.e. himself and his mother. The child learns to receive love and care and return by smiling. He is able to distinguish between right and wrong correct action is rewarded and incorrect action is punished. Mother, the primary caregiver plays a dual role, she participates in the interaction of child and family, mediates between sub-system and larger system, flexible in nature, yielding to the child's demands and some other times resisting its tendencies.

The child has to express his aggression withholds faeces or releasing at wrong time. The positive sanction for correct performance is mother's love. The child contributes by means of expressive, helps to integrate the system by cooperating and giving love. However, the child is, too young and dependent, to contribute very much for task accomplishment.

Oedipal Stage (third stage)

It starts from pre-school period extends up to puberty. The child becomes as a member of the family as a whole. The child wants to identify himself on the basis of sex. The boy develops 'Oedipus complex'—love towards mother and jealousy towards father. The girl exhibits 'Electra complex'—love to father and jealousy towards mother. Sufficient social pressures are brought on the child to identify with the right sex. Boys

and girls should act according to their sexes, boys' tries to identify with father and girls with mother. The children will establish or develops their own groups /gangs.

Adolescence Stage (fourth stage)

A physiological and psychological change takes place within the individual. The adolescents are free from parental control, at the same time they cannot completely decide on their own. Parents restrict the adolescent from moving with the opposite sex groups. In the modern society the parents gives freedom for children by allowing them to do their activities independently. Adolescents will have less social control, will learn new social roles, new behaviour patterns internalise with them. Parents advise them in the field of education, occupation, and life-partners.

Types Classification

I. Ian Robertson (1977) has classified socialisation into four types:

1. Primary socialisation: It occurs in the early life of the child; family, friends, playmates are primary agencies, through which the language, cognitive skills, cultural norms, values, emotional ties and appreciation of roles and perspectives will be learned. Internalisation of norms is essential aspect of primary socialisation, the process in which the norms of society becomes a part of the personality of the individual. The child acquires the norms by methods of learning, i.e. doing, trail and error, observation, experiencing, and conditioning. The child learns correct, desirable and moral behaviour through primary socialisation. They reinforce the childs' learning by means of approval, rewards and punishments.

2. Anticipatory socialisation: The individual learns his own group culture and other groups' culture also. *Merton*

defined, 'A process by which individuals socialise themselves into the culture of a group with anticipation of joining that group is anticipatory socialisation'. Eg: Two persons of different religion desire to marry and lead a happy family life. So in anticipation of joining to other group both tries to learn opposite norms. Thus people are socialised throughout their life at different intervals.

3. Developmental socialisation: It builds on already developed skills and knowledge as the adult progresses through new situations. It requires new expectations, obligations and roles. As learning is continuous new knowledge will be added and make the individuals to adapt to the situations. Eg: Graduate physiotherapist is appointed as clinical physiotherapist in super specialty areas to acquaint with super specialty treatment routines and procedures, will like to attend in-service training programmes, workshops, seminars, review discussions in order to develop familiarity and accommodate satisfactorily to the present situation.

4. Re-socialisation: The stripping away of learned patterns and substitution of new ones for them is re-socialisation. It occurs when social role is radically changes or in periods of rapid social mobility. Eg: Two persons of two different continents meet together and desires to lead family life according to the societal norms especially the couple has to change/adapt to their roles to different roles according to new situation.

II.

a. Child socialisation: It is very easy to mould the personality of the child. Socialisation will starts from childhood, child learns basic social values, develops characteristics, positive attitudes, cultural norms, customs and traditions. It highlights the formal aspects, eg: Children tend to see their teachers as authority figures. Children will have ideal expectations and free from conflicts and will accept and

submit to the authority. Childhood socialisation is more generalised.

b. Adult socialisation: Socialisation is a lifelong continuous process, never it ends in between. Adult has to fulfill several responsibilities in life and he should have the ability to form a family of one's own, he should support himself and his family entirely independently. Adult socialisation is easier because adult is self-motivated to win the goals, which he set in his life, internalisation of various roles, which he has to perform. Communication, language are the main socialisation agents during adulthood. If the complex skills has to be achieved by an individual socialisation, which is a difficult and prolonged process. Eg: Rural citizen has to survive in a sophisticated, complicated society. First the individual will face little difficulty and takes time to accommodate himself for the new environment.

The society has to motivate properly so that adults will develop appropriate skills and values by performing adequate social role. Learning is easy if it is anticipatory socialisation. Adult socialisation is more likely to change overt behaviour. Eg: Assuming parental role in adulthood but the basic views about sharing, concern, love, understanding, cooperation were formed in childhood. Adult socialisation stresses the informal nature of social positions like treating the person as individuals. Adults realize the difference between social expectations and ideal behaviour. Adults gain specific skills pertaining to his roles. The norms and attitudes are already established during childhood, if he has to develop new skills and to change the attitudes, it may be a difficult process. Eg: If the individuals marry at correct age it is easy to accept and accommodate themselves for the change in social role and they can mould easily, whereas for the couple marrying at late age face difficulty in adjusting to the new roles.

Socialisation reduces social distance and increases the nearness. Socialised individuals will not perform any anti-social and non-productive activities. Adult socialisation is essential to maintain qualitative life and standards of society.

Agencies

Socialisation is an endless process, it starts from birth continues upto death. The child valued more for, 'what he will be' than for 'what he is'. Socialisation helps the child to become a useful member of the society. It provides social maturity by means of social learning. Certain socialising agents will have direct influence in moulding the personality of the individual. Socialisation is an interaction process whereby person's behaviour is modified and he will perform the social activities upto the ideal social expectations and values, norms and standards that are held by the members of the group, which they belong. There are two sources for child socialisation:
a. Those who have authority over the child.
b. Who are equal in authority to them. Eg: Friends, colleagues, and playmates.

Socialisation should proceed through authoritarian modes. The child must be given the power and command, obedience. The child expresses his personality through social interaction. The child learns morality, cooperation, folkways, secret modes through family, friends as a cooperative effort.

Family and Parents

Family is the primary agency, which socialises the child early in his social life. Mother, the primary caregiver is the first socialising agent, which will have a great impact on the child's personality; child's capacities and abilities will be developed by parental influence. The child learns culture, communication pattern, language, social morality, respect qualities like

toleration, self-sacrifice, love, affection and cooperation are developed through family. Child acquires the pattern of establishing good social interpersonal relationship and interaction pattern through family environment.

Family continues to exercise control or influence over the child's life. Family is the significant group and an active, informal social agency. Family members are nearer and closer to the child and are confirmed to the family norms. Child's socialisation has to be controlled through institutional channels.

School

The child gets his education, which moulds his personality, develops ideas and attitudes. Education brings change in the behaviour of individual. Well planned system of education will produce good citizens and socially defined personalities. It helps in social progress by inculcating the ideas of equality, fraternity, literacy and social justice. It raises societal standards, prepares the individuals to lead a happy and prosperous life. It promotes the work efficiency and capacities of an individual. It paves the way for real democratic living. It develops group feeling, joint planning and good interpersonal relationship. School enables every child to have higher status within the society; recognises the individual differences within the group and encourage the child to develop higher efficiency, good productivity by developing his career. It enhances the standards of living, child acquires and transmits culture within the school.

Teachers

Teacher plays a prominent role in socialising the child. Next to parents, teachers have greater influence on the child's life. Teachers help the child to develop matured personality and child imitates and follows the instructions laid by the teacher. Child tries to identify them with the teacher.

Playmates, Peer Group/Friends

Child learns some informal aspects of facts and facets of culture, finds clues and modes of gratification. Eg: Fashion through his contemporaries. The relationship between child and their friends is based on equality, morality, cooperation and mutual understanding. During adolescence the child will give more importance to the peer group than family and school. 'Peer group culture' will become effective than 'parental culture'.

Religion

It promotes bond of unity and moulds the beliefs and ways of life. Religious ceremonies will shape the ideas of individuals. It controls the behaviour of an individual, determines the course of life and shows the ideals.

Literature and Mass Media

The ideas, public opinion, attitudes, ideologies, tradition and culture are transformed through literature.

State

It is an authoritarian agency and forms laws, rules, norms of society. It lays down the modes of conduct expected from the individuals. Compulsorily they have to follow and adjust their behaviour in accordance with the laws otherwise they will be punished. Thus, the state controls the society.

Elements of Socialisation

Three elements plays an important role in the process of socialisation:
1. Physical and psychological heritage of an individual
2. Environment in which he is born

3. Culture—norms, attitudes, role, performance of social activities.

Socialisation promotes human welfare and individual gain/capacities. The improvement of socialisation offers greatest possibility for the future alteration of human culture and society.

Influence of Social Factors in Personality Development

The term 'personality' is developed from 'persona' means mask. Personality enables the person to stand out as distinct from others. It is the totality of the individual which includes thinking, attitude, interests, acting, personal philosophy of life, physical, mental, emotional, temperamental make-up and how it shows itself in the behaviour development. Thus personality is the pattern developed by the integrated functioning of all the traits and characteristics of an individual.

An organised holistic behaviour of an individual represents modes of behaviour, interests, attitudes, beliefs, values, capacities, abilities, attitudes, physique, intelligence and experience.

Factors or Variables to be Considered in Personality Analysis

1. Integral aspects of individual. Eg: Basic drives, feelings, physiological systems, physical features, endocrine glands.
2. Social situations—exterior to the individual, which will modify and directs the impulses, needs. Eg: Family, customs, traditions, culture.
3. The reaction or behaviour—interaction of the individual to the various stimuli.

Personality is a dynamic growing factor in a social set-up through social experiences. It consists in a continual adjustment to the environment. It always striving after goals, which are

developed either in its original nature or determined by societal factors.

Social Factors

The social aspects of an individual will affect the personality, i.e. the reactions of other people, his reaction to others and his social environment (family, play-mates, neighbours, school, society or the community in which he lives).

The socialisation of the child first takes place within the home. Early years of childhood are the most formative years of personality development. The child acquires the attitudes, habits, needs on the basis of family. Parent shows interest and takes care of child and tries to fulfill child's needs and requirements like giving nutrition diet, education, facilitating for enough development for the child's growth. The mother, who is the 'primary care giver', will influence on the child and maternal affection has significant effect over the childs' development.

School

It is the primary group, where majority of the children learn to adjust to larger groups of people. In progressive schools the needs, interests and abilities are concentrated in framing the educational programmes. The personality of the teacher, the richness of the curriculum, the presence of co-curricular and extra curricular activities influence the childs' social adjustment. School provides opportunity for receiving the knowledge, ability to think and reasoning, develops broader outlook in life.

Environment

Socio-cultural environment includes culture, traditions, customs, habits, social relationship, social interaction, social organisation, institutions, values, norms, etc.

The effect of socio-cultural environment:

Childhood
Child has to adjust, adapt himself according to the environ-ment from birth onwards. If the social environment is favourable, fulfills childs' needs, facilitate to develop good psychological background, starts to smile, laugh, cry, and recognise others gradually; he understands expressions, language. He tries to communicate his feelings to others. Family, school, friends play vital role in the child's personality development.

Adolescent
The child is highly sensitive, delicate influenced by the people outside family includes teachers, friends, peer groups. The adolescent engages themselves in creative or constructive activities. The child fixes certain role models and personality begins to take definite shape.

Adulthood
Family formation, career, sexual behaviour adjustment with new environment influences their lives. He has to adopt himself to the environment and functions effectively to perform concerned social roles.

Old age
Environment directly or indirectly influences last segment of individual's life. Divorce, children behaviour, death of life partner, retirement, dependency, loneliness, health impair-ment, deterioration, adjustment difficulties, etc. influences the nature of personality.

The individual and social system interacts with each other in a refined social environment motivates a person to acquire right behaviour, character and values.

Socialisation in Hospitals

Hospital is a miniature society, where the client can be socialised for better prognosis. The health care professionals have to establish good interpersonal relationship with the client and his family; gains the confidence of the client thereby the client will be able to express their ideas freely with the health care team members. The team members have to understand and utilise certain factors, which are influencing social process in implementation of care-oriented activities. The factor includes language, suggestion and imitation.

Language

Language is the medium of expression of social interaction. The client expresses his ideas, thoughts, feelings and problems in their own language. The therapist, who is familiar in the local language with pleasing personality, skills in therapeutic and psycho-social modalities, showing interest in client's view, then only the client will gain confident with the therapist and express their feeling freely.

Identification

The client has to identify his problem or difficulty and accept illness and willingness to solve the problem by adopting remedial measures by following the suggestions given by the health care professionals. The health team members will help the client at this stage by identifying the problems and formulate diagnosis; and give information related to the nature of the problem and guidelines to implement remedial measures.

Suggestion

The therapist has to plan for interventions or remedial measures and have to give suggestions/advice about the

solvation of the problems in a therapeutic approach by auto-suggestion, such that the client will be mentally prepared to accept their deficit (temporary or permanent) and modifies his life style accordingly. Therapist will implement the curative activities in a rationalised manner, where the client understands the problem thoroughly and actively participate in the therapeutic activities. The degree of suggestion will be varied according to the extent of the problem and for a specific problem the pattern of suggestion will vary according to the stages of recovery. Eg: In any fracture of limb, suggestion varies during and after immobilisation period.

Imitation

The process of imitation is applicable to group therapy. Here the clients with similar problem will gather at a common place and the therapist will introduce the client to each other and allow them to discuss about their views and problems. The clients are made to occupy comfortable position either standing or sitting according to the therapeutic modality and the group exercise is demonstrated and the client imitate the same and develops their lost skills. Eg: For clients with stroke (hemi-plegia) group therapy is indicated.

Socialisation in the Rehabilitation of the Clients

Socialisation is the process by which the individual is moulded himself to fit for the society to perform social roles and activities effectively.

Rehabilitation is the process whereby the health care professionals give certain skill oriented training activities for the clients to bring back to their normal productive, activities. It is a part of tertiary prevention.

Definition of Rehabilitation

'It is a combined and coordinated use of medical, social, educational, vocational measures for training and retraining the individual to the highest possible level of functional ability'.

Types

Medical rehabilitation: Restoration of physical activities by multi-disciplinary team headed by physiatrist.

Educational rehabilitation: The health care professionals will conduct awareness campaigns, incidental and planned educational sessions to improve the client's families knowledge related to disease conditions, its prognosis and rehabilitative aspects. Eg: In case of bronchial asthma, educate the client about precautions against pollutants.

Vocational rehabilitation: The client is rehabilitated in vocational training (job oriented course) to make himself self-sufficient.

Social rehabilitation: Restoration of family and social relationships in which the client and the family are oriented about the disease process and make them to accept the reality and overcome social stigma and live with that. Eg: Disease like HIV, leprosy—the family members will reject them, so in social rehabilitation health care team will make the family members understand the reality and make them to adopt care oriented activities to get relief from clinical manifestations.

Psychological rehabilitation: Clinical psychologist will help the client by providing psychological support, guidance, counselling and reassurance, where by the client will feel secure and ventilated his problems, clarifies doubts; psychologist will help to accept the limitation and coping up with the situational process.

REVIEW QUESTIONS

1. Socialisation in hospitals (5m, NTRUHS, 1999, 2000)
2. What do you mean by socialisation? Describe the agencies of socialisation (5m, NTRUHS, May, 1999)
3. What do you mean by socialisation? Explain the various factors and models of socialisation (15m, NTRUHS, March, 2000)
4. Models of socialisation (5m, NTRUHS, Dec, 2000)
5. Define socialisation and explain its importance in the individual life (5m, NTRUHS, June, 2001)
6. Factors of socialisation (5m, NTRUHS, Jan, 2002)
7. Explain the role of socialisation in hospital and rehabilitation centres (15m, NTRUHS, May, 2003)
8. Examine the role of family in socialisation (10m, RGUHS, 2002)
9. The process of socialisation. Discuss (5m, RGUHS, 2002)
10. Explain the relationship between socialisation and norms (5m, RGUHS, 2003)
11. Bring out the meaning and nature of socialisation (10m, RGUHS, 2003)
12. What is anticipatory socialisation (2m, RGUHS, 2003)
13. Explain the agencies of socialisation (5m, RGUHS, 2003)
14. Mention the types of socialisation (2m, RGUHS, 2003)
15. What is meant by social system (3m, RGUHS, 2002)
16. Define social system (2m, RGUHS, 2000, 03)
17. Principal types of social system (2m, RGUHS, 2001)
18. Types of social system (5m, RGUHS, 1999)
19. Examine the different social systems of society (5m, RGUHS, 2001)
20. Socialisation in hospital (5m, MGRU)
21. Socialisation (5m, MGRU)
22. Write a short note on socialisation in hospitals and rehabilitation of clients (10m, MGRU)

23. Explain the process of socialisation with illustration (10m, MGRU)
24. What is social system, explain its characteristics (RGHUS, 10m, 2002)
25. Mention agencies of socialization (2m, RGUHS, Nov-04)

4   *Social Groups*

Social group is a basic social unit when two or more persons interacting with each other, interrelationships are directed towards fulfillment of certain common goals or purposes. Inter-stimulation and response are the key factors in the process of social interaction.

Definition

'A social group grows out of a situation which permits meaningful inter-stimulation and response between the individuals, focusing of attention on common situation or interest, the development of certain common drives, motivation or emotions'—*Gillin and Gillin*

It is system of social interaction—*H M Johnson*

Any collection of human beings who are establishing human relationships with one to anothe—*Maciver RM and Page*

Two or more individuals come together and influence one another—*Ogburn and Nimkoff*

Two or more individuals who have common objects of attention, stimulating to each other, who have common loyalty and participate in similar activities—*E S Bogardus*

Characteristics of Group Life

- The members of the group are related to each other and possess a sense of 'we' feeling

- Group involves a sense of unity
- The interests, ideals, values of the group members are common
- Similarity of behaviour among the group members is observed
- There are certain norms, customs and procedures which are acceptable and everyone in the group to obey the norms, rules and regulations of their own group
- The members of the group are affected by its characteristics
- Homogeneous
- Good interpersonal and interactional relationship
- Collective perception of their identity and unity
- Shares certain goals, values and beliefs
- Emerges social control over the behaviour
- Cooperation
- Power relations
- Members behave in a natural and relaxed manner
- Membership is by voluntary, automatic in informal groups, with some purpose in formal groups
- Joining in a group may be motivated by a variety of personal needs
- Individuals who has similar values and beliefs will join together

Group Structure

Is based on stability, and becomes structured. Group norms and standards, positions/authority, responsibilities are developed to regulate the actions of its group members. The group power (expert power, legitimate power, assumed power) is the ability to control some aspect of the behaviour of others by giving some rewards or punishments. Group structure may be based on communication, as communication is essential in transforming information and coordinating the activities of individuals in groups. Stabilisation of particular

line of communication is essential. Eg: Two-way communi-cation in family, students and teacher relationship.

The sociometric structure is the pattern of personal attractions (interaction, social relationship) within the group among members.

It tends to lengthen the channels of vertical communication, increases the difficulty of upward communication in large organisation. Group structure has an impact over the quality of employees' relations; flat structure increases the group morale by decreasing the length of vertical communication. Self-actualisation, self-realisation, independent activities and effective thinking raise the morale of an individual.

Participation

Improves members morale; when the leader recognises individual's efficiencies whatever the leader decides the activities for effective functioning of the group, members has to give respect and actively participate in implementation of group welfare activities at the same time the leader has to give respect, exhibit concern, identify their efficiencies and utilise their services. Participation is a natural way of management by means of integration and self-control. Managerial actions, suitable degree of participation in situations like the nature of problems involved, individual responsibilities and their nature also has to be cited.

Job Enrichment

Provides opportunity to over come monotony, fatigue, disinterest and create the environment to satisfy high order needs resulting in high morale enriched job satisfaction.

Handling of Conflicting Situations

• Carefully the leader has to handle the clashes of opposing demands

- Healthy, conducive and peaceful environment has to be created
- Show concern for the group interest and their welfare
- Measures to increase potentials of individuals
- Resolution of group conflicts, maintaining adequate interpersonal relationship results in positive team spirit and cooperation
- Conflict resolution is one of the important responsibility of a group leader
- Control of absenteeism and tardiness
- Collect factual information, analyse and take necessary actions to over come the problems
- Identify fatigue and monotonous jobs, provide varied activities.

Classification of Groups

Charles Cooley: Primary group. Eg. Family, friends. Secondary group. Eg: Social institutions, or social organisation.

WB Sumner and Kellerr: In group and out group.

Miller and PA Sorokin: Vertical and horizontal.

Gidden's: Public and private.

Elwood: Sanctioned and unsanctioned.

Gillin and Gillin: Based on blood relationship, Based on physical traits, Based on situation proximity, Based on cultural interests.

Charles Elwoods: Voluntary and involuntary.

W.B. Sumner and Keller Classification

In group
- The members in the group will have 'we' feeling and a common attitude and treats the group members as one. Eg: Family, group of friends.

- Based on ethnocentrism.
- People exhibit good behaviour with one to another.

Out group
- People will develop a sort of hatred feeling on a particular group and treat the group completely away from them.

Cooley's Classification

Charles Cooley has classified social groups on the basis of importance and the form of relationships among the group members.

Primary group
- People will have intimate face-to-face, close, cooperative relationship.
- Play fundamental role in forming the social nature and ideals of an individual.
- Participation in primary group leads to a fusion of individualities in a common whole.
- Wholeness involves the sympathy and natural identification for which 'we' is the proper expression.
- People will have close intimacy and nearness in relationship.
- It is very important to form satisfaction of the child and also the development of childs' personality.

Characteristics
- Physical proximity: The relationship among the group members is close and they will have intimate contact with each other. Exchange of their ideas and opinions will take place.
- Small in size (to develop intimate and personal relationship, the group should be small).
- Stability in nature (to promote closeness).

- Continuity in relationship (by meeting frequently and by exchanging thoughts the intimacy increases). When this chain is broken, the relationship does not remain the same.
- Common aims among the members (every member will share pleasure, pain, worthy for common interests. Relations are ends in themselves. The relationship between members will have mutual pleasure and contentment)
- Spontaneous, personal and inclusive relationship (every member of the group feels intimacy for others in a natural way, there is nothing like compulsion or pressure between them).
- Maximum control over group members in the family affairs.

Importance of primary group
- To develop the personality.
- The efficiency of the members will be increased and persons of the group get help, inspiration and cooperation from one another.
- Satisfaction of total needs (physical, emotional, psychological, social and spiritual) of the individual.
- Group members will provide love, security, belongingness to the persons and satisfy their desires of loving and beloved, a person gets the benefits of companionship, sympathy, exchange of thoughts and satisfies most of their psychological needs.
- Socialisation process will take its origin within the family and maintain the control. Family teaches the person to work in the society according to their roles. The primary groups are the foundation of the whole society, the individual acquire the basic attitudes towards people, social institutions and the world around them.
- The individual acquires the attitudes of kindness tolerance, love, generosity, mutual concern and affection.

Secondary group
• Groups are constituted for some specific aims, after achieving the goal the members will not maintain required relations within the group. The relationships are indirect, short and formal. They are representatives of a cold world.
• Individuals do not have any interest in the pleasure and pain.
• Relations among them are competitive, casual and impersonal.
• Demands of person receive segments of their time and attention.

Characteristics of secondary group
• Position of a member depends upon their role and status.
• Individuality develops in the persons because their relations are based on self-interest.
• Self-dependence among members.
• Large size.
• No physical closeness.
• Formed for some purpose after attaining it they are no more required.
• Group cannot exercise control to that extent due to large size.
• Lacks stability and personal relationships. The group covers wide area, but not formed on the basis of identical, common ends. Status is determined by the function.
• Has the limited acquaintance and responsibility.
• Group form with definite objective, its function is not spontaneous.
• Members play active and passive role.
• Possibility of development in individualism.

Importance of secondary group
• The needs are satisfied in the group with the advance of technology and associated with social change. This group

will satisfy the changing needs of society and individual. The growth of social group has created some problems and many benefits.

- Rules formed by the group, will increase the efficiency of the work.
- Delegation of authority, coordination and planning of the activities will be implemented.
- Channels of opportunity is wide, individuals can develop themselves by using their talents.
- Wider outlook: It has to accommodate large number of members/localities which widens the outlook of its group.
- It breaks the barriers of class, caste, and province.
- Must articulate with primary group.

Differences between Primary and Secondary group

Primary group	Secondary group
Size-small	Large
Relations-direct, personal, face-to-face, intimate, inclusive, spontaneous	Indirect, impersonal, formal, exclusive
Natural situation	*Artificial situation*
Aims, purpose, interest, values are same for the members	Individual interest is dominant
Foundations of relations are important	Relations are not important
Found mostly in traditional societies	More commonly seen in urban society
Concern with total personality	Concern with only one aspect of personality
Warm relation	*Cold relation*
Qualities of love, affection, sympathy will flourish	Self interest will flourish
Control by elderly person	Control is exercised by designated persons, laws, norms
Good social control exist	Less social control
Permanent relation	*Temporary relation*
Groups are complete, good deal of cooperation among its members	Partial cooperation exist
Are misery of socialisation based on culture or blood relationship	Are born after socialisation and they don't have any common bond of culture or blood

Religious Group

Man is a spiritual being and religion is a major concern of man. Religion is universal and permanent in nature. Man has to fulfill religious needs also. Religion is a influential force/agency of social control, which maintains social order or group behaviour. Religion and morality shapes and guides the individual. Religion influences all endeavours of the man, eg: Economic, political movement, educational task, scientific and artistic developments. Religion is based on cultural needs of man and is a new dimension for individual development.

Definition

Unified system of beliefs and practices related to sacred things—*Durkheim (The elementary forms of the religious life)*

Belief in powers superior powers to man which controls the nature of human life—*James G Frazer*

The relationship between man and some higher power—*Maciver and Page*

It is an attempt to discover a road to spiritual serenity across the perplexities and dangers of daily life—*Edward Sapir*

Attitude towards super-human powers—*Ogburn*

A mental faculty or disposition which enables man to apprehend the infinite—*Max Muller*

Characteristics

- Religion is recognised as a power or force
- Ambiguity in nature
- Non-utilitarian
- Non-empirical
- Strengthens, supports worshippers

Components

- Belief in supernatural power: In Hindu religion people will believe more than one power, several kinds of forces will be ruling the behaviour of the individual. They worship in different ways and means. God is omnipotent and omnipresent. Religion is a social system.
- Man's adjustment with divine: Man believes that he is surviving because of the mercy of supernatural power. He expresses his subordination by means of prayers.
- Defines righteous and sinful activities: Sacred activities performed by an individual imply righteous. People believe emotional disturbances will occur if they perform sinful activities. Religion is a sentiment, positive attitude, emotion and sentiment that makes us to feel that certain things are above our control and will look after ordinary matters of life.
- Method of salvation: Every religion has its own method of salvation. In Hindu religion—*Mokshan or Mukthi* is the salvation; in Christianity—after *Baptism*, the individual will perform service-oriented activities; in Buddhism—*Nirvana* is a process of becoming one with God.

Aspects of Religion

Structural aspect

a. Theology: Priests will guide man's relation to God and to the universe. All religions will have their own dogmas, doctrines, faith, ideals and ideologies. These will be systematically arranged in theology and creeds. The sacred scripture in Hindu religion describes that *Brahma* is the creator, *Vishnu* is the preserver and *Shiva*, the destroyer. Theology explains doctrines.
b. Ceremony/Ritual: Standardised action accepted and directed towards specific end. The sacred symbolic actions are known as, 'ritual'. Every ritual or ceremony communicates the super natural power's activities.

c. Symbolism: Symbol represents objects or situations and enables an individual to identify himself with his fellow beings and represents social solidarity.

d. Religious codes: A body of rules prescribed by a particular religious group to observe and follow. The code prescribes the desirable conduct and behaviour, which provides rewards, undesirable behaviour if individuals perform punishment, is given. The religious codes define the way in which one has to maintain one's relation with the supernatural power and his fellow being.

e. Sects: A body of believers with same religious attitudes and a body of interests, which will have common beliefs, values and objectives.

f. Festivals: A religious festival is a kind of social get-together wherein people observe some rituals collectively. Consists of prayers, fasting, processions, performing devotional activities. It promotes emotional integration and a social harmony.

g. Sacred literature: Sacred scriptures of a religion represent their codes and conducts. It describes how an individual has to react specifically for particular stimuli; his responsibilities, the do's and don'ts. The belief in supernatural power, the ideals, mythology, etc. will be narrated.

Role of Formal Groups in Health of the Individual

The formal group includes hospital, educational institutions, agencies which provide employment, occupational group, ESI schemes, Government schemes, political group and state.

At birth

The health care professional provides necessary preventive and promotive measures for newborn care. Eg: Immunisation services, feeding, bathing, rooming-in, socialisation of the child.

Toddler, Preschool

Crèche facility, play homes, balawadi, anganwadi teaches the child to share and learn the group responsibilities such as singing, playing, eating, studying, sleeping, rest pattern.

School Age

Schoolmates help the child to develop good companionship, sharing, spending constructively the leisure time activities.

Adolescents

The teachers in the colleges act as a role model, counsel the child to keep in right track and good contacts, developing healthy competitive spirit, cooperation, shouldering responsibilities, encouraging individual projects and assignments; brings awareness on sex education.

Adulthood

Healthy working environment, good companion, sound employer and employee relationships, promotes and protects the individual.

Old Age

Providing shelter, healthy atmosphere, concern, assisting in daily living activities, nutritious food, arranging religious services and counselling services are some of the promotive measures.

Role of Formal Group in Sickness of an Individual

In hospital setting, the health care professionals gather the data from client, his family, peer group, conducts physical examination, laboratory investigations and diagnose the problems of the client; prioritize the needs of clients, plans appropriate intervention measures, assists the clients in

meeting their needs. Health care professionals will conduct free health camps and provide specialised services within the community at domiciliary level.

In rehabilitation settings, the intellectual levels of client will be assessed by health team members, according to the abilities and limitations skill oriented activities training is given to attain maximum potentiality of the individual.

Certain insurance schemes like ESI benefits, medical and sickness benefits, health allowances, low cost nutritious food, safe drinking water, etc. are implemented to meet the needs of employee.

Influence of Informal Groups on Individual Health and Sickness

Family, peer group and playgroup are the components of the informal group.

Role of Family

One of the essential functions of the family is to maintain health status for its total members. Adequate and timely distribution of nutritious food, good life style pattern, maintenance of personal and environment hygiene, provision of wholesome and safe drinking water, sanitation measures, effective communication, intimate interpersonal relationship, are some of the measures for preservation of health status.

During sickness of the individual, the members of the family take additional care to meet the primary and secondary needs of the client. Eg: Assisting in daily living activities, supportive and protective measures, counselling, etc. The economic level and educational status of the parents also plays effective role in providing promotive, protective and remedial measures for the child at the time of need. Lower socio-economic status, illiteracy, ignorance of parents may predispose for the prevalence of disease occurrence.

Role of Playgroup

Playmates are helpful in cultivation of healthy recreational habits, sharing and shouldering responsibilities, following norms, rules, regulations, ethical concept, development of good habits.

Peer Group

Individual behaviour in positive and negative manner. Eg: Reading habits, recreation habits, visiting worshipping places during leisure times avoiding eating food from unhygienic environment, etc. are some of the positive influences.

The negative influences by the peer group are; cultivation of bad practices like smoking, alcoholism, drug abuse, gambling, internet browsing the unethical sites.

Role of Peer Group during Sickness

Peer group spares their time and energy in taking care of their friends during sickness such as meeting emergency needs, psychological support by staying with the client and meeting the primary needs, they may provide situational support. Peer group forms liaison between family and client in transforming the needs of the client, they provide informal counselling by means of suggestion, positive thinking approach, also help in preparation of notes, gathering and providing study materials which the client misses during sickness.

Role of Primary and Secondary Group in Hospitals and Rehabilitation Centres

Primary groups plays vital role in the individual's life. It is the nucleus of all social organisations. Group members have direct contact, closeness, help one another, provide companionship. Family, friends are the components of the primary group. The needs of the clients in health care settings

can be described according to *Maslow's* theory of hierarchical needs. The needs like physiological, safety and security, love and belonging needs of the client are met by the primary group.

The other needs like self-esteem, cognitive, aesthetic and self-actualisation needs will be met by the secondary group.

Role of Family

When the client is hospitalised with acute illness or chronic illness, the family—primary group will support the client, takes active participation in curative measures. The group fulfills the physiological needs like food, water, (hunger and thirst); rest and sleep; housing, clothing, love and belonging needs (showing attention, concern, meeting the client's physical needs with affection and bondage); safety and security needs for the fullest recovery by fulfilling the emotional needs, and also fulfills economic needs of client and their family.

Role of Secondary Group

The health care professionals are considered as secondary group and play a vital role in fulfilling the specific needs of clients like esteem, cognitive, aesthetic and self-actualisation.

In hospital setup, the health team members establish good interpersonal relationship with the client and develop rapport and win the confidence. The client will feel ease and comfortable and cooperate with the team members in planning, implementing and the remedial measures either in hospital and rehabilitation settings.

The multidisciplinary team plays their respective roles in fulfilling the cognitive needs of the client by counselling and explaining about the prognosis of the disease. As the cognitive needs fulfills simultaneously the client adopt appropriate measures for better prognosis. In the process of recovery, when the client is able to perform his activities independently or with little assistance by health team, automatically the self-

esteem increases. In rehabilitation settings the individual will be given sufficient training by the experts to the highest possible level of function ability. When the client is able to perform productive role, he actualises himself about his capacities, abilities and limitations and mould himself to accommodate to the changing situations.

REVIEW QUESTIONS

1. Describe the important features of primary group (5m, NTRUHS, 1997)
2. Explain the characteristics of primary and secondary group (5m, NTRUHS, Nov, 1999)
3. Distinguish between primary and secondary groups (5m, NTRUHS, Nov, 1999, 2000, 01)
4. Social groups (5m, NTRUHS, March, 2000, 02)
5. Define group and explain the various types of groups (5m, NTRUHS, Aug, 2002)
6. Distinguish between primary and secondary group with reference to their importance for social life (15m, NTRUHS, Nov, 2002)
7. 'Groups are necessary for survival of human beings'—discuss it (5m, NTRUHS, Nov, 2002)
8. What do you mean by social groups (2m, RGUHS, 1999)
9. Explain the role of primary and secondary groups in hospital and rehabilitation centres (15m, NTRUHS, Nov, 2003)
10. Formal and informal groups on health and sickness (5m, NTRUHS, Nov, 2003)
11. Explain the social functions of religion (5m, RGUHS, 1999)
12. Define social groups (2m, RGUHS, 1999)
13. Explain the differences between primary and secondary groups (10m, RGUHS, 2003)
14. Primary group (2m, RGUHS, 2004)

15. Religion is based on modality—explain (5m, RGUHS, 1999)
16. Describe the influence of formal and informal groups on health and sickness (8m, MRGU)
17. Explain the role of social groups in the improvement of health of the people (10m, MRGU)
18. Difference between primary and secondary groups (5m, RGUHS, Nov-04)
19. Definition of joint family (2m, RGUHS, Nov-04)
20. Family planning methods (2m, RGUHS, Nov-04)
21. Social reconstruction (5m, RGUHS, Nov-04)

5 *Family*

INTRODUCTION

Family is a group of people organised on the basis of natural bond, i.e. love and affection. It is the fundamental social unit formed in the society, which provides the safety, security, rearing of children and for fulfillment of certain human needs. It is a primary group in the society to fulfill the function of procreation and nurturing socialising the children and transmits the culture. It is a group of interacting personalities who have definite and specific roles to establish mutual relationship between the family members. Family is a sacred institution deriving sanction from religion and social traditions with myths and legends.

The word family has been derived from Latin word 'famulus' means servant. In Roman the word is denoted by a group of members connected by a common descent or marriage.

DEFINITION

'A group defined by sex relationship sufficiently precise and enduring to provide for the procreation and upbringing of children'—*Maciver*

'The biological social unit composed of husband, wife and children'—*Eliot and Merril*

'A group of persons united by ties of marriage, blood or adoption constituting a single household interacting and

intercommunicating with each other in their respective social roles of husband and wife, father and mother. Son and daughter, brother and sister, creating a common culture'—*Burgess and Locke*

'More or less durable association of husband and wife with or without child or of man and women with children'—*Nimkoff MT*

General Characteristics

1. The family is a group defined by sexual relationship between male and female, which is sufficiently precise and enduring to provide for procreation and by bringing of children.
2. It is constituted by living together of males with females and their offspring. It establishes a permanent relationship between husband and wife through permanent sexual relationship.
3. A form of marriage or other institutional arrangement in accordance with the mating relationship is established and maintained.
4. Attachment of blood relationship among the family members.
5. It may be real or imaginary.
6. Financial provision or some economic provision shared by the members of the group to fulfill the economic needs associated with child bearing and rearing.
7. A system of nomenclature involving a mode of recognising descent.
8. Common habitation.
9. There is a cultural variability in the family forms. Eg: The different forms of mating relationship, selection of mates.
10. Universality.

11. It fulfills emotional needs of the individual.
12. It is a formative agency of socialisation.
13. Will have limited members.
14. It controls the activities of the members with in the society.
15. It may be permanent or temporary in nature.
16. The family members will have certain responsibilities, duties and obligations; the happiness in the family depends on how best the members' discharge their responsibilities in coordination with the other individuals of the family.
17. The family is peculiarly guarded both by social taboos and by legal regulations.

IMPORTANCE OF FAMILY

Family is the first institution in the history of man, belongs to primary group and fundamental unit of society where face-to-face contact of the members will be established; relationships are intimate, long lasting. It meets the total needs of the individual. In the modern age many functions of the family had shifted to other institutions but which cannot fulfill without a family. Man is a social being in which man can't live without a family. It is the nucleus or major part of man's activity. It maintains social organisation and develops the characters of the members of the society. It lays emphasis on kinship pattern. A person is socialised in a family where an enduring association of parents and children will take place. It socialises the child and teaches the accepted way of behaviour. The child learns about the roles of adults in the family. The child acquires sincerity, honesty, sympathy, self-esteem, character formation and consciousness of responsibility. The child gets an opportunity called free expression of thoughts and development of his entire personality. The child's first school is his home and family. It

is the family, which impart practical education to the child concerning the customs in society, conduct, culture, conservation of health, love, sympathy and cooperation. It moulds the character and personality of the individual. It is a conveyance of tradition.

Social Control in Family

Society is a web of relationship and a system of rights in order of duties and responsibilities in an organised manner to maintain their relation properly, which avoids conflicts between members of society and allows them to develop as compromise to each other. The child learns the process of sympathy towards others, to carry out some times single ways of occupation and it educates the individual in cultural conduct, behaviour, custom, religion. Laws of thinking, ideals, values, occupation, fulfillment of responsibilities and use of authority. It pays desirable attention to all the dimensions of the health of the child. It encourages blossom of interest. It provides opportunity to the education of child according to their desire and urge. Provides religious education and cooperation in character training. Helps in the intellectual development of child and fulfills economic needs and confines political will of the society.

Functions

- Fulfills the biological function.
- Replacement of species through the propagation of progeny.
- Social repetition where the sex relations are controlled and regulated.
- Family is a medium or sex excretion and its regulation.
- Provision of food, housing and clothing which are necessary to the existence of human life.
- Psychological function: The affectionate bond, love and belongingness, intimate relationships will gain importance

as the major factor in the family life. The psychological function includes affection, sympathy, love, security, attention and emotional satisfaction of responses. The affectional activities in the family include the care of offspring, sexual relationship, companionship, intimacy and romantic fulfillments.

- Educational function: Home is the first institution of the child and mother is the first teacher, who gives primary care. Child receives the earliest knowledge and experience in the family, which lays foundation for the child's personality and character formation. Family exercises profound influence on the body and mind of the child, which automatically moulds the personality of the individual.

- Protective function: It has to protect the interests of the child. It gives security in all the dimensions of healthy behaviour.

- Recreational function: The family provides entertainment for its members. The love between couple, elders and children serves to create an atmosphere in which every one of us will find an object, which can develop positive interest in the child.

- Religious function: The family has to provide some religious instructions to child to develop thoughts, kind-heartedness and fulfilling fellow feelings.

- Maintains status: Social, cultural values are to be developed to train the child. Family is a miniature community. The child learns honesty, truthfulness, traditions, cultural pattern and role model activities.

- Cultural function: Family keeps the culture of the society alive. It moulds its members according to the social culture. The family creates such an environment and educational functions in the matters of contact, thinking, religion and ethics. Family serves as an instrument of culture

transmission and cultural continuity of the society. It transmits ideas, ideologies, folkways, mores, customs, traditions, beliefs and values from one generation to another.

• Social function: To establish status. It is a socialising agency maintains social control. Accumulation and transmission of social heritage and social contact with all the members is established. The functions of family are divided into **essential** functions are (retained , which cannot be changed).

1. Satisfaction of sexual stable relationships; procreation—regularity and stability that all societies recognise as desirable. Thus family introduces legitimacy into the act of reproduction by fulfilling it. Family has made it possible to have the propagation of species and the perpetuation of human race.

2. Production and rearing of children.

3. Provision of home.
   These three are interlinked.

The **non-essential** functions, which can be transferred and specialised to other institutions:

1. The Government or State agency.

2. Religious functions. Eg: Church, Temple and Masjid.

3. Economic function—banks, financial corporations, insurance offices.

4. Educational—school.

5. Recreational—cinema hall, clubs.

6. Care of sick—hospital.

Types of Family

On the Basis of Authority

• Patriarchal family: The father is the most powerful and unquestionable authority (Supreme authoritarian)

• Matriarchal family: Mother plays dominant role in the family.

On the Basis of Residence

- Matrilocal family: The husband lives in the wife's home.
- Patrilocal family: The wife lives in the husband's home.
- Changing residence: Husband and wife alternate continuously change between each other's residence. Eg: One year husband lives in wife's residence, next year wife lives in husband's residence.

On the Basis of Ancestry

- Matrilineal family: Mother is the basis of ancestry.
- Patrilineal family: Father is the basis of ancestry.

On the Basis of Marriage

- Polygamy family: One man marries many women and lives in a family with his wives and children.
- Polyandrous family: Woman marries many men and lives in a family with all of them or with each of them alternatively.
- Monogamous family: One man marries only one woman and establishes a family.

Based on Dominance

- Matronymic: Family/ancestry is the name of the mother.
- Patronymic: Family is named after the father.
- Immediate: Consists of mother, father and their children.
- Conjugal family: Husband and wife lives together.
- Extended family: Besides the couple, other relatives also live.
- Consanguinous family: Blood related members, marry each other.
- Nuclear family: Husband and wife with their offspring live together.
- Joint family: Couple with their children's family lives together.

- Extended family: Husband, wife, children and other dependents like brothers, sisters' stay together.

MODERN FAMILY

Meaning

The individual nuclear family is universal social phenomenon. It can be defines as 'a small group composed of husband and wife, immature children which constitutes a unit apart from the rest of the community'.

A nuclear family is one which consists of husband, wife and their children, soon after the marriage, the children leave their parental home and establish their separate autonomous unit free from the control of the elders. Thus a nuclear family is a characteristies of all the modern industrial societies. The American family is typical example of the modern independent nuclear family.

Structure

This gives rise to two kinds of nuclear families:

    a. The family of orientation
    b. The family of procreation
    i. The family system in which the nuclear family is relatively independent.
    ii. Systems in which the nuclear family is incorporated in or subordinated to a larger group, that is to the polygamous or the extended family.

Recent Trends in Modern Family

The family has undergone some radical changes in the past half a century. Its structure has changes, its functions have been altered and its nature has been affected. Various factors—social, economic, educational, legal, scientific, technological, etc. the following important changes are:

1. *Industrialisation:* The consequent birth of the factory system of production affected the economic functions of the family. Family transferred its economic functions to the factory and because more a consumption unit than a productive centre.

2. *Urbanisation:* Industrialisation and urbanisation very often go together. Family is cut in size. Families are the smallest and have ties are weakest.

3. *Democratic ideals:* Democracy assures equally and provides liberty to all, to women too, women now play not only domestic roles but also economic and political roles.

4. *The decline of the influence of mores and the religious beliefs and the spread of secular attitude:* Morality and religion are slowly losing grounds. Family members' have become more secular in outlook. The religious functions of the family have diminished.

5. *The spirit of individualism and romantic love:* Today individualism and romanticism are widespread. Individualism has affected love-making and marriage. Romanticism has encouraged the idea of free choice of mates on the basis of love. Marriage has become as easily dissolvable as it is entered into by a mutual consent of the partners.

6. *Economic independence of women:* The women have become the earning member. She now works in offices, colleges, banks, hospitals, schools, etc. The economic independency has increased her status, but affected her attitude.

7. *Emancipation of women:* Women are now liberated from the chains of traditionalism. They stand on an equal footing with men. They are demanding more rights and liberty for women.

8. *Decline in birth rate:* The size of family is becoming smaller. Joint family is fairly uncommon. The birth rate is adversely affected. Absence of children is a glaring feature of the western families.

9. *Divorce:* Today more stress is laid on romantic love. 'Love is no more sacramental' now. In the west, love at first sight and divorce is next is common. Instance of divorce, desertion and separation are mounting in the west. Marriage has become a civil contract.

10. *Parent-youth conflict:* Inter-personal conflicts in the family are increasing. An unusual amount of conflicts between parents and their adolescent children are taking place. This is often denoted in terms of the generation gap.

Problems of Modern Family

Lack of trust: In almost all the modern families there is a lack of trust between the husband and wife, also between parent and children.

Unstability: Now many of the modern families are unstable, the relationship between husband-wife is temporary and unstable, lack of permanency is character of present families.

Change the relationship between man and woman: The relationships between man and woman in present families is totally changing; very less good or positive characters we find today.

Sex laxity: In the modern families both the partners can have extra-marital affairs and also illegal sexual relations and this has been taken in very common in today's society.

Economic imbalance: Because of the colourful life, more expenses, new fashions, modern life style and luxurious demands of the family members are forcing the people to earn by illegal means and because of some other reasons also there will be imbalance of economic condition in family.

Sexual heterogeneity: In modern families both husband and wife will have extra sexual relations along with the life partners, so there is no sexual homogeneity of the partners.

Decline of religious control: In olden families all the members use to have lots of religious control, but in modern families there is no value of religion, ideals, values, customs and traditions. So now religions are losing its grip on the individuals.

Decline of family control: In joint families, elder members of each use to control almost all the family affairs but in modern families there is no control by elders, so no proper discipline.

Decline of morale: In modern families there is less value of customs, values, traditions, morals, discipline and folkways.

Divorce: Common is nuclear families marital relations are not so sacred and permanent as comparing to the older families.

Impact of western family system: Present Indian society is affecting because of western style and culture, joint and ideal families are converting nuclear or single families, so our culture don't have any control on nuclear families.

Dowry system: This is not only a problem but also an obstacle for marriage in an Indian society, because of which many other problems are taking place in present society.

Disorganisation of Modern Family

- Lack of family unity
- Decrease in family control
- Strive
- Laxity of marital bond
- Conflicts between parents and children
- Lack of security

Causes of Instability in Modern Family

- Less social protection in the family wise
- Domination

- Industrialisation
- Lack of control in social relationships
- Idea of romantic love
- Hedonism
- Individualisation.

Changes in the Modern Family

Social changes that are affecting in the family, structure, functions and its nature:

- The birth of factory system of production affected the economic functions of the family and became more a consumption unit than a productive centre.
- Urbanisation influenced the people to migrate, thereby its size became limited family ties became weak.
- Democracy assures equality and provides liberty to all and they can fulfill their rights and use their power significantly.
- Decline of the influence of more and religious beliefs; family members become more secular in outlook. Religious functions of the family have diminished. Religious sentiments, beliefs and attitudes are changing.
- Reduction in the economic function of family. Many of the economic functions, which were previously performed by family are now transferred and performed by banks, associations and government aid.
- Education activities of family, the looking after of the child is transferred and performed by baby-sitting, crèches, and kinder garden schools.
- Increase in family recreation with invention of radio, TV, indoor games.
- Decrease in importance of blood relationship.
- Disorganisation of joint family into nuclear family.
- Socialisation function increased.
- The status definition, function continuous to change.
- Status and economic independence of women increased.

- Emancipation of women: Women are liberated from views of traditionalism; enjoying equal status in all spheres along with men.
- Inter-personal conflicts in the families are increasing due to stressors; strained interpersonal relationship exists leading to broken family.
- Older generation finds themselves lost and lonely due to limited space and expensive housing in urban areas.
- Self selection of spouse is increasing among young working men and women in urban areas.

Thus we see that changes taking place in family, but the importance of family as a basic unit of society will be continued to provide the emotional, financial and material support essential to growth and development of its member.

JOINT FAMILY

Joint family will have two to three generations and kinship relatives' shares the kitchen and common group. It provides bedrock on which social values and attitudes are built.

Definition

'A group of people who generally live under one roof, who eat food cooked at one hearth, who hold property in common, who participate in common family worship and who are related to each other'—*Dr Iravathi Karve*

'It is a collection of more than one primary family, the basis being close blood ties, common residence and patrilineal descent'—*CB Mamoria*

'Greater generation depth and the members of which are related to one another by property, income, mutual rights and obligations'—*IP Desai*

A joint family is a group of people who are blood related belongs to 3 or more generations generally live under one

roof and who eat food from one kitchen and who hold property in common and participates a common worship, work under a common head and are related to each other as some particular type of kind.

Characteristics

- Large in size
- Joint property; provides social security, leisure and recreation
- Antithesis of nuclear family
- Common residence; sharing common roof, kitchen
- Common version
- Cooperative organisation; promotes cooperative virtues
- Productive unity
- Mutual right, responsibilities and obligation
- Authority with head of family
- Self sufficiency—to meet the economic, recreational, medical, educational and other needs of members
- Higher rate of procreation.

Advantages

- Ensures economic progress
- Protection of members
- Division of labour
- Mean of recreation
- Avoids fragmentation of property
- Security in wealth
- Development of good quality
- Cooperative, sharing and economy
- Stable and durable relationship

Disadvantages

- Hinders in development of personality
- Encourages litigation or strikes

- Uncontrolled procreations (reproduction)
- Low status for women
- Promotes laziness, idleness
- Lack of privacy and affects adversely socialisation of children
- Rigidity of superstitions and customs
- Poverty
- Damages individual initiative and enterprise; the centre of quarrels
- Limits social mobility

Factors Causing Disintegration of Joint Family

- Lack of understanding, cooperation and unity
- Individuality
- Employment
- Industrialisation
- Needs are different
- Extension of communication and transport
- Increased cultural contact/social contact
- Influence of technology and others
- Decline of village trades
- New social legislation. Eg: Child marriage restraint Act (CMRA), child restraint Act.

Basic needs of Family

Family is a vital social institutions, fundamental unit of society where the basic needs of the individual will be met; love, affection, bondage, procreation, food, safe water supply, shelter, proper disposal of waste products, sexual regulation, upbringing of children, socialisation, adequate nutrition, socio-cultural needs, psychological and emotional needs, attainment of social status, protective in nature, conveyer of planning, arrangement of income, language development, religious, educational functions, modules the personality of the

individual, controls individual behaviour in society, provides psychological security.

Impact of Sickness on the Family

Family is a fundamental/basic unit, where the members will be tied with bondage, love, affection, care, concern. One needs, family support to cope up with any situational changes. If any family member becomes sick, it causes heavy burden on the family. One of the essential function of the family is to take total care of its members.

The degree of impact of burden will be depending on the duration and severity of illness. During sickness the entire family pattern and its activities will be altered, they have to modify their roles to fulfill care-associated activities.

1. *Economic burden:* Now-a-days 'mild illness' is also a costly affair to treat. Family has to spend lot of amount for diagnostic measures include screening, health check-up, and therapeutic activities and if the sick person happens to be the bread-winner of the family, the intensity of economic burden will be more, due to the sickness, he may loose the job, or unable to cope up with working activities.

    If the severity of illness is chronic, so many alterations has to be made in the family like appointing home-nurses, servant-maid, which increases the economic burden.

2. *Disturbances in family routine activities:* When the client unable to take of his personal needs due to disability, someone at home has to provide the care (care-givers). The routine activities of the care-givers are disrupted.

3. *Leisure time:* Either partially or completely the recreational activities are disrupted.

4. Altered family relationships.

5. Disruptive and disintegrative effects.

    Emotional upset, depressed, irritable, frustrated, misunderstanding the life partners are the common traits in a

sick person's life. Life partners have to adjust with each other, and compromising on various factors which will help to maintain cordial relationship.

FAMILY PLANNING

Introduction

India has launched a nation-wide 'family planning programme' in the year, 1952. Birth control clinics have been functioning since 1930. 1961-66 (Third five-year plan) family planning was declared as, 'centre of planned development', clinic approach was changed to 'extension education approach' for motivating the people for acceptance of 'small family norm'. In 1966 separate department in the Ministry of Health was established. In 1966 at Teheran, 'The United Nations Conference on Human Rights' recognised 'family planning' as a basic human right. In 1975, the International Women's year the world conference declared 'the right of women and couple to decide freely and responsibly on the number and spacing of their children, to have access to the information and means to enable them to exercise the basic fundamental right. Thus family planning has become a component of family health and social welfare. In June, 1977 the Ministry of Family Planning was renamed as, 'Family Welfare' basically related to quality-of-life.

Definition

'A way of thinking and living that is adopted voluntarily upon the basis of knowledge, attitudes and responsible decisions by individuals and couples in order to promote the health and welfare of the family group and thus contribute effectively to the overall social development of a country'—WHO, 1977
It refers to practices that help individuals or couples to attain objectives:
• To avoid unwanted births

- To bring about wanted births
- To regulate the intervals between pregnancies
- To control the time at which births occurs in relation to the ages of parent
- To determine the number of children in the family.

— Expert Committee

Scope of Family Planning Services

- Proper spacing and limitation of births
- Advice on sterility
- Education for parenthood
- Sex education
- Screening for pathological conditions related to reproductive system
- Genetic counselling
- Premarital consultation and examination
- Carrying out pregnancy test
- Marriage counselling
- Preparation of couples for the arrival of their first child
- Providing services for unmarried mothers
- Teaching home economics and nutrition
- Providing adoption services.

Health Aspects of Family Planning

Family planning and health have a two-way relationship:

Women's Health

The risk of repeated pregnancies lead to morbidity and mortality of women, family planning intervenes the reproductive cycle of women, helps them to control the number, interval and timing of pregnancies and births (especially first and last) in relation to the age of mother, reduces maternal morbidity, mortality and improves health.

Foetal Health

A number of congenital anomalies are associated with advancing maternal age. It can be avoided by timing of births with appropriate contraceptive, in relation to mother's age.

Child Health

Child morbidity and mortality increases rapid succession of pregnancies. A birth interval of 2 to 3 years is desirable to reduce child mortality. It insures the survival of all children in a family.

Child Growth, Development and Nutrition

Birth spacing and family size are important factors in child's growth, development. When the family size is small and births are properly spaced children will receive full share of love and concern including nutrition, it prevents malnutrition and occurrence of infectious diseases.

The present approach adopted in family planning programmes is 'cafeteria choice' couple can choose appropriate contraceptive device according to their needs, wishes and to promote family planning as a way of life. Contraceptive methods helps the women to avoid unwanted pregnancies either by temporary (Barrier methods, IUC devices, hormonal methods, post-contraceptional methods, miscellaneous, i.e. abstinence, coitus interrupts, safe period) by using permanent methods (sterilisation).

PSYCHOSOMATIC ILLNESS

Introduction

Heinroth has used the term for the first time in 1818. Intra-psychic conflicts are responsible for structural changes and produce manifestations of disease through the disturbances in the functions of autonomic nervous system.

Definition

'Prolonged influence of emotional factors produces a group of diseases where structural lesions are produced in organs supplied by autonomic nervous system'.

'A group of disorders in which emotional factors have a demonstrable role in aetiology.'

Aetiology

- Continued presence of life stressors
- The personality type—conscientious, rigid; uncompromising, ambitious, easily upset, sensitive; the people who struggle with high motivation inspite of situational difficulties
- Genetic and constitutional predisposition.

Characteristics

- Emotions, upsets, precipitate attacks of the illness and increase severity of an attack
- Stressful life experiences
- These disorders have a phasic course.

Common Psychosomatic Disorders

- Respiratory disorders—bronchial asthma; hay fever; vasomotor rhinitis
- Gastrointestinal disorders—peptic ulcer; irritable bowel syndrome; Crohn's disease;
- Skin disorders—pruritus; urticoraria; atopic dermatitis; psychogenic purpura; lichen planus; psoriasis; acne vulgaris; warts
- Musculoskeletal disorder—rheumatoid arthritis; fibrositis
- Endocrine disorders—hypoglycemia; hyperthyroidism; hypothyroidism; diabetes mellitus
- Cardiovascular disorder—essential hypertension; coronary diseases
- Immune system—allergic disorders; autoimmune disorder

- Reproductive system—premature ejaculation; impotence; frigidity, vaginismus; dyspareuria
- Menstrual disorders—amenorrhoea; oligomenorrhoea; dysmenorrhoea; menorrhagia; premenstrual tension
- Vasomotor—migraine.

Psychopathology

Psychosomatic symptoms are related to psychically experienced stresses produces anxiety brings disturbances in hypothalamus and limbic areas, through the autonomic system and endocrinal glands produce changes in the different systems, inherent biological weakness or because of injury to the organs by physical diseases. Thus a predisposed personality, organ vulnerability and prolonged emotional stresses in life are the main factors involved in the production of psychosomatic diseases.

Diagnosis

- Personality assessment
- Assessment of stressors and psychological functioning
- Structural changes.

Treatment

- Symptomatic treatment
- Psychotherapy (short- and long-term)
- Antidepressants
- Psycho-physiological therapies: yoga, bio-feed back, relaxation therapy, transcendental meditation.

REVIEW QUESTIONS

1. Define joint family? What are the disadvantages of the joint family today (5m, NTRUHS, 1997, 2000)
2. Explain the characteristics of primary and secondary groups (5m, NTRUHS, 2000)

3. Discuss the types of family in India? Is joint family desirable today (15m, NTRUHS, Nov, 1997)

4. Influence of family on the individuals health and the effects of individuals sickness on the family (15m, NTRUHS, May, 1999)

5. Define family and explain its influence on illness (15m, NTRUHS, Nov, 1999)

6. Elaborate the advantages and disadvantages of joint family (5m, NTRUHS, Nov, 1999)

7. Define joint family? Discuss the advantages and disadvantages of the joint family (15m, NTRUHS, March, 2000)

8. Functions of family (5m, NTRUHS, Dec, 2000)

9. Explain, family as a primary institution (5m, RGUHS, 1999)

10. What is family (2m, RGUHS, 1999)

11. Mention the types of family (2m, RGUHS, 2003)

12. Explain the meaning and definitions of family (5m, RGUHS, 2003)

13. Define family and explain the role of family in health and illness (10m, RGUHS, 2003)

14. Explain the causes of disintegration of joint family system (5m, RGUHS, 2003)

15. Influence of family on health and sickness (5m, RGUHS, 2004)

16. Explain the role of family and community in the development of human behaviour (14m, MGRU)

17. Discuss the functions of family, how they have changed in modern times? (8m, MGRU)

18. Effects of sickness on family (5m, MGRU)

19. Influence of family on the individual's health and the effects of individual's sickness on the family (14m, MGRU)

20. Family and psychosomatic disease (5m, MGRU)

21. Influence of family on human personality (5m, MGRU)

22. What is family planning (2m, RGUHS, 1999)

6 *Community*

INTRODUCTION

Community is an organised social life of a locality. We can observe the social relationships within the community. People develop attachment and sentimental identification with the area in which they live and belongs gives rise 'we feeling', ethnocentrism. It represents the common interests of the group community sometimes refers to entire humanity.

Definition

A social group with 'we feeling' and 'living in a given area'—*Bogardus*

The smallest territorial group that can embrace all aspects of social life—*Kingsley Devis*

An area of social living marked by some degree of social coherence—*RM Maciver*

A group or collection of groups that inhabits a locality—*Ogburn and Nimkoff*

Group of people who live and belong together and share whole set of interests—*Manheim*

A human population living within a limited geographic area and carrying on a common interdependent life—*Ludnberg*

Meaning

A group of people inhabiting in a given geographic area, sharing a common way of life, working together for certain ends, aware that they belong to the community as well as the larger society. People will have common interest and activities united together with common living patterns and organised social life.

An individual rarely exists alone, he is linked in many ways to his fellow beings, establishes relationship near to him in a definite part of the territory. They will develop social like-mindedness and will have common social ideas, traditions and the sense of belongingness. The social life of the people is affected by the kind of community in which they live.

ELEMENTS OF COMMUNITY (CHARACTERISTICS)

Locality

A community is a territorial group. It occupies defined geographical area. They reside in that locality. Community is locally limited. People will develop social contacts, provides safety, security and protection. Community promotes the people to fulfill their common interests and needs. People possess a strong bond of social solidarity. Locality is a basic factor for community life. Transport and communication facilities will be concentrated for a specific community. The community includes the physical factors like fertile soil, minerals, forests, fisheries, vegetation, resources, climate, etc. community provides peace, protection, common culture and social system.

Community Sentiment

'A feeling of belonging together/we feeling'. People will stay together, share their common interests and be conscious of their unity. People will be identified by their own group, which

promotes sense of awareness, living and sharing; developing bondage among the members. In modern times this community sentiment is slowly going down as people may not have a common interest and a common outlook; hence attachment among the members is gradually changing as they belongs to complex nature of society.

Group of people: Groups of people share the basic conditions of common life. Group members can act collectively in an organised manner.

Permanency: Includes permanent group life in definite place community is relatively stable.

Naturality: Community is established in a normal and natural way, they are not made or created by an act of will or by planned efforts. Individuals become members of the group by birth. Community is spontaneous in their origin but not a sudden or automatic existence. The community life is comprehensive.

Likeness: Language, practices, customs, traditions, folkways, mores are common. People share the common way of life and works through customs and traditions.

Wider Ends: People associate not for the fulfillment of a particular end, they are natural and wider but not an artificial. The membership of community is of wide significance.

Particular name: Each community will have its own specified name indicating the reality in individuality and describes the total personalities.

Legal status: Community has no legal status.

Size of Community

The term community is used in a relative sense. There are bigger or wider communities, which includes small community like villages, towns, cities, tribes, etc.

Regulation of Relations

A bundle of rules, regulations, customs, traditions, institutions defines and shapes the members. In the rural community informal means of social control is observed like customs, folkways, rituals, mores and beliefs whereas in urban community formal means of social control. Eg. Laws, police, court, armed forces, etc. is observed.

Dependency

An individual in community is physically dependent on community for fulfillment and satisfaction of physical needs. Psychologically also he is dependent on community as it save from isolation and solitude.

Benefits of Community Life

- Provides the individual needed security and protection.
- It strengthens the unity among people.
- Provides for cooperation among the members. It encourages collective forces (efforts) for fulfillment of community's needs.
- Depends on communication system among the members.
- Provides the individual with opportunities for the expression of his talents, abilities and personality development.
- Provides sense of belongingness.

   Community life has its own conflicts and contradictions for the individual. Certain times community life has tensions, clashes due to anti-social tendency of man.

Types

Three fold classification, which is more or less universally accepted, i.e.

Urban community: People living in towns and cities mainly depending on non-agricultural occupations.

Rural community: People living in villages mainly depending on agriculture and other allied occupations.

Tribal community: Living in tribal areas, away from the area of influence of civilisation.

RURAL COMMUNITY

Introduction

Major portion (74.28%) of our nation belong to rural area and it is the back-bone of the country. Villages are dominating the Indian way of life. The basic elements of our social structure are the villages, joint family system and caste system. Study of Indian society invariably leads us to the study of villages.

'Rural' word is derived from 'ruralis' means village or town.

Bogardus says, 'Human society has been cradled in the rural group'. The rural society is synonymously called as 'Agrarian society'.

Definition of Village

People living in a limited physical area who have common interests and common ways of satisfying them.

It is a cluster of people living within a narrow territorial radius who share a common way of life—*AW Green*

Definition of Rural Community

A group of people depending on agriculture and allied occupations, permanently residing in a geographic area and participating in common socio-economic and cultural activities.

Systematic study of rural social organisation, its structure, function and evolution.

People who are staying together and living on dispersed farmsteads and in a village which forms the centre of their common activities—*Dwight Sanderson*

Social interaction of people and their institutions in the local area the relationships are primary (intimate) in nature.

A group of people permanently residing in a definite geographic area who are having community consciousness, i.e. cultural, social and economic relations feel that they are separate from other communities—*JH Kolb and Brunner*

Meaning (Village Community)

People who are living in a limited physical area, who have common interests and common ways in dealing with them and satisfying with them. Physical locality, psychological bonds, proximity, sociability encourages solidarity and mutuality. Rural localities often referred as 'country neighbourhood'. Rural life has preceded the urban life. It is well known stated fact that 'God made the village and man built the society'.

Characteristics of Village or Rural Community

1. Agricultural occupation: The main occupation of the rural community is agriculture and allied activities like animal husbandry, poultry, and small enterprises like bee-keeping and fishing.
2. Natural environment: Villages have natural set-up. Animals, birds, river, ponds and all other natural things are found in the village. This natural atmosphere enables the rural people to have simple and natural life style too.
3. Small size: The village communities are small in size. There may be a few household or small number of people.
4. Low density of population: By density of population, we mean the number of the people living per square mile area.

As the villages have large areas of land for cultivation the number of inhabitants is surely small.

5. Homogeneity: The village life has much homogeneity, people of village have common occupation and common style of life. The people of a village share the same customs, traditions and values.

6. Low mobility: Mobility means movement of transition of people from one place to another or from one social status to another. That is there are physical as well as social mobility.

7. Less social differentiation and stratification: Universally this is true but due to stratification based on caste system. In our Indian villages there is much differentiation.

8. Primary group relation: The rural communities, especially of smaller types, have primary group relationship. The village is like a large family. Everyone is known personally and the members of the rural community have familistic relation.

Hazards of Ruralities (Problems of Villages)

The villages are no longer preserving their self-sufficiency and autonomy. The ruralities are also facing several problems.

• People do not opt for change, the practice of using traditional unscientific system of cultivation. Due to illiteracy and ignorance of advanced agricultural operations results in poor yield in crops.

• Lack of irrigation facilities and dependence on nature for water always; inadequate supply of electricity, famines, etc. are unfavourable factors for good crops.

• Sub-division and fragmentation of land holdings, heavy load on land.

• Burden of loans, Indian farmers take hand-loans, bank loans to meet the agriculture needs.

- Landless labourers are migrating to urban areas and going for alternate occupations.
- Defective marketing system—farmers are feeling that they are not getting the right value for their products, exploitation of villagers are observed.
- Lack of transportation and communication facilities causes extreme difficulty in taking the products to the markets.
- Effects of natural disasters like floods, famines; leads to poverty and unemployment.
- Extravagancy—non-essential items of expenses such as festivals, marriages, pilgrimages and ceremonies.
- Exploitation by the elite groups—villagers often exploited by money-lenders, officials, and rich farmers.

Family system
- Increase in population
- Unemployment
- Low educational standard
- Lack of civic amenities like basic medical facilities, electricity, transportation and communication
- Inefficient functioning of the rural administrative bodies like Panchayat systems
- Evil habits are practiced like smoking, alcoholism, fraud, cheating.

Health hazards
- The birth rate and death rate are higher in the rural community.
- Ignorance, illiteracy leads to neglect in health care.
- In times of disease or ill-health, people prefer to go to places of worship, witchcraft than to a medical doctor leading to poor utilisation of health care.
- The health-care professionals identified certain reasons commonly for non-utilisation or poor utilisation of health care services were related to logistics, socio-cultural causes, ignorance, lack of transportation facilities.

Remedial Measures to Overcome Rural Problems

The socio-economic progress of the nation depends upon the progress of the villages. Scientific method of investigations has to be conducted to find out the ways of dealing or attacking the problems. Identify the strategies to overcome the problems. Government has undertaken various development and welfare programmes like establishing rural development branch in all universities, conducting systematic studies on activities related to rural welfare. It is essential on the part of the rural sociologists and rural economists to conduct extensive systematic and comprehensive studies on problems of villages and identify the solutions for attacking the problems.

Develop right attitudes among the ruralities towards higher education of children, healthy child rearing practices, promotion of sanitation, health, communal harmony, civil rights and responsibilities.

Agriculture development: Better farming, re-distribution of land, development of poultry, and cottage industries.

Development of supportive occupations: Handicrafts, weaving, and pottery.

Rural Development Programmes: The concept of rural development is based on "Developmentalism' according to which the entire village community must be involved in determining the direction of development and also in the distribution of its benefits—*Haripad, R Subramania Iyer, 1993* Rural development programmes can be executed successfully only through the active involvement of local people and various functioning departmental agencies. Coordinating among different agencies is essential for making rural development a reality.

Phases in rural development are growth, alleviation of poverty by sound economic planning, equality. Rural development helps to liberate the energies of the rural people,

especially the poor, it raises their full potential and thus improve their capacity as well as commitments to development, organise and govern themselves and the attainment of qualitative life for the individual and for the entire community—*Raj D Sunder, 2000*

Goals

- 'Integrated and balanced sectoral, spatial and societal development'.
  We need to generate resources for rural development through a self-help development process with equity and justice in order to achieve a decentralised, bottom-up process with wide participation.
- To derive maximum benefits from accelerated socio-economic growth and development efforts
- Community participation in decision-making process eg: planning, formulation, implementation, monitoring, evaluation and sharing are the benefits of rural development
- Five-year plan
- Community Development Programme
- Minimum needs programme
- National extension services
- National adult education programme
- Integrated rural development programme (IRDP)
- Intensive area agriculture programme
- Training of rural youth for self-employment
- National rural development programme
- Development of women and children in rural areas (DWACRA)
- Rural landless employment guarantee programme
- Rural health education
- Family welfare services
- Fixing minimum wages for the labourers

- Better marketing facilities
- Implementation of Prohibition Act
- Redistribution of land
- Rural electrification
- Implementation of social security schemes.

URBAN COMMUNITY

Introduction

Urban community/City community/Civilised society are the terms which are used synonymously. Man built the city and the city in turn made civilised man. City is the product of man and his achievement. It holds both hope and despair. The phenomenon 'change' is observed in urbanisation, the conceptions of efficiency, increased human and spatial interaction and extraordinary complexities of social relationships.

Urbanisation is the spatial dimension of industrial and technological revolution or economic and social development in general. It is a process of becoming urban moving to cities changing from agriculture to other pursuits common to cities and corresponding basic changes in the thinking and behaviour patterns. Urbanisation involves in bringing changes in their social values. Increasing proportion of the population lives in urban localities.

Definition

City is a limited geographic area, inhabited by a largely and closely settled population having many common interests and institutions under a local Government authorised by the state—*Howrad Woolston (Metropolis)*

A mere collection of individuals and of social convenience, a body of customs and traditions, a state of mind and the organised attitudes and sentiments—*Park (The City)*

A phenomenon of specialisation, a population aggregate whose occupations are non-agricultural—*James A Quinn (Urban Sociology)*

Any incorporated place with a minimum of 10,000 inhabitants—*Adna F Weber (The Growth of Cities)*

Large, dense and permanent settlement of socially hetero-geneous individuals—*Lowis Wirth (Urbanism as a way of life)*

Ecologically speaking urbanism has a demographic and mechanical, technical base viz., a dense aggregate of individuals whose lie, career and labour are oriented to the predetermined rhythm and tempo of machinery and the pressure of vast complicated structure and finance, which control mass standardised production—*Radhakamal Mukherji*

Features of Urban Community

Namelessness

The inhabitants of a city do not come into primary contact with each other. They meet and speak without knowing each other's name, superficial, mechanical manners of politeness and mutual convenience evolve in the city.

The city dweller treats the strangers as animated machines, rather than as human beings. A citizen may live for several years in a city and may not know the names of 1/3 of people who live in the same city area.

Urban contacts are segmental. Institutional norms are not effective in controlling or regulating their social behaviour. Urbanities do not have a feeling of sense of belongingness to any one group or community.

Homelessness

The house problem in a big city is very acute. Many low class people pass their nights on the road pavements. The middle

class people have but insufficient accommodation, a room or two and that too in 6th or 7th floor. The child does not get any play space.

Class Extremes

In a city, richest as well as poorest people will be found, the people rolling in luxury and living in grand mansion as well as the people living on pavements and hardly getting two meals a day. The best form of ethical behaviour and the worst racketeering are to be found in cities. Superior creativeness and chronic unemployment are alike urban features.

Social Heterogeneity

City has brought together people from the ends of the earth because they are different and thus useful to one another, variety of groups, each representing a typical culture. The personal traits, the occupations, the cultural life and the ideas of the members of the urban community. In cities we find multiplicity of cultures.

Social Distance

Social contacts are impersonal, and segmented formal politeness takes the place of genuine friendliness. Urbanites become night dwellers, not neighbours.

Energy and Speed

People with ambition work at a tremendous speed, day and night, which stimulate others also to work similarly. Stimulation and inter-stimulation are endless. People indulge in too many activities and inconceivable efforts which ultimately affects their energies. Urban life produces greater emotional tensions and insecurity than does rural life. Cities may be called as consumers of population.

Secondary Control

In urban areas the individual's behaviour is controlled by police, law, courts, etc. but not by family, caste or religion.

Social Mobility

The social status of an individual is determined not by heredity, but by his works and economic status. In cities, social mobility is allowed, a man can achieve as much progress as he wishes according to his intelligence and efforts. Inter-caste marriages are allowed in cities.

Voluntary Associations

People are very firm and insist about their rights. As education and literacy are widespread in cities, the city dwellers are individualistic and think rationally about political and social matters and form their own opinions. They are not orthodox and traditionalists, therefore new associations are formed.

Individuality

On account of voluntary associations and secondary control the city dwellers develop a personality of their own. They are compelled to fashions. They are individualistic, egoistic and selfish.

Lack of Community Feeling

As the urbanities are bust in their individual matters, they have no time to think about others, 'I' feeling is greater in urbanities.

Lack of Unity in the Family

In cities, each member in the family is so busy with their own programmes that they do not interfere with each other's independence.

Moral Laxity

Since there is no control over the individuals, sex is fairly high in urban area. On account of the lack of community feeling, homogeneous family, western influence and an atmosphere of luxury and comfort prevailing in the cities moral laxity results.

Unbalanced Personality

A combination and mixture of untrue facts, looseness in character, morals, artificial environment and the influence of motion pictures and other means of entertainment, high ambition, lustful desires have resulted in providing unbalanced personality of city dwellers.

Rationalism

People think in rationalised manner, analytically react, exhibit his behaviour.

Dynamism

Norms, occupations, way of life, everything in urban areas are subjected for change, mobility phenomena is observed in urban society is dynamic.

Segmentation

Division and sharing of work, delegation of authority and segmentation of responsibility because of specialisation.

Bureaucratic organisation

Prevalence of bureaucratic society in urban areas occupies a ranked status in the nation. The bureaucrats don't know each other.

Interpersonal Relationship

Functional, secondary, impersonal relationship exists. After the work completes they may not pay attention to continue the relationship. Many people may not be knowing even their neighbour particulars; by virtue of its size, the city cannot be a primary group.

Size of Population

Greater ranges of individuals vary in their personal traits occupations, cultural life, ideas and attitudes constitute large size of population.

Density of Population

Increase in size of population over a limited area increases its density and produces differentiation and specialisation as a necessary condition for survival, where increased diversification, competition are observed. No emotional ties foster a spirit of exploitation, tension and frustration, etc. are the causes for occurrence of social problems.

Hazards of Urbanisation

Causes

Migration: Wider opportunities for employment, varied exposures for different courses in education will attract the people to migrate to cities, where they believe that their desires will be fulfilled.

Industrial growth: Rapid industrialisation, additional jobs, over-crowding, poor housing, slums formation and polluted environment.

Apathy of Government: State Governments also put many restrictions on local authorities in raising necessary funds for dealing with specific urban problems.

Defective town planning: Growing sense of helplessness of our planners and administrators.

Vested interest forces: It works against people but enhance commercial interests and profits.

Problems

Family Disharmony

In urban area, chances for the occurrence of family disorganisation are more, as urbanites are individualistic, mechanical in nature. They will be concentrating more for their own development and fulfillment of job responsibilities unable to spare their time for their own family, and having materialistic nature leads to family disintegration.

Housing and Slum Formation

Due to majority of population are migrating, attracted towards urbanisation, houselessness is a serious problem. Over-crowding, minimum level of residential accommodation is resulting into the formation of slums, scarcity of health and family welfare services, total absence of minimum level of residential accommodation. Pathetic conditions are observed in slum areas.

Depersonalisation

High density of population, apathy, over-crowding has deleterious effects, deviant behaviours, arising of community riots, indifferent of opinions leads to occurrence of psychiatric disorders, where individuals are more subjected to internal disequilibrium.

Potable Water Supply

Due to increased concrete jungles in the cities, the ground water level depleted leading to severe water crisis.

Drainage

Unplanned growth of urbanisation and improper sanitation leads to poor drainage facilities.

Transport and Traffic

Majority of population uses public transport and due to increase in urban population both public and private transport vehicles increased tremendously, which increases traffic and the road transport has not developed adequately to accommodate the increased vehicular growth.

Power Shortage

With new technologies coming every day and these require electricity supply to operate and simultaneously the production is unable to meet the demands, leading to power crisis.

Psychosocial Aspects of Urbanisation

Rapid influence of urbanisation in big cities, the traditional patterns of life, the cultural uniformity, beliefs, social relations, family behaviour, etc. tend to be broken it accelerated social change. Social, family and personal disorganisation; small family norm is observed slowly the traditional joint family system is disintegrating. Urbanism is a social system of superficial, transitory human relations, groups and institutions characterised by high physical and social mobility and interchangeability, isolation of economic and other interests and social alignment based on power.

Psychologically, urbanisation is a system of ideas, attitudes, ideals marked by formal, objective, specific standards which will fit into technology, rapid tempo of life, little provision for personal, emotional, self expression and hence it accompanies individual and social irritation, excitement and strive, struggle for existence, survival of the fittest phenomena commonly observed.

A city is a system of culturally related institutions, groups, which can persist interaction and interchange among individuals with the quest for knowledge, experiences, entertainment and other satisfaction are the motivational factors in urbanisation.

Caste identity is diminishing in urban areas, urbanites participates in networks, which includes persons of several castes. Individual orientation, achievement are significant factors. More incidences of inter-caste and inter-religious marriages are observed.

Women status is high, educated, liberal, working equally at par with men. Sharing economic, social responsibilities of families. Higher age of marriage among increased in urban community. Divorce, remarriage are the new phenomena among urban women. Politically also urban women are more active, the women candidates reservations is increased in parliament. Urban women is independent enjoys greater freedom than the rural women. Employment opportunities, wider opportunities, fulfillment of desires in fulfilling individual's desires, aspirations are more in urban areas. Easy access of public utilities, excellent transportation facilities, well equipped mass-media. Adjustment is a way of life in urbanisation. People are more liberal in their approach. There is a wider changes 'I' the institutions of family and caste Panchayat.

Solutions to Urban Problems

- Systematic development of urban centres
- Efficient town planning
- Well distributed viable urban centres through out the country
- Emphasis on effective implemental of poverty alleviation, urban developmental programmes which can permit multi-functional activities to sustain people in cities

- Regional planning in a logical manner is necessary
- Motivate the industrialists to plan their industries to backward districts. Is also helps in linear development of metropolitan and big cities
- Municipalities should find their own resources by collecting appropriate taxes and spending the amount for the development of the cities
- Encourage private transport facilities to operate services as they will charge little and provide better services
- Community centres has to be established by the innovative planners it will act upon neighbourhood needs
- Modify the urban planning and implement radical measures
- City dwellers has to become politically active and organise themselves and to change the existing economic and social systems.

Health Hazards Associated with Urbanisation

The common diseases among the urban slum dwellers are: Respiratory diseases, fever, GIT disorders, skin infections, eye infections, malnutrition, viral infections, chronic toxicity, STD, accidents, drug abuse, alcoholism, crime, delinquency, suicide, prostitution.

Causes

Industrial pollution, over-crowding, poor hygienic practices, food and water contamination.

Strategies to Improve Urban Health Problems

- Provision of safe drinking water, maintaining housing standards, proper disposal of liquid and solid waste, and conducting health awareness campaigns.

Distinguishing features of urban community and rural community (The Urban-Rural contrast)

Feature	Urban	Rural
Cost of living	High	Low
Transport and communication facilities	Advanced, sophisticated	Lack of good facility
Social interaction	Man is interacted as a 'number' and 'address'	Interacted as a human being
Social contacts	Wider, casual, short-lived, impersonal and secondary in nature	Less contacts, durable, long-lasting, intimate, direct, primary in nature
Social relationship	Secondary, many folded relationships, superficial, artificial, lack of privacy	Primary, simple, sincere, traditional and conservative
Community team spirit	Group will work towards 'aim' oriented until works completes	We feeling, more unity, team spirit
Environment	Lives in congestion, psychological isolation leading to more tensed environment and mental illness	Free from psychological tension, nervous strain, lives close with nature
Self reliance	Greatly interdependent in organisation	More self reliant
Family	Prevalence of nuclear family, weaker relationship, importance to individual	Joint family system, cohesive in unity, less scope for individuality
Institution of marriage	Freedom of selection, divorce is more common	Arranged, strong marriage bonds
Women status	Intelligent, equal status, career-conscious, independent	Ignorant, suppressed, lack of freedom, low social status, plays subordinate roles, assist men folks in occupation
Economic status	All types of class systems are observed, class conflicts are common in city life	Poor, not class conscious

Contd...

Educational status	Widespread, formal, advanced	Less formal, less stress on education
Neighbourhood	Less importance, strangers	Greater importance, knows all by names
Faith in religion	Less rigid observance	Believe in spiritualism, fatalism
Caste system	Class system is more prominent, less rigid observance of caste distinctions	Rigid caste system. Endogamous group, mobility is not possible in caste system
Culture	Secular type, cosmopolitan	Sacred, conservative, ethnocentrism
Social mobility	Known for 'boiling water in a kettle'	Stable, conservative in nature, compared with 'calm water in a pail'
Size	Too big, less united, more problematic	Too small, limited population, more unity
Population density	High	Low
Occupation	Professional like manufacture, trade and commerce, wide spread division of labour	Agriculture is the major occupation, less scope for division of labour
Recreational activities	Varied	Simple, limited
Social processes		
Competition	Greater extent	Not much
Conflict	Indirect	Direct
Toleration	Not so great	More, lead to accommodation
Assimilation	Greater speed of assimilation	Slow process
Cooperation	Indirect, impersonal, division of labour	Direct, personal, socially cooperative in nature
Self-reliant and self-sufficiency	Greatly interdependent in organisation	Vertical solidarity of castes
Politics	Active, more interest	Not active, less interest
Attitude	Case and effect relationship	Fatalistic view
Nature	Artificial, corrupt, dishonest, unfaithful	Frank, open, genuine
Social segregation	Functional segregation based on occupation was observed	Segregation is based on religion, caste, customs, traditions

PUBLIC HEALTH

Definition

The science and art of preventing disease, prolonging life, and promoting health and efficiency through organised control of communicable infections, the education of the individual in personal hygiene, the organisation of medical and nursing services for early diagnosis and preventive treatment of disease, and the development of social machinery to ensure for every individual a standard of living adequate for the maintenance of health, so organising these benefits as to ensure every citizen to realise his birthright of health and longevity—*Winslow*

Role of Urban Community in Maintaining Public Health

- Majority of urbanites are educated, belongs to higher socio-economic status, maintains decent standard of living
- They are conscious of the health, and will take proper measures to prevent the occurrence of communicable diseases by adopting timely immunisation, environmental and personal hygiene, safe drinking water, hygienic food, proper sanitation, etc.
- Public awareness campaigns, mass-media activities were carried out by the health organisation to up-date the knowledge of public
- Implemented various schemes like National Health Programmes, Community Development Programmes
- Urbanites will not encourage their family members to eat unhygienic foods
- Maintains sanitary measures like usages of sanitary latrines, proper disposal of liquid and solid wastes
- Proper ventilation, water purification measures are adopted
- Under goes periodic health check-up after the age of 40 years

- Due to advancement in transport and communication system, the urbanites can reach the medical facility in the need of hour within short span of time
- Due to advancement in scientific technology people will use diagnostic measures even within the house itself eg: Blood sugar level, blood pressure, preg-colour test etc.
- By advancement of communication system like internet, video conference, the health consultation is carried out across the globe and medical measures is suggested within short time
- Higher concentration of medical professionals are distributed within the cities and town will make the urbanites to get medical help much easier and faster.

Role of Rural Community in Maintaining Public Health

- Majority of the ruralities are illiterates or having less education and low socio-economic status; but they have the skills which they learn from their ancestors related to health measures
- Ruralities are having the practices like getting up early morning; cleaning the house, worshipping God and going for daily activities
- Cleaning the floor of the house frequently with cow dung helps to prevent microbial growth, thus they believe that cow dung will prevent the spread of communicable diseases
- Planting trees around the house specially neem trees will provide natural aeration
- Planting *Tulsi* in front of the house performing pooja and drinking *Tulsi* leaf water helps to clean the various organs of the body
- Ruralities consume more of fresh, natural vegetables and fruits compared to urbanites, who consume caned, processed foods; this itself will maintain ruralities health

- Low density population, more leisure time for the ruralities facilitate to enjoy nature
- As ruralities are mostly agriculturist having less stressful life and keeping them away from stressful stimuli and prevents from psychosomatic diseases
- Ruralities will develop and maintain effective, intimate social relationships which will prevent the occurrence of social problems.

Role of Community in Determining Beliefs, Practices and Home Remedies in Treatment

Man is a social being and considered himself as the master of universe. His creativity lead to the development of social life and thus the culture formed. Using his cognitive domain he understood the nature and its ever-helping tendency to the mankind. So, by learning this man started living in specific geographical areas where he can satisfy the physical needs, thus forming a specific social group. These groups formed their practices, beliefs, attitudes, based on their past experiences.

During primitive era the groups formed their cultural beliefs and practices, which is transforming from generation to generation. These practices are mainly focused on health aspects, some believes are positive, some are negative.

Health Beliefs in Community

- The communicable diseases like chicken pox, small pox, measles, mumps are occurring due to curse of Goddesses for sinful activities. As part of the remedy, the family members will not sent the affected person out, isolate and make the patient lie down on the neem leaves, give bath with neem leaves dipped in hot water
- Consuming *papaya* fruit is avoided during first trimester of pregnancy as it may lead to abortion

- *Colostrums* will not be given for the new born
- If the deciduous tooth is not erupted, the maternal uncle will gently scratch the gum with a paddy grain
- Application of honey over the tongue will control stammering
- If the child born with umbilical cord around the neck, people will tell the child-born-with-garland, and they will not allow the father to see until he perform pooja or *santhi* to the God
- For the snake bite, application of some herbal leaves will prevent the spread of poisoning
- The other practice for snake bite, is to bite the muscle around the bitten area and suck the venom and spit out— this practice is done by tradition medicine expert, not by all
- Keeping the head in northern side and sleeping is prohibited
- Tattooing over the body, people believe that '*pachhe*' alone will come along with soul after death.

Home Remedies for Certain Diseases

- For jaundice, tulsi juice spread in a betel leaf mixed by a golden object and allow the person to drink for a week
- Application of pealed cut onion over the scorpion bitten area will absorb the poison
- For the prevention of pimple; turmeric powder mixed with milk cream is applied over the face
- To reduce the indigestion, abdominal discomfort problems, *bendiya seed* mixed with curd will be given early in the morning
- For new born child, if abdominal discomfort occurs, caster oil applied over the betel leaf, warm it and kept over the abdomen for some time, to relieve discomfort
- '*Karakkaya*' using for relief from dry cough

- For de-worming the stomach, neem leave juice given early in the morning before break-fast
- Chicken soup with pepper powder will be given for chest congestion and cold
- Applying turmeric powder with pressure over the cut injuries to reduce the bleeding
- Hot black tea mixed with lime juice; treatment for diarrhoea
- Diarrhoea for infant will be treated by a pinch of salt and sugar mixed in warm water given frequently
- For burn injuries application of honey in the affected area will reduce pain and enhance healing process
- Certain religious community believes offering prayer will heal their problems; they will not take any medicine or health care during cute or chronic illness
- Using *eucalyptus* oil for relieving the body pain and leaves for relieving common cold.

TRIBE

Introduction

The second largest group of the backward class of the unprivileged section consist of 7.5% of total population is scheduled tribes. Gandhiji called them as 'Girijans', the constitution of India has referred them as scheduled tribes.

Definition

'Group of families bearing a common name, speaking a common dialect, occupying or professing to occupy a common territory and is not usually endogamous though originally it might have been so'—*Imperial Gazette of India.*

'A social group in which there are many class, nomadic bands, villages or other sub-groups, which usually have a definite geographical area, separate language, singular and distinct culture and either a common political organisation or at least

a feeling of common determination against strangers'—*George Peter Murdock (Sociology dictionary)*

'A collection of families or groups of families bearing a common name, members of which occupy the same territory, speak the same language and observe certain taboos regarding marriage, profession or occupation and have developed a well assessed system of reciprocity and mutuality of obligations'—*DN Majumdar*

'A group of total communities which live in a common area, speak a common dialect and follows a common culture'—*Gillin and Gillin*

CHARACTERISTICS OF TRIBE

Definite Common Topography

The tribe inhabits and remains within a definite topography. Common habitat is essential for a tribe. In the absence of a common topography, the tribe would also loose its other features like community sentiments, common language, etc.

Consciousness of Unity

Members of a tribe are possessed with a sense of unity.

Common Language

Members of a tribe speak a common language. They also help to generate and evolve a sense of communal unity among them.

Endogamous

Members of the tribe marry within their group.

Ties of Blood Relationship

The main basis for communal unit is the tie of blood relationship between its members. The members of the tribe have faith in their real or mythical ancestor.

Experience of Need for Protection

A political organisation of the tribe is established and all authority for administration is vested in one person. This leader employs his mental power and skill in protecting the entire group.

A tribal committee is formed to ender assistance in the form of advice to the tribal chief. The chief solve the problems of their own groups and act according to the direction of the tribe.

Political Organisation

It has its own political organisations, which maintains harmony and avoids notes of discord among its members and protect them.

Importance of Religion

The tribal organisation is based on religion because social and political laws become invisible once they are granted religious sanctity and recognition. Religion rendered service in developing the habits of obedience. The authority of a common religion is an important characteristic of the tribe.

Common Culture

Resulting from a feeling of unity, common language, common religion, common political organisation.

Indian Tribes

Indian tribes constitute roughly 8% of the nation's total population, concentration lives in a belt along the Himalayas stretching through Jammu and Kashmir, Himachal Pradesh. And Uttar Pradesh in the west, to Assam, Meghalaya, Tripura, Arunachal Pradesh, Mizoram, Manipur and Nagaland in the northeast. Another concentration lives in the hilly areas of

central India (Madhya Pradesh, Orissa, and, to a lesser extent, Andhra Pradesh); in this belt, which is bounded by the Narmada river to the north and the Godavari river to the southeast, tribal peoples occupy the slopes of the region's mountains. Other tribals, the Santals, live in Bihar and West Bengal. There are smaller numbers of tribal people in Karnataka, Tamil Nadu and Kerala, in western India Gujarat and Rajasthan and in the union territories of Lakshadweep and the Andaman and Nicobar islands.

The extent to which a state's population is tribal varies considerably. In northeastern states 90% of population is tribal. The largest tribes are found in central India, although the tribal population there accounts for only around 10% of region's total population. In south, about 1% of the population are tribal.

There are 573 communities recognised by the Government as scheduled tribes and therefore eligible to receive special benefits and to compete for reserved seats in legislatures and schools. On occasion, an entire tribe or part of a tribe joined a Hindu sect and thus entered the caste system en masse.

Tribal society tends to be egalitarian, its leadership being based on ties of kinship and personality rather than on hereditary status. Tribes typically consists of segmentary lineages whose extended families provide the basis for social organisation and control. Unlike caste religion, which recognizes the hegemony of Brahman priests, tribal religion recognizes no authority outside the tribe.

Language is not always an accurate indicator of tribal or caste status. Especially in regions of mixed population, many tribal groups have lost their mother tongues and simply speak local or regional languages. Linguistic assimilation is an ongoing process of considerable complexity. In the highlands of Orissa, for example, the Bondos—a Munda-language-speaking tribe—use their own tongue among themselves. Oriya, however, has also supplanted the native tongue as the language of ritual.

Economic and Political Conditions

Most Indian tribes are concentrated in heavily forested areas that combine inaccessibility with limited political or economic significance. Historically, the economy of most tribes was subsistence agriculture or hunting and gathering. Improved transportation and communications have brought ever-deeper intrusions into tribal lands; merchants and a variety of Government policies have involved tribal peoples more thoroughly in the cash economy. In 1970s, the gains tribal peoples had made in earlier decades were eroded in many regions, especially in central India. Migration into tribal lands increased dramatically, and the deadly combination of constabulary and revenue officers uninterested in tribal welfare and sophisticated non-tribals willing and able to bribe local official was sufficient to deprive many tribals of their landholdings.

Government policies on forest reserves have affected tribal peoples profoundly. Wherever the state has chosen to exploit forests, it has seriously undermined the tribes' way of life. Government efforts to reserve forests have precipitated armed resistance in the part of the tribal peoples involved. Intensive exploitation of forests has often meant allowing outsiders to cut large areas of trees (while original tribes inhabitants were restricted from cutting), ultimately replacing mixed forests capable of sustaining tribal life with single-product plantations. Where forests are reserved, non-tribals have proved far more sophisticated than their forest counterparts at bribing the necessary local officials to secure effective use of forestlands.

Efforts to improve a tribe's educational status have had mixed results. Recruitment of qualified teachers and determination of the appropriate language of instruction also remain troublesome. Commission after commission on the 'language question' has called for instruction, at least at the primary level, in the students' native tongue. In some regions,

tribal children entering school must begin by learning the official regional language, often one completely unrelated to their tribal tongue. The commitment of tribes to acquiring a formal education for their children varies considerably. Tribes differ in the extent to which they view education positively. Schooling has helped tribal people to secure political and economic benefits. The education system there has provided crops of highly trained members in the professionals and high-ranking administrative posts.

Tribal Problems

1. Problem of geographic separation: Some tribes are living in unapproachable areas eg; deep valleys, dense forest, hills, and mountains. They are far away from civilised society.
2. Economic problem: Majority of the tribal people live below the poverty line, tribal economy depends majority on agriculture, many of them live as bonded labourers, young women often sold to brothel houses.
3. Cultural problem: The customs, practices, beliefs, traditions are of their own, cultural gap exist between civilised and the tribal people.
4. Social problem: Tribals are traditional and custom bound, they become the victims of superstitions, beliefs, meaningless practices with harmful habits. The prevalence of problems includes child marriages, infanticides, homicides, animal sacrifices, black magic and exchange of wives. They believe in ghosts and spirits.
5. Educational problem: One-third of tribals are illiterates, even though the Government formulated reservations, relaxations in rules, for entry in the school, still they are below in educational standards. Establishing schools in the tribal areas is also problematic, they won't believe in formal education.

6. Health problem: Mainly they believe in customs, traditions, spirits, ghosts, black magic for curing the diseases, results in more incidence of communicable diseases, which takes a heavy toll of tribal life. Their skepticism and disbelieves in modern medicine leads to multiple problems.
7. Lack of transportation and communication facilities: As they live in hilly, mountains, deep valleys, the Government is unable to provide transport facilities.

Tribal Welfare Activities

Central and state Government have undertaken tribal welfare measures along with the help voluntary agencies, to elevate the tribal from ignorance, illiteracy and poverty.

- Constitutional safeguard—article 15 provides equal rights and opportunities to all the citizens of nation including tribal without any discrimination, article 16 shows reservation in employments for Girijans. 320 and 335 articles, seats were reserved for legislations, 330, 332 and 334, describes the tribals can make property and enjoy it in any part of the country, article 275, funds related to tribal welfare activities, 338 empowers the President of India to appoint commissioner and other official agencies for implementation of tribal welfare activities.
- Economic facilities—tribal sub-plans, integrated tribal development projects for economic improvement of the tribals, loans will be given for the purchase of necessity things in life.
- Education facilities—schools are established in some tribal areas, for tribal students concessions like free tuition, stipend, scholarship, supply of stationary equipment, midday meal, relaxation for entry into various courses, and for job opportunities.
- Medical facilities—establishment of hospitals, mobile units in tribal areas, conducting free medical camps, awareness

campaigns to inspire the tribal people for effective utilisation of medical services.

• Carrying out research activities—permission to conduct intensive studies related to culture, customs, and identification the problems of tribal people, sanctioning of funds for tribal welfare activities.

REVIEW QUESTIONS

1. Bring out the relations between industrialisation and urbanisation (2m, RGUHS, 1999)
2. Health hazards of ruralities (5m, RGUHS, 2002)
3. Give any two health-hazards in the tribal community (2m, RGUHS, 2002)
4. Features of rural community—explain (5m, RGUHS, 2002)
5. Explain the health hazards of urban community (5m, RGUHS, 2003)
6. What do you mean by tribal community (2m, RGUHS, 2003)
7. Elucidate the meaning and features of rural community (10m, RGUHS, 2003)
8. Role of community in the development of human behaviour (8m, MGRU)
9. Home remedies in treatment (4m, MGRU)
10. Practices and home remedies in treatment (5m, MGRO)
11. Bringout clearly the social and economic aspects of community that influence the health of the people (10m, MGRU)
12. Role of community in public health (5m, MGRU)

7 Culture and Health

INTRODUCTION

Culture is derived from the English word 'kulthra' and Sanskrit word 'samskar', which denotes social channel and intellectual excellence. Culture is a way of life.

Definition

'Culture is a complex whole, which includes knowledge, belief, art, morals, customs and any other capabilities and habits acquired by the man as a member of society'—*EB Taylor*

'Culture is a symbolic, continuous, cumulative and progressive process'—*Leglic AY White*

'The cumulative creation of man; the handwork of man and the medium through which he achieves is ends'—*Malinowski B*

'An accumulation of thoughts, values and objects; it is the social heritage acquired by us from preceding generations through learning, as distinguished from the biological heritage which is passed on to us automatically through the genes—*Graham Wallas*

'The instruments constituted by man to assist him in satisfying his wants'—*CC North*

'The body of thoughts and knowledge, both theoretical and practical, which only man can possess'—*E V DeRoberty*

Meaning

Culture is an organisation of phenomenon of acts (patterns of behaviour) objects (tools) ideas (belief, knowledge, sentiments) attitudes values the use of symbols. Culture is an organised body of conventional understanding manifested in art and artifact (indication) which persisting through tradition, characterises the human group—*Redfield*

Characteristics

1. Culture is an acquired quality or learned way of behaviour. It is learned through experience, imitation, communication, concept, thinking and socialisation process.

2. Culture is transmitted by vertically or horizontally and thus it is communicative. Vertical transmission is from generation to generation, horizontal transmission is from one group to another group within the same period. Knowledge is accumulative. Language is the chief vehicle of culture. The expression, body movements, gestures, feelings, attitudes, thinking also exhibit the culture.

3. Culture is social but not individual. The patterns of thinking, feeling, acting are characteristics of culture. Culture can be shared by members of group and kept relatively uniform through group pressures.

4. Culture is idealistic. The learned ways of behaviour which make up the culture are regarded as ideal patterns to which members are supported to conform disparities often occur between ideals and practice but members will understand and be aware of ideal means of culture.

5. Culture fulfills some needs and desires of individual to fulfill group functions.

6. Culture is adoptive. It may institute changes in the environment as a means of adopting, instead of altering themselves to the changing environment.

7. Culture is integrative. The parts of culture display a tendency to be moulded in an integrated consistent pattern.

8. Culture evolves into more complex forms through division of labour, which develops special skills, the interdependence of members within the society.

9. Culture is continuous and cumulative. Culture is a growing whole which includes in itself, the achievements of the past and the present and makes provision for the future achievements of the mankind. Culture is transmitted it is the social heritage of man.

10. Culture is dynamic. Culture is subjected to slow but constant changes. Change and growth are latent on culture and is responsive to the changing conditions of the world. It is the process of adjustment.

11. Culture is gratifying. Culture provides opportunities and provides means for the satisfaction of our needs (biological and social) and desires.

12. Culture varies from society to society. Every culture has a culture of its own/unique. Cultural elements are not uniform everywhere. Eg: Customs, traditions, morals, ideals, values, ideologies, beliefs, practices, institutions, etc. and culture varies from time to time.

13. Culture is super organic. Culture is independent of physical and physiological properties and characteristics. People are proud of their cultural heritage. Eg: The 'flag' represents the nation.

Types of Culture

Culture is unique, every culture has its own, varied and diverse; culture is based on society. Certain cultural similarities and variations will be observed. Eg: People worship different Gods but the basic concept is religion. People will hold different

occupations but ultimate aim is 'living and earning'. Some 'rituals' 'ceremonies' 'customs' may have similar or of little variation. The content of culture is two types:

1. Material culture: Man made objects, which may be experienced with senses. Eg: Pen, table, pad, etc. It is concerned with external, mechanical and utilitarian objects. The devices and instruments by which nature is controlled. It includes technical and material equipments like: Housing, press, locomotive media. Material culture represents 'the whole apparatus of life' or 'civilisation'. It can be easily communicated and makes our life more comfortable, meaningful and luxurious. It has thus extrinsic value. Eg: Housing—when people are constructing the houses they will take the opinions of elders, customs, traditions and 'vaastu' apart from suggestions of engineers.

2. Non-material culture: It includes the concepts, values, and ideas. Eg: Monogamy, democracy.

Functions of Culture

1. Culture makes man as a social being.
2. To regulate the conduct and prepares the human being for group life through the process of socialisation.
3. It defines the meaning of situation.
4. Provides solutions to complicated situations as it provides traditional interpretation to certain situations.
5. Defines values, attitudes and goals.
6. Broaden the vision of individuals.
7. Provides behaviour pattern and relationship with others.
8. Keeps the individual behaviour intact.
9. Creates new needs and interests.
10. Moulds national character.
11. Defines myths, legends, supernatural believes.

Organisation of Culture

Cultural Trait

The smallest unit of culture is 'cultural trait'. It may be material or non-material. These traits develop concurrently and collect together to gain the importance in terms of degrees of significance they have for the behaviour of human being. This collective group behaviour is called 'Cultural complex'. Eg: Joint family system, caste system.

Cultural Pattern

The combination of material and non-material traits into a functional whole, which reflect the dominant characteristics of culture in standardised manner among the members of group. Eg: Child rearing practices., childs' behaviour in school.

Cultural Area

Refers to a geographic locality, which shares common cultural climates. Eg: Tribal areas, industrial belts.

Folk Ways

The word 'folkways' literally means 'the ways of the people'. Conformity to folkways is expected but is not absolutely insisted upon. These are accepted ways of behaviour. Folkways make man in unique means of adapting himself to the environments.

The customary traits and ways of behaviour of people that are binding. A group through trial and error influences or may arrive some possibilities of behaviour. It is passing through generation to generation.

Definition
Behaviour patterns of everyday life, which unconsciously arises within a group—*Gillin and Gillin*

'The ways of acting that are common to a society or a group, that are handed down from one generation to the next'—*A W Green*

'Typical or habitual beliefs, attitudes, styles of conduct observed within a group or community'—*Lundberg*

'Social habits or group expectations that have arised in the daily life of the group'—*Merill*

Eg: Eating pattern, habits, communication, dressing, walking, working, greeting.

Nature of folkways
- Social in nature: Products of man's group life. For sustaining, maintaining to get social recognition individuals has to conform the folkways.
- Repetitive in character: If majority of people observe constantly and regularly, it becomes folkways. Practices become standardised by constant repetition.
- Unplanned origin: Spontaneous, automatic, unconscious in origin. No advance planning is required. Eg: Hairstyle, dressing style, conversation style, etc.
- Informal enforcement: Folkways are informal means of social control. If the individual is not following the folkways 'ridicule' or 'gossip'.
- Varied in nature: It differs from group to group; society to society. Eg: Table manners, eating pattern.
- Numerous and diverse: Depending upon society and group varied folkways are observed.
- Subjected to change: Based on social conditions, situations, environment the folkways will be varied. Based on cultural traits, people will adopt certain cultural practices.

Characteristics of folkways
- Spontaneous in origin, automatic.
- Approved behaviour.
- Distinctiveness (recognised ways of behaviour).

- Hereditary.
- To meet the needs/problems of the society. Eg: Greeting, lunch in the noon, dress pattern.

Importance of folkways
Folkways, if so internalised (fully assimilated) they become personal habits. They save our energy and time, solve the social problems and strive towards achieving the targets or goals. It meets felt needs of the individuals, thereby tension, stress, and strain over the society is reduced. It helps us to handle the situations and to maintain social relations and makes the individual to live in a comfortable manner. Folkways constitute social structure. It provides predictability to both of our behaviour and that of them. If informally controls the behaviour of the individuals.

Mores

'The standards of behaviour which influence the moral conduct of people conformity to mass' is called as, 'mores'. It is more vital (security) of society than folk ways. Eg: Eating with right hand.

'Prescribed accepted behaviour patterns'. The word 'mores' was a Latin word and 'ancient Romans' means more respected and sacred customs. The term 'mores' was introduced in sociological context by *Summer*. The folkways, which are considered by the group to be essential for its welfare and existence, are called as mores; certified mores are called 'laws'.

Definition
'When the folkways have added to group welfare and high standards, that are converted into mores'—*R N Maciver and CH Page*

'Customs and group routines, which are thought by the societal members to be necessary to the group's continued existence'—*Gillin and Gillin*

'Customs, which can note fairly strong feeling of the rightness or wrongness of mode of behaviour'—*Edward Sapir*

Types of mores
Positive mores: It prescribes behaviour patterns. They provide instruction and guidance for the people to behave in a particular manner. Eg: Giving respect to elders, protecting children; care of diseased and aged, doing correct things, speaking truth.

Negative mores/Taboos: It prescribes, which they should not exhibit through behaviour taboos prohibits certain behaviour patterns. Eg: Instructions not to have anti-social behaviour.

Characteristics of mores
- They regulate the social behaviour: It dictates the right attitudes and shapes the personality of the individual. They are compulsive and everybody should follow it and if anybody violates, they will be punished.
- Relatively persistent: Mores are long lasting, conservative in nature.
- Varied from group to group: Some group prohibit one kind of more, others may accept or practice it. Eg: Some follows monogamy, others accept polygamy.
- Mores are backed by values and religion.
  Religious sanction, values are shared by mores.

Social importance of mores
- Determines individual behaviour
- Moulds personality of individual and character formation
- Restrains our tendencies
- Powerful means of social control
- Identifies the individual with the group and maintains social relationship; essential for satisfactory living
- Preserves social solidarity
- Helpful for framing the social laws which will govern our social relations.

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Differences between folkways and mores

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Folkways	Mores
Simple in nature	Wider and general in character
Maintains good relationship and comfortable means in solving social problems	Value judgement above the folkways
May have chances to disobey; rewards will be given if people adapt folkways but isolation may not be punished	Profound conviction violation of the more brings the individuals for wider chances of disapproval and punishment
Folkways are subject to change, varied from society to society	Compulsive, persistent, regulative, rigid and effective influencing factors over the individual's behaviour
Maintains social relationship, bondage developed when it is followed	Moulds the personality, restricts the tendencies of individuals
All folkways may not be equally important, if the folkways are added to the group welfare, transferred to mores	Promotes right living, group welfare
Less deeply rooted in society and change more rapidly	Deeply rooted, less frequently subject for change
Less dominant over individual's life	More stable, dominant

Norms

Groups tend to develop the characteristics ways of doing things normally. The norms of larger social groups are usually embodied in laws, customs, traditions. In small groups, norms may appear in formal rules and regulations or they may be unwritten laws learned by all members through participation in the group. In one way or other, the group communicates its norms to its members, so that the individual is usually well aware of what the group norms are—whether formal or informal, whether to accept or not; the group norms serve as criteria of conduct for the group members, specify the range of tolerable behaviour for members in good standing. It focuses on the social rules for individual behaviour; group ideology focuses more on group purposes, group assumptions

about reality; possibility and value. Group develops frame of reference, assumptions (goals, characteristics) way of coping with problems and evaluating themselves and others about themselves and their environment.

'Social norms' constitute foundation of the social structure. No society exists without norms, they serve the individual as guides to conduct. Norms are based on social values; is a pattern setting, limits on individual behaviour. Norms determine, guide, control and also predict human behaviour.

Definition
'Group shared expectations'—*Young and Mack*

'An abstract pattern held in the mind, that sets certain limits for behaviour'—*H M Johnson*

'The rules that guide behaviour in everyday situations and are derived from the values'—*Donald Light Jr. S. Keller*

A cultural norm is a 'set of behavioural expectation and cultural procedures, how people are supposed to do'.

'A standardised expected ways of feeling and acting which the members of society follow more or less perfectly'.

Norms are, 'standards of group behaviour', it is a 'behavioural expectation shared by group members against which the validity of perception is judged and the appropriation of feeling and behaviour is predictable'.

Norms gives order to the social relations to have smooth cohesive society. It determines and guides institutions judgement of individual and of others.

Characteristics
• Universal: To maintain social order norms will be formulated. They are essential for smooth functioning of the society.

- Related to the functional order: These are based on actual behaviour of the people. Society regulates the behaviour of its members and exercises influence on the normative system.
- Incorporates value judgements: The concepts of norms are evaluated by the group and incorporate value judgements. Discrete or classifies or judges the situations into good or bad; needed or not needed; right or wrong etc. norms denotes expected ideal behaviour of man.
- Relative to situations and groups: Norms vary from society to society; they differ from group to group. Eg: Some norms are applicable for men alone and some for women alone. Culture exhibits high degree of integration.
- Norms are not always obeyed by all: Some norms are obeyed at time; some are disobeyed or ignored at some other time; according to the interest or intension of the people.
- Norms vary with sanctions: Norms are the group's rules of proper behaviour. Sanctions are the group's punishments for violations of the norms. Thus sanctions are the rewards or punishments used to enforce the norms in a society. Proper observation of behaviour by the individuals has to be rewarded. Eg: Smile, approval, praise, appreciation.
- Norms are normally internalised by the people: Norms become part and parcel of personality of the individual through the process of socialisation. The individual internalises the group norms.

Laws

It serves as 'reinforcement to the mores'. If the individual is not following the rules and regulations laid by the legal authority, are punished. Laws are the most powerful means of social control. Government forms various laws.

Definition

'Form of social rule emanating from political agencies'—*JS Roucek*

'An authoritative canon of value laid down by the force of politically organised society'—*Roscue Pound*

'Rule formally enacted by a political authority and is backed by the power of the state'—*Ian Robertson*

Characteristics
- Not universal. Eg: Laws were not observed in tribal societies
- The human activities prescribed by the state for its members
- It is the product of conscious thought careful planning deliberate attempt made by the political authority
- Clear, precise and definite
- Applicable for all without any exception
- Violation of the law is followed by penalties, punishments determined by the state
- Written one
- Maintenance of legal order depends upon the moral climate of a society
- It preserves societal behaviour
- Laws are enforced with the help of court, police, armed forces

Functions of laws
- Eliminates the homicidal activities of individuals
- Persuades individuals to pay attention for the rights of others as well as to act in cooperation with others
- Protects the individuals and society
- Promotes social welfare.

Customs

Informal means of social control, which are universal and pervasive. Socially accepted ways in which people do things together in personal contacts.

Definition

'Group accepted, socially approved techniques of control which are well established, taken for granted, passing to generation to generation by tradition'—*Bogardus*

'The uniform socially approved ways of acting, which are passing from one generation to other'—*Anderson*

'Rule or norm of action supported on the emotional side of forces, sentiments'—*Ginsberg*

'Socially accredited ways of acting'—*Maciver and page*

'Practices that have been repeated by a multitude of generations, practices that tend to be followed simply as they followed in the past'—*Kinsley Davis*

'Established modes of thought and action'—*Duncan Mitchell*

'Folkways that persists over a big period of time, attain formal recognition to be passed from one generation to other'—*Lundberg*

Nature

- Custom is a social phenomenon, which is socially recognised got social significance and normative in nature. Custom represents routine acts of daily life of the people, they enjoy social sanction
- Normative, maintains social order, inherited, external social sanction
- It has great social significance, inherited
- Custom are considered to be conducive to the welfare of the society
- Unconsciously customs are maintained as they are strongly imbedded in group life
- Customs are varied in nature. Eg: For the performance of marriage; varied religious performs in different manner

- Origin of custom is obscure—it is very difficult to ascertain the exact way in which customs are emerged
- Customs are relatively durable, spontaneous in nature
- All customs are not traditional.

Social Importance of Customs

- Regulates social behaviour, it makes the people to bind them together, assimilate their actions to be accepted standards and control their egoistic impulses.
- Constitutes the treasury of our social heritage. Preserves the culture and transmits to succeed generations, develops social relationships, maintain security.
- Supports laws. Customs provides solid grounds for the formulation and establishment of laws. If the state enforces them as rules to bind the citizens, it becomes law.
- Moulds personality of the individual.
- Customs are universal.
- It is democratic and totalitarian of self-expression.

Cultural Variations/Cultural Growth

Culture is acquired behaviour of group. It is a distinctive character of nation/group/a period of history. The development of culture is a continuous process.

Factors of Cultural Variations

- Historical accidents. Eg: Monogamy, Polygamy.
- Geographical environment.
- Mobility of human beings.
- Inventions, Discoveries—which influence technology, customs, traditions, believes and faith.
- Individual peculiarities.
- Change on modes of production.
- Dominant cultural themes.

Process of Cultural Variation

Cultural Diffusion

Is the process by which the cultural traits invented or discovered in one society will spread directly or indirectly to other societies. In the course of transmission of this, it may be difficult to trace the origin of cultural trait. The culture of one society be borrowed by other society, but the physical isolation may influence the cultural contact of various culture. Eg: Buddhist thought—spread from India to China, Japan, Burma (Myanmar).

The factors influencing cultural diffusion
• Relation
• Communication
• Needs
• Desire (New Traits)
• Competition of old traits and objections to them
• Respect and recognition of new traits.

Accommodation

The new ideas, which have been acquired through diffusion, have to be accommodated with the features of other culture. It becomes as part of its life and has added to its progress.

Cross Fertilisation

The conjunction of two cultures is beneficial to both. These processes of mutual give and take is known as, 'cross fertilisation'. Due to this it retains vitality and life to culture.

Acculturisation

When conjunction of two cultures occurs causing cultural growth and they are intimately related to each other rather than identified by its own process is called as, 'acculturisation'.

When we are exposed to different cultures, naturally the cultivation of the culture of the dominant group will result. Eg: Learning to speak their language, cooking new dishes and way of dressing, etc.

Assimilation

When one culture becomes so intimate with other culture, as it looses its individuality.

Accumulation

The experience gained is accumulated and passed on one generation to its successive generations through social heritage.

Enculturisation

'When a growing child learns to conform to his own cultural traditions' is known as, 'enculturisation'.

Ethnocentrism

It is the belief that one's own culture is superior to all others and using it as preference to one's own self or group or relatives. It is tendency for each group to take it granted the superiority of the group. It promotes group cohesion, loyalty and morale. This reinforces nationalism and patriotism. Without ethnocentrism, a vigorous, national consciousness is impossible as it protects against change.

Components of Culture

'The shared products of human group or society'. The shared products includes values, language, knowledge, material objects, non-material culture and material culture. Culture transmits from one to other by the process of social interaction and accumulates over time. Human society and culture cannot exist independently of each other.

Symbols

Culture and its existence depend on people's ability to create and use symbols.

'Anything that a group of people have agreed upon as a way of meaningfully representing something other than itself'. Eg: National Flag; Cross, inverted triangle (family planning); Human beings can transmit extremely complex information to others by symbols and we can make sense of reality and store complex information.

Language

Language is the chief vehicle for communication, it is both written and spoken form. Our ideas, values, thoughts can be expressed through language, the children will socialise through language only. Individual tries to understand the past, present and future through language and it allow us to built and transmit culture.

Some linguists and social scientists have argued that differences among language do not just reflect the needs and environments of their speakers but that they actually shape the way, their speakers view the world. Language and thought are intimately related and it mandates certain ways of thinking about reality. Abstract words can be influential in shaping the character of a culture. Language varies from group to group and from culture to culture.

Values

Value is 'an idea shared by the people in a society', about what is 'good and bad', 'right and wrong', 'desirable and undesirable'. They are emotionally charged and provide the basis of justification for a person's behaviour. Cultural values are passed on through its symbol systems. They typically come in pair (positive and negative).

Norms

Expectations of how people are supposed to act, think or feel in specific situations is called as, 'norms'. Large segments of society share them. It imposes restrictions on our behaviour and practices. Norms are established on the basis of values.

Formal norms: Written or codified like laws.

Informal norms: Unwritten, widely understood and followed by group members.

Folkways

Rules specifying the social customs. Eg: Following table manners.

Mores

Sacred norms, which has to be followed by every one. Strictly enforced laws are called mores. If a person violates the norms, serious consequences will result.

Laws

State will formulate rules, which will regulate human conduct.

Sanctions

To enforce the norms, society formulates acceptable ways; violation of norms of a society is called as, 'deviance', conformity is encouraged through the pressure of 'social sanctions', which controls society. A positive sanction is reward for behaving as expected and desired; a negative sanction is a punishment for violating significant norms.

Beliefs

Belief is a termwhich denotes faith in specific customs and traditions. Eg: Every individual will have faity in their religious preaching. Intellectual analysis of cultural beliefs is required.

Non-normative Ways of Behaviour

There will shades over into normative behaviour and symbolic behaviour.

Subculture of Medical Workers

No society is characterised by a single culture, i.e. equally shared and accepted by all societal members. Society's culture is often only a common strand found among the diverse cultural elements of which it is composed.

When a group of people within a society has a style of living that includes features of the main culture and also certain distinctive cultural elements not found in other groups; the group culture is called as, 'subculture'. It may develop around occupations, regionalism, every modern society contains many subcultures. Individual members of a society often function in more than one subculture and they may pass through different subcultures over the course of life. Subculture directly challenges the values, beliefs, ideals, institutions and other central aspects of the dominant culture is known as a 'counter culture'.

CULTURAL LAG

The term cultural lag was coined by, 'Ogburn'. The other synonyms are: Cultural clash, technological lag, cultural ambivalence. The word lag means, 'crippled movement'. Hence cultural lag means 'the faltering of one aspect of culture behind another'. The material culture progresses far better comparison with non-material culture.

Eg: The sphere of fashion, dressing, art—constitutes rapid change.

Religion, nations—constitutes slow change.

The main course for cultural lag is the various elements of culture it passes varying degrees of changeability. It is responsible for creating international tensions due to individual psychological means or dogmatism.

According to some sociologists, cultural lag is artificial and imaginative. It creates disequlibrium occurring in the process of social change. One-thing progresses forward another lag (restricts) the behaviour. It is faltering of one aspect of culture to another. The time interval between the arrival of change and completion of adaptation is called as 'cultural lag'. It is related to differing rates of changes in society and it describes the disharmony between the related parts of a single culture produced through unequal rates of change.

Ogburn writes, 'the strain that exists between two correlated parts of culture that change at unequal rates of speed may be interpreted as a lag in the part that is changing at the slower rate for the one lags behind the other, if the society is to maintain its equilibrium it has to seek ways and means of bridging this gap'.

Impact of Culture on Human Behaviour

Human behaviour change from moment to moment, according to the situations. As the culture is the product of human interaction, the human being will be defined and identified by the culture. They will share the values, believes, material objects, ideas, feelings, knowledge, which will transmit from one to another as a social product. Human behaviour is entirely the product of social learning.

The impact of culture over the human behaviour will have both positive and negative effects. Some of the positive effects like:

- Respect each other, love the neighbourhood
- Love all, hurt never
- Share the ideas, thoughts, feelings, and responsibilities with loved ones.

Some of the negative effects
- Untouchability

- Superiority and inferiority feelings
- Devadasi system.

Culture Induced Symptoms and Diseases

Culture, is the way of living in which the customs, traditions, practices, attitudes, ideas, knowledge will influence individual's life style. Among these food habits also plays a major role, as a part of culture of a community. Eg: Andhra people consume more spicy food, which may predispose for gastritis.

- Certain community will consume only pure vegetarian food in which they will avoid even onion and garlic, thus leading to nutrition imbalance. Subsequently these people are prone for gastric diseases.
- Other religious consume more of non-vegetarian food, which may lead to obesity, hypertension, and cardiac diseases.
- *Pardah* system by the women followed by certain community will predispose for vitamin-D deficiency.
- In urban community, due to mechanisation, industrialisation people's life become monotonous and stress to adjust and accommodate themselves to the changing demands etc., prone for mental illness.

Civilisation

The word civilisation is derived from the Latin word, 'civitas' means city. It refers to the social organisations and other attainments of man.

Definition

'All human achievements'—*Golden Weiser*

'Outward behaviour of man'—*Kant*

'More complex and evolved form of culture'—*Gillin and Gillin*

'Later phase of the super organic culture'—*Ogburn and Nimkoff*

'Whole apparatus related to life'—*Maciver and Page*

Civilisation refers to devices and instruments by which nature is controlled. It includes technical and material equipments, economic and political organisations. Thus it is

Difference between Culture and Civilisation

Civilisation	Culture
It is a more complex and evolved form of culture. Culture becomes civilisation only when it possesses written language, science, philosophy a specialized division of labour and a complex technology. It is a later phase of super organic culture.	Culture is a complex whole which includes knowledge, belief and morals, customs and any other capabilities and habits acquired by the members of society.
It includes useful material objects and the methods of producing and using them.	It consists of ideals, values, mental, emotional aspects of group.
The authority of man over natural phenomenon as well as special technology or mores which control man's behaviour.	It includes the basic elements, which will bring satisfaction and pleasure to man.
Precise standard of measurement based on utility value.	Has no qualitative or quantitative standard of measurement because culture is an end itself. The elements, needs, values and thoughts, etc. changes in accordance with time and place.
Is an organised advancement as mechanisation, communication, transport system, etc. are advanced.	It is not organised advancement.
Transmitted without effort, based on utility and connected with external life of human beings. It is easily adopted, we may enjoy the products without sharing the capacity which creates them.	Efforts are needed for transmission. The adoption of culture depends upon personality and nature.
Borrowed without change or loss.	Cannot be acquired without any modification.
Is an external process.	Internal traditional pattern.

external, mechanical, utilitarian and concerned with the means. We need products of civilisation not for their own sake, but for the satisfaction of their wants. It represents broad fields of human activity and experience.

Cultural Factors Affecting Health and Diseases

The human life is affected by both material and non-material type of culture.

Customs

Eg: If age—at marriage and age-at gauna is low, may predispose to early pregnancy and will affect mother and child
- Widow remarriages may cause frustration, conflicts and unsoundness in the family
- Polygamy, polygynae, devadasi system, dowry system, alcoholism, drug abuse, will influence the individual's health

Beliefs

- Certain religious community does not take any form of medicine or does not utilize the health services as they believe the diseases are due to anger of God, or punishment for their sinful activities, for relief of the illness they will perform pooja, offering prayers, and follow some *vaastu* principles, due to these believes their health is deteriorating.
- Communicable diseases like mumps, measles, chicken pox are occurring due to the curse of the Goddess and the community will visit temples for the cure of the disease, instead of going to health care members.
- Some cultural factors are positive in nature. If an individual is affected with chickenpox certain practices will be followed like hygienic principles, such as cleanliness, isolation, barrier techniques, giving bath with neem leaves dipped in hot water, giving bland diet for the affected children.

- The coitus during menstrual periods will result in the prevalence of sexual disorders.
- Hysteria is the result of possession of evil spirit.
- During menstruation certain family will not allow the person to do the family activities and given rest.
- Some elders will not permit the post-natal mother to give colostrum, which is essential for the specific protection for the new born.
- Food restrictions such as eating *papaya* during first trimester, as it may induce abortion.
- During fairs and festivals, certain practices like, white-washing the house and all the family members will gather together, share their joys, problems, which will promote the soundness in the family.
- Performing *pranayama,* meditation and yoga techniques will induce sound mental health.

REVIEW QUESTIONS

1. Distinguish between culture and civilisation (5m, NTRUHS, 1997)
2. Define culture and give difference between culture and civilisation (4m, NTRUHS, June, 2001)
3. Methods of culture (5m, NTRUHS, Jan, 2002)
4. What do you mean culture? Point out the characteristics of culture (5m, NTRUHS, Aug, 2002)
5. Highlights the factors which are responsible for cultural variability (5m, NTRUHS, Nov, 2002)
6. Components of culture (5m, NTRUHS, May, 2003)
7. Culture on human behaviour (5m, NTRUHS, Nov, 2003)

8. Sub-culture of medical workers (5m, NTRUHS, May, 2004)
9. What is mores (2m, RGUHS, 1999)

10. Explain the difference between customs and law (5m, RGUHS, 1999)
11. Examine the role of culture in the family (5m, RGUHS, 2002)
12. Explain the importance of culture in maintaining health (5m, RGUHS, 2002)
13. Explain the relationship between culture and health (5m, RGUHS, 2002)
14. Concept of maintaining health—explain (5m, RGUHS, 2002)
15. Define culture (2m, RGUHS, 2002)
16. What is culture (2m, RGUHS, 2003)
17. Explain the culture and health disorders (5m, RGUHS, 2003)
18. Cultural factors in health disorders (5m, RGUHS, 2004)
19. Culture induced symptoms and disease (4m, MGRU)
20. Acculturisation (4m, MGRU)
21. What are the different components of culture and explain the culture meaning, response and choice of treatment of sickness (10m, MGRU)
22. Culture induced symptoms and diseases (5m, MGRU)
23. Discuss the role of culture as social consciousness in moulding the perception of reality (10m, MGRU)
24. Culture bound syndrome (5m, MGRU)
25. Attitude towards illness and treatment (5m, MGRU)
26. What is the role of culture in understanding health and illness of an individual? (15m, MGRU)
27. Culture on health and illness (5m, MGRU)

8 Social Stratification

It is a social process in which the society is divided into various groups, which will have their own characteristics, status and roles. The relationship to one another is determined on the basis of stratification. It continuously undergoes change. It is the division of society where they are linked with each other by the relationship of superiority and inferiority.

Definition

'Social stratification is a horizontal division of society into higher and lower socials units.'

'It is a division of society into permanent and temporary groups or categories. The groups are interlinked with each other by the relationship of superiority and subordination.'

'A group of people who possess particular social status or position by virtue of which they possess some privileges, responsibilities and powers'.

'Social class is determined on the basis of certain acquired characteristics. Eg: Economic condition, individual attainments.'

As a result of class system, the people have different roles and social statuses. It means, that the members in a particular class have a status attached to them and have to lay a role in relevance to the society.

Thus a social class is an aggregate of persons giving essentially the same social status in a given society.

Characteristics

- Social
- Ancient
- Ubiquitous
- Diverse
- Consequential
- Social process in which differentiation, evaluation, ranking, rewarding will exist.

FACTORS OF SOCIAL STRATIFICATION

Difference in Human Being

Individuals will differ with each other based on biological factors and socio-cultural factors. Hence the individual is placed into various groups to discharge their obligations towards their society in a proper manner.

Biological Group

1. Sex: In matriarchal society, the women are considered superior and have control over the political and social institutions. She will be the decision maker in the family. Where as in patriarchal society, men hold domination superiority and power.
2. Age: The society is divided into children, adolescents, youth, middle age, and old age. In these societies others respect old aged people.

Birth

If a particular person is from a particular caste, he is considered as superior or inferior. Eg: Indian caste system—Brahmins are considered as superior, Sudra is considered as inferior group.

Based on Race

People belong to a particular race and possessing racial characteristics, they are considered superior to others. Eg: In America, Whites are considered as superior than black people. They have separate quarters, places of recreation, congregation, etc.

Socio-cultural Basis

Based on factors such as:
1. Economy: Higher class, Middle class, and Lower class.
2. Religion: Hindu, Muslim, Christian.
3. Caste: Forward, backward.
4. Occupation: Professional, Administrator, and Class IV group.
5. Need for different functions: Teachers, Doctors, Engineers and Cook.

Equilibrium

Every society should have proper organisation, and they should possess social equilibrium. If the society is divided into various groups based on functions, they are mutually dependent and maintain balance within the society.

Forms of Social Stratification

1. Racial stratification: There is a hierarchal order or in the superiority of one class in relevance to the other is determined on the basis of membership of a particular race. It is not possible for people to leave one race and join the other.
2. Class stratification: Every society has many classes. Each social class has a status in the society. In accordance with, it receives social prestige. The members of all classes have some special benefits and facilities, which are bestowed

upon them due to class status. Class-consciousness is generated in by differences in the social status.

Basis for Class Stratification
- Economic factors
- Occupation

Caste System

Three basic pillars of Indian social system are joint family, caste and village system. As a form of social stratification and inseparable aspect is peculiar to Indian society where unity among diversity is found. Caste word is derived from Spanish word, 'casta' means 'lineage' or 'race', complex and strain and Latin word 'castus' means 'pure'. The Portuguese used caste word to denote the Indian institution. The factors influencing caste system in India are: The geographic isolation of the Indian peninsula for a long time; influence of Hindu religion, they believe caste system is looked up on as a divinely ordained institution, karma siddhantha, fatalism, beliefs in reincarnation; existence of many races in the country; rural social structure, no uniform laws and standards existing in the system, illiteracy or lack of education, hereditary occupations, ideas of exclusive family, ancestor worship, beliefs related to sacrament, clash of races, prejudice, conquest, etc. contributed to the growth of caste system in India. Indian society has castes such as forward caste. Eg: Brahmin, vysya, backward caste like scheduled caste and scheduled tribes (dalits).

Definition

'A caste is an aggregation of persons, whose obligations and privileges is fixed by birth, sanctioned and supported by religion.'

'An endogamous unity with a more or less defined rituals status and some occupation traditionally linked to it'—*SC Dube*

'A system of stratification in which mobility up and down the status ladder, atleast ideally may not occur'—*AW Green*

'Collection of families bearing a common name, claiming a common descent, from a mythical ancestor, human and divine, preferring to follow hereditary and regarded as a homogeneous community'—*Herbert Prisely*

Characteristics
- Determination of membership is by birth
- Each caste should possess certain rules and regulations
- Definite occupation
- Endogamous group
- Rules concerning status should posses the superiority and inferiority status.
- Caste is a segmental division of society. Castes are groups with a well defined boundary of their own
- The membership and status is determined by 'birth' hence it is unchangeable, unacquirable, unattainable, and non-transferable
- Each caste will have certain customs, traditions, practices and rituals
- Caste Panchayat in certain areas regulate the conduct of members
- It is a hierarchal division of society. A sense of 'superiority/higher or lowness or inferiority' is associated with gradation or ranking. Eg: Brahmins are treated as superior and scheduled caste are treated inferiorly.
- Restrictions on food habits. Eg: Brahmins and Vysyas are vegetarians in nature; and will not consume garlic, onions
- Restrictions on social relations and marriages. Eg: Higher caste people should not interact with low caste people in early days

- Certain low caste people are still suffering with social and other religious disabilities.

Merits of Caste System (Conditions favouring Caste system)
- Geographical isolation
- Static society
- Rural societal structure
- Aggregation of people
- Influence of religion
- Difference of races
- Lack of education
- Formation of trade unions
- Spirit of cooperation
- Economic pursuits
- Racial purity
- Intellectual make-up
- Integration of the country
- Cultural diffusion
- Separation of social life from political life.

Demerits (Unfavourable factors)
- Modern education
- Urbanisation, Modernisation
- Industrialisation
- Wealth consciousness
- Movements of social emancipation (mixing)
- Means of communication
- Political agitation
- Appearances of new social classes
- Denies mobility
- Retarded solidarity
- Wrong men in occupation
- Obstacle to national unity and social progress
- Undemocratic.

Features of Modern Caste System and its Trends
- Caste is recognised by social and secular meaning than a religious interpretation
- Restrictions on food habits and occupation choice was relaxed
- Inter-caste marriage are legally permitted
- Constitutional provisions were revised to overcome the handicappedness of low caste people. Eg: Reservation facility in education, employment, etc.
- Caste continuous to ascribe social status
- Caste panchayats become disappeared or weakened
- Social interaction and social relationships has been establishing in the society without seeking the caste background
- Ritual status on caste system was changed
- Caste has lost its hold over social usages and customs practiced by its members
- It is not dictating individual's life or its freedom, it is not barrier for the individual's progress
- Industrialisation, urbanisation, westernisation education, etc. changed the role of caste system.

Causes for the Changes in Caste System
- Uniform legal system: For removing untouchability, Indian law made provision in articles 15, 16, 164, 225, 330, 332, 334 335, 338 to enable them to come up to the level of upper caste.
- Impact of modern education: Educational facilities has extended to all castes, relaxation in admission rules made for the provision of more education facilities for lower social groups.
- Industrialisation, urbanisation, westernisation, technolo-gical advancement, improved transport and communication system, etc. made weakened the caste system, different

categories of people have started to work together, stay together in all areas like factories, offices, workshops, etc. migration of manpower is not having any bar because of advanced transport system

• Democracy and social legislations, reforms movements' uniformity among the individuals.

• Threat of conversion to other religions made relax in caste rigidities.

Improvement in the status of women, evolution of new social classes, division of labour relaxed the rules of caste system.

Difference between Class and Caste

Class	Caste
Membership is based upon objective facts. Eg: Status, standard of life	Membership is based upon birth (Subjective phenomenon)
Open stratification, a person can change his class, dynamic	Closed stratification. Stable, unchangeable
Class consciousness	Subjective consciousness
Does not hinder democracy	Hinders democracy
Individual will have greater freedom	Rigid with more restriction
Less social distance	Greater social distance
Endogamous group	Endogamous group
Flexible restriction	Rigid restriction
No ethnocentric feeling	Ethnocentric feeling
External similarity is maintained. Eg: Dress, language, customs	No external similarities
Internal similarity maintained Eg: Thinking, ideas	No internal similarity
Elastic nature. Easy social mobility	Close, rigid stability
Secular origin	Divine origin
No fixed order of social prestige	Fixed order of social prestige
Stratification is not so strict (flexible social phenomenon is observed)	Clear, definite stratification
No restriction on food, drinking, interaction	Restrictions on eating, drinking and mixing with others
Achieved status	Ascribed status
Temporary associations are flexible, based on need, membership is attained	Duration relationships

REVIEW QUESTIONS

1. Caste system retards social progress explain (5m, NTRUHS, 2000)
2. Caste system is the mortal enemy of social progress. Discuss (15m, NTRUHS, 1997)
3. Distinguish between class and caste (5m, NTRUHS, Nov, 1997,98)
4. Define caste. Critically evaluate the caste system in India (15m, NTRUHS, Nov, 1999)
5. Disadvantages of caste system (5m, NTRUHS, Jan, 2002)
6. Caste system is changing due to various factors, discuss it (5m, NTRUHS, Aug, 2002)
7. Modern trends of caste system (5m, NTRUHS, May, 2004)
8. Features of modern caste system and its trends (8m, MRGU)
9. Case system (5m, MRGU)
10. Bring out clearly the trends of modern caste system (10m, MGRU)

9

Social Change

INTRODUCTION

'The basic fact of today is the tremendous pace of change in human life'.

– Jawaharlal Nehru

Change refers to evolution, progress or adaptation.

Change is the law of nature. The word, 'change' denotes a difference in anything observed, over a period of time. Society is a web of social relationship, therefore observable differences in any social phenomena over any period of time may be observed. Social relationships include social processes, social patterns and social interactions. It is a change in the institutional and normative structure of society and human relationships.

DEFINITION

'Variations in or modifications of any aspect of social processes, social patterns, social interactions or social organisations'—*Jones ME*

'Large numbers of persons are engaging in activities that differ from those which or their immediate forefathers engaged in some time before'—*Merrill and Eldredge*

'Modification in ways of doing and thinking of people'—*MD Jenson*

'Alterations as occur in social organisations that is structure and function of society'.—*Kingslay Davis*

'Social changes are variations from the accepted modes of life, whether due to alterations in geographical conditions in cultural equipment, composition of the population or ideologies and whether brought about by diffusion or invention within the group'—*Ellin and Ellin*

'Some change in social behaviour and in social structure'—*B Kuppuswami*

'Whatever may happen in the course of time to the roles, the institutions or the orders comprising a social structure, their emergence, growth and decline'—*Derth and Mills*

A change in course of time in the activities of the people. 'Society is a complex network of patterned relationship in which all the members participate in varying degrees. These relationships change and behaviour changes at the same time'—*Merill*

'A new fashion or mode either, either modification or replacing the old, in the life of a people or in the societal operations'—*Majumdar HT*

'A process responsive to many types of changes in man made conditions of life, attitudes, beliefs of men and to the changes that go beyond to human control to the biological and the physical nature of things'—*Maciver and Page*

From these definitions, we can explain social change briefly in the following manner:

Social change is a modification in any aspect of social process. It occurs in:

Geographical environment
Cultural means
Biological (physical) level
Ideological plane
Structure and function of society.

Nature

1. Universal phenomenon: Society exists everywhere. No society remains static. The speed and extent of change may differ from society to society. Some may change rapidly, others slowly.
2. Community change: It does not refer to the change in the life patterns of several individuals. It is a change which occurs in the life of the entire community.
3. Speed is not uniform: Social change in urban is faster than in rural areas.
4. Nature and speed of social change is affected by time factor: It differs from age to age. In India the speed of social change after 1947 is faster than before 1947.
5. Occurs as an essential law: Change is the law of nature. It may occur either in the natural course or as a result of planned efforts. Our needs kept on changing to satisfy our desire and for our changing needs, social change becomes a necessity. The enthusiastic response of change has become almost a way of life.
6. Definite prediction is not possible: Our attitudes, ideas, norms and values cannot be predicted.
7. Shows chain reaction sequence: A society's pattern of living is a dynamic system of inter-related parts. Therefore change in one of the parts usually reacts on the other and those on additional ones bring change in the whole. Eg: Industrialisation has destroyed the domestic system of production. It brought women from the home to the factory and to the office.
8. Modification and replacement are the key factors: Modifications in living style, social relationship, attitude towards women's rights, religious pattern, etc.

Social change is continuous, never ending process; each moment in our life we have to under go or adapt ourselves to the changing modalities. It takes place in the environment, i.e. geographic, physical or cultural context and involves the

human aspect results from interaction of a number of factors. Social change may be planned or unplanned brings immediate results or long time to show its results. The study of social change involves no-value judgment, ethically neutral.

FACTORS AFFECTING SOCIAL CHANGE

Cultural Factor

Changes in culture are accompanied by social change. It influences social relationship; culture gives speed and direction to social change and determines the limits, beyond which social change cannot occur. Any change in the culture in the form of learning is called as ' Cultural change'. It may be materialistic or non-materialistic. Changes in culture occur by acculturisation and diffusion, which are indicative of social change. Eg: Invention of gas stove, TV, pressure cooker, refrigerator.

Biological Factor

Will have indirect influence upon social change. Eg: Aspect of the population related to heredity and mutation like *Darwin's* principle of survival of the fittest, struggle for existence.

Population Factor

Factors that determine the number, the composition, the selection and the hereditary, quality of the successive generations. The human elements in society are always changing. Every individual is having a different distribution of qualities and potentialities. Each new generation is a new beginning. Eg:

1. If we compare ourselves with our parents we will know that we are different from them in make-up, ideas and in most other things.

2. Growth of population has given birth to a great variety of social problems like unemployment, child labour, wars, competition, standard of living, poverty and moral degeneration.
3. There is a close relationship between the growth of population and the level of physical health and vitality of the population as there are many mouths to feed which lead to malnutrition, apathy and lack of enterprise.
4. Increase in population may add to social problems. This also creates a demand for more medical and health services.

Geographical/Environmental Factor

Any change in the nature of geographical or environment will have its impact on human society. Eg: Flood, earthquake, and draughts. Physical environment is alone responsible for the growth of human society and social relationship.

Psychological Factor

The cause of social change is the psychology of the man himself. Man is by nature, a lover of change. He is always trying to discover new things in every sphere of life and is always anxious for novel experience. As a result of this tendency the mores, traditions, customs of every human society are perpetually underlying change. He is always attending to what is new and unique and to preserve old ones. The form of social relationships is constantly changing in the process of interaction between these two tendencies. New customs and methods that replace the old traditions are respected but time demands change and adaptation to changing conditions, when change does not occur at the appropriate time.

Technological Factor

The process of application of new innovation is technology.

Technology discloses man's mode of dealing with nature and the process of production by which he sustains his life and thereby lays the mode of formation of social relations and of mental conceptions that flow from them—*Karl Marx*

Technology affects the society by changing our environment to which we in turn adapt. The change is usually in the material environment and the adjustments we make with changes often modify customs and social institutions—*Ogburn*

Technology is a systematic knowledge, which facilitates the use of machines or tools. Technology affects society greatly. Variation in technology causes a variation in some institution or custom. The present age is often called 'The age of power' or 'The scientific age' is a tool for man in his behaviour towards nature. Technology is the means of economic production, which is an end.

Technology is constantly developing and with its development the structure of society is also changing. Increased divisions of labour and higher degree of specialisation are the result of a constant development in technology. It played a major role in the development and progress of human civilisation.

MAIN TECHNOLOGICAL FACTORS

Introduction of Machines in Industries

Some fundamental changes have occurred in social structure due to the introduction of machines.

1. Birth of factory system: Mechanisation is the replacement of the system of individual production by the factory system. The invention of machines has led to the creation of huge factories, which employ thousands of people and where most of the work is performed automatically.
2. Urbanisation: Industrialisation and birth of factories led to urbanisation and big cities came into existence. With the advent of industrialisation many labourers migrated to the

sites of work and settled around it. Establishing market centres, schools, colleges, hospitals, recreation clubs, etc. fulfilled their needs.

3. Evolution of new classes: Urbanisation and industriali- sation transformed the structure of society. It is divided itself into classes. Eg: Capitalist, labour classes, middle class.

4. New conceptions and movement: All factors culminated in the generation of new currents in the prevalent thinking. Trade union movements came into favour as the socialistic and communist thoughts gained in popularity. Lockouts, strikes, processions became the stocks in trade of those who wanted to promote class interests and are regular features of economic activity.

5. Improvement in the condition of women: The burden of work in the family, which falls to the woman, has been decreased by the increasing use of mechanical appliances. With the domestic work being facilitated, they were left with adequate time for occupational and recreational activities and they too competed with men in the economic field.

Thus our attitudes, beliefs and traditions have crumbled before technological advancement. The spirit of craftsmanship, the divine ordering of social classes, traditions regarding the spheres of the sexes, the prestige of birth have affected by mechanisation. Eg: Status of women in the industrial age, has destroyed the domestic system of production, brought women from home to factory, office and distinguished their earnings. It created a new social life for women.

Development of the Means of Communication

The introduction of machinery into industry led to the development of large-scale production, which necessitated communication between traders situated far apart. In this connection much benefit is reaped through postal service,

telephone, newspaper, radio, TV, helped to bring news from every corner of the world right into the household. They also facilitated the spread of new principles and became propaganda machines for political parties. They show uniformity and diffusion of culture, recreation, entertainment, transport, education, dissemination of information. Communication is an important factor in determining our social life. Its techniques definitely limit the kinds of organised life that the people can have. Changes in the means of communication have also affected social relationship and social life greatly, however, the changes in the means of communication depend upon the technological advancement.

The primary techniques of communication are speech and gesture, since these provide the base upon which all other modes of communication are built. Eg: Writing is a graphic form of speech, radio is the transmission of speech through space.

Cultural and linguistic differences are the significant deterrent to the growth of intimacy and understanding between people of different societies and groups. Secondary techniques of communication have been encouraged by technological changes. It facilitates the invention and diffusion of cultural elements. Eg: Invention of printing press influenced education, politics and trade.

Development of Means of Transport

It is an important factor in the determination of spatial aspect of social relationships. As the means of transportation have changed, the spatial relationship of the members of the group has also changed. The rapid means of transportation has to be encouraged, the growth of inter-continental trade and the interdependence of the countries. The development of cycle, motor, railway, ship and aeroplane made transportation of commodities much easier. As a result, national and

international trade made unprecedented progress. The intermixing of people belonging to various countries led to the removal of misunderstanding, feeling of hatred and jealousy were replaced by sympathy and cooperation. Feeling of benevolence prevailed between different races and nations. This assisted in the progress of the sense of universal brotherhood.

There is a greater mobility of population today in which the modern rapid means of transport have played an important part, broken the barriers of cultural isolation and paved the way for cultural uniformity. The new mode of transport have played significant role in the diffusion of cultural elements. The transportation development has played a vital role in the economic integration of the people of regions, of nations and of the world at large and leads to social integration.

Development of New Agricultural Techniques

An important factor in technological advance is the development of new techniques in agriculture. Changes in the agriculture techniques have affected the rural community, which increased production and thereby increasing the standard of living in the rural people. Fewer people are now needed for agriculture, consequently, many agricultural labourers have shifted to factories and devoted themselves to trade on cities to find employment. In India, the effect of technology is most apparent in this direction because India is eminently an agricultural country and its future depends upon the progress in agriculture. The technological state of a society determines the economic and political structure.

SOCIAL EFFECTS OF TECHNOLOGY

The technological changes have affected social values and norms. There is a movement away from family and community loyalty, to a movement towards individualism. They have also

intensified social and psychological uprootedness. They have promoted hedonism (believes that pleasure should be the main aim in life). Individualism has supplemented traditionalism. Bureaucracy has grown in number and power. Human relations have become impersonal and secondary.

• Extension of economic limits the areas of states
• Formation of new classes in society
• Development and progress of democracy
• Spread of fashion
• Urbanisation
• Introduction of novel thoughts
• Formation of associations.

Had profound effect on the beliefs, thoughts and tendencies of human beings.

The old values been completely changed. Wealth is being accorded almost the highest respect and a measure of prestige. Moral values are no longer in the respect they were once held. Religion has come to be regarded as a private affair. Stress is being laid on secularisation of social relationships. Importance is now given to quantity instead of quality. The fundamental elements of culture are being disregarded in the face of ostentation and pretension. Human relations are becoming personal and secondary. On all sides one is confronted with

'Human machines' which possess

Motion but not sincerity.

Life but not emotions.

Heart but not feelings.

Every one is running, no one has the time to look to another.

Process of Social Change

Social changes are of various types and can be explained by different terms viz., growth, progress, evolution, revolution, adaptation, accommodation.

SOCIAL EVOLUTION

Evolution is a Latin word, '*evoluere*' means 'to develop or to unfold'; Sanskrit word, '*vikas*' means more than growth, i.e. unfolding or unrolling changes from within, spontaneously; change in size and structure, it is a process of 'differentiation and disintegration'. This concept developed by *Von Baer, Darwin* and *Spencer*, described a series of related changes in a system of some kind. Hidden or latent character, of things reveal themselves. It is an order of change, which unfolds the variety of aspects belonging to the nature of the changing object. Change must occur, within the changing unity as the manifestation of forces operative within it. A changing adaptation of the object to its environment, progressive integration and heterogeneity keep increasing coherence eg: tribes to civilised nation in which we can observe heterogeneity and integration of social structure. At the same time social evolution does but always proceed by differentiation, but also by simplification and synthesis.

Definition

'It is development, planned and unplanned of culture and forms of social relationships or social interaction'—*Hobhouse*

The process by which individuals are detached from or fail to be attached to an old group norm so that ultimately a new norm is achieved.

Meaning

The term, 'social evolution' is used to describe the evolution of human society, man's social relationships, civilisation of man.

Principles of Social Evolution

- Internal growth—it shows what happens to an object and also what happens within it. Eg: social roles, positions and relations of people.

- Time succession—helpful to arrange a multitude of facts in a significant order.
- Provides simple means of classifying and characterising the most diverse social systems. Eg: The degree and mode of differentiation is observed by customs, techniques, thoughts, etc.
- To know the direction of change.
- It deals with cultural and human aspect.
- It is gradual and progressive.

The Concept of Social Evolution in Sociological Studies

Man has the capacity of inventing tools, making instruments and devising techniques to control the forces of nature and to adjust himself with the natural condition. Invention of new devices is influencing present as well as future generation. Social evolution takes place through ideas, discoveries, inventions and experience. Social evolution is subjected to disruption, according to *August Comte* society is like a social organism possessing a harmony of structure and function. All societies has to pass through three stages viz., theological, metaphysical, and the positive or scientific. According to *Herbert Spencer* social life is going to change from simple to complex and from the homogeneous to the heterogeneous and society is an integration of whole rather than differentiation of parts.

SOCIAL PROGRESS

Definition

'A movement towards an objective thought to be desirable by the general group for the visible future'—*Ogburn*

'Direction towards some final goals, some destination determined ideally not simply by the objective consideration at work'—*Maciver*

'A development of evolution in a direction which satisfies rational criterion of value'—*Ginsberg*

'A change or an advance towards a desirable end'

'The change that leads to human happiness'

'Any change or adaptation to an existent environment that makes it easier for a person or other organised form of life'—*Burger*

'A change in a desired or approve direction'—*Lumley*

Factors Influencing Nature of Social Progress
- The nature of the end
- Distance at which we are from it
- Direction towards some final goal.

Ingredients of Social Progress
- Enhancement of the dignity of man
- Respect for each human personality
- Freedom for spiritual quest and for investigation of truth
- Freedom for creativity
- Aesthetic enjoyment of work nature
- Social order that promotes the values
- Promotes life, liberty, pursuit of happiness, justice, equity to all—*HT Majumdar*

Nature/Characteristics
- Presupposes the presence of change; no progress without some or other change
- Change is towards some desired goal/direction and supportive of human welfare
- It is based on value oriented
- Progress won't have a definite measuring rod

- It is more subjective; subjected to diverse interpretations
- Goals and ideals change from time to time, place to place and along with them, the idea of progress also changes, thus social change is variable.

Development

- 'The social change is a continuous progress'—*Francis Bacon*
- 'Human society gradually advances towards desirability'—*Turgot and Condorcet*
- 'Positive attitude to life itself is progressive'—*August Comte*
- 'Human society is gradually progressing towards a better state; it is beyond the control of man'—*Herbert Spencer*
- 'Cosmic forces determines social progress'
- 'Human perfectibility, doctrine of progress, *Lester F Ward (1814-1915)* was a strong believer and an advocate of social progress; his doctrine of teleology or telesis was not just philosophical, he related it to society'—*Social telesis*
- Society evolves in a linear fashion and in the direction of improvement
- Changes will continue in future also.

Social Deviation and Social Change

Social change is a continuous phenomena, law of nature, universal phenomenon; the traditional societies also subjected to change. Continuous change in the behaviour leads to new norms. The deviance of one generation may be turning into the norm of the next. Effectiveness in the society is possible only when new norms emerge continuously, from deviance. Deviant behaviour may threaten social stability. If deviant behaviour evades the norms, leads to disorganisation. Some times deviant behaviour enables culture to adopt certain change or violation. Eg: Cocktail functions will facilitate discrete sexual offences.

To maintain social order, social control and socialisation are essential. People do not conform to all the norms always. No individual always conforms to every set of expectations. The social deviance is the act of going against the rules or norms. Eg: Cheating, adultery, unfairness, crime, immorality, corruption, dishonesty.

Definition

'Any failure to conform to customary norms and group shared expectations'—*Horton and Hunt*

'Failure to conform to the expectations of other persons'—*Orville G Brim*

'Behaviour, i.e. contrary to the standards of conduct or social expectation of a given society'—*Louise Weston*

'The situations in which behaviour is in a disapproved direction and of sufficient degree to exceed the tolerance limit of society'—*MB Chinard*

Types

- **Innovation:** Society sets goals for the individuals and means to achieve them. Leading the person to conform to the norms. If the individual accepts the goal and adopts the different means in innovative way which may result in a positive way to maintain social order, it may not be a problem, if it brings negative results, which may bring a danger to the society.
- **Ritualism:** A person gives up important social values, yet does services by carefully observing related norms of behaviour, those are called 'ritualists'. Ritualists even though they know if they stick to the activities, no positive result will occur; even then they will try to stick to them. They regard norms as sacred and refuses to take

courageousness as they may adhere to the values and norms.

- **Retreatism:** The passive rejection of both values, goals and norms is called as, 'retreatism', refuse to pursue wealth and to lead a 'conventional' life where the individual rejects certain occupational activities, which are respectable.
- **Rebellion:** Individuals, (rebels) reject both ends and means. They reject the prevailing order and engage in efforts to replace that order. They try to substitute new ends and means for those that exist. Rebels do not follow the norms and values. Eg: Students' duty is to study, but they will avoid it and do some other activities like playing, doing of criminal activity.

Factors Facilitating Deviance

- Non-conformity or violating the group norms.
- Faulty socialisation e.g: low economy is a predisposing factor to develop deviant behaviour like robbery.
- Weak sanctions either awards or punishments.
- Poor enforcement of the laws.
- Ease of rationalisation; giving vague reasons for their unacceptable behaviour, but they will give rationale as they are getting less salary, to fulfill their needs they are accepting bribes.
- Corrupt enforcement: Law makers or permission giving authorities will have informal or secret understanding with the violators.
- Ambivalence of the social control agencies. Eg: Health professional has to treat the individual as client basis instead of that, if they are treating for the sake of monetary benefits.
- Sub-cultural support of deviance. Varied group will have varied ideas related to permissible behaviour, each group will have their set of norms or values e.g: teasing is

prohibited but the sub-culture of adolescents will support and appreciate in the form of reward for such an act representing in an attack.

• Sentiments of loyalty to deviant groups. According to Government view, Naxalism has to be controlled and should be eradicated in society. But Naxalites will have loyalty to their norms, even though they know that Government or society is not interested in propagating their activities.

• Indefinite range of norms. Certain norms are not having clear cut boundaries to specify. Eg: Patriotism and enjoyment of freedom.

• Secrecy of violations. Certain individuals, after performing violent actions, they want to keep the act in secret. Eg: Extramarital and premarital relations.

Social Significance of Deviant Behaviour

Disorganisation

All the persons in the society should confirm to the norms, if any person isolates the group stability will be disturbed, and stable social order will not be maintained. Deviants are not interested to play their roles always distrust in others, hampering smooth functioning of organisation.

Benefits Towards Social Organisation

• Society formulates rules, regulations in the form of laws and norms, to maintain social order; but sometimes delayness is observed in implementation of social activities. Certain deviants will take up. The activities eg: Naxalites always mention that their activities are meant for social welfare.

• It prevents excessive accumulation of discontent reduces some amount of strain of the legitimate order.

• It clarifies the rules, the deviants will come to know more clearly what they have to do and not to do.

- It helps to maintain unity of the group—common enemy unites the group members.
- It helps counter act against ruling party—government; all opposite parties will unite together and work for group welfare.
- It helps to unite the group on behalf of the deviant.
- They perform a variety of functions for the group to come back to the conventional life. They try to protect the deviant from the consequences of his deviance.
- The contrary effect: Increasing conformity:
- 'The good deed shines brightest in a naughty world'— *Shakespeare*
- In the case of deviance average conformity is appreciated. It provides a source of satisfaction.
- Deviance indicates defects of the organisation, which leads to re-examination of existing situations and to bring change, which contribute the efficiency and morale.

Social Change and Human Adaptation

Change is the law of nature, man has to adjust, accommodate and adapt himself for the changing needs and demands of the life. He moulds his personality, lead his life as per societal norms. If he is unable to adjust or adapt himself to the changing scenario, leads to stress, conflict, problems related to adjustment, psychosomatic diseases. Man has to adopt according to the situation and acquires new habits, customs and values to led a better, happy and satisfactory life. Man has to leave the old one and get adjusted to the new role/ norms, adapt themselves to the new to prevent the stress. The various changes in the functions of social institutions has been observed over the period of time some of them were listed; the individual has to accept the reality, balance his mind, utilises adaptation techniques for the solvation of adjustment problems.

Changes in Family Organisation and Relations

- Disintegration of joint family
- Increase in women status
- Women empowerment
- Freedom for women increased
- The social institutions like economic organisation, education institution, religious institutions, state, political organisation have shouldered or shared the family responsibilities.
- Incidence of love marriages, inter caste and late marriages has been increased.
- Strained relationship between couple, divorce, marital conflicts are increased
- The functions of the family like social control has been reduced.

Changes in Social Life

- Individualisation
- Decline of community life
- Housing problem
- Less importance to caste, equalisation of all the people
- Economic insecurity
- Tensions, conflicts prevalence of psychosomatic diseases were common.

The Effects of Social Change on State

- Democracy, secularism are common
- Bureaucracy has been increased
- Multiplication of pressure groups
- Shifting of functions from local to the central Government
- Technological advancement influences the formation of welfare states

SOCIAL WELFARE PLANNING IN INDIA

Any measures taken for the benefit of the weaker and vulnerable sections of the society. Welfare is a dynamic aspect, preliminarily the meaning is 'Helping the others'. Eg: Poor, orphans, widows, physically and mentally handicapped children. The welfare measures like provision of health, education and housing services, legislation for the protection of the working class, social security are provided. All collective measures or interventions to meet specific needs of the individual or to serve the wider interests of society. Eg: Food, clothing, shelter, normal satisfaction of family life, enjoyment of physical and mental health, opportunity for the expression of skills and recreation abilities, active and pleasurable social participation.

Social welfare has grown out of and is constantly influenced by, evolving social, economic, political and cultural trends to meet new situations. It is the central responsibility of the state i.e. the provision and maintenance of an acceptable standard of social and economic well-being for the entire population, which cut across the fields of health, education and labour.

Social welfare is the organised system of social services and institutions, designed to aid individuals and groups to attain satisfying standards of life and health. It aims at personal and social relationships, which permit individuals, the development of their well being in harmony with the needs of the community.

Social work is a professional service, based upon scientific knowledge and skill in human relations, which assists individuals, alone or groups to obtain social and personal satisfaction and independence. It is usually performed by a social agency or a related organisation.

Social services, 'Those organised activities that are primarily and directly concerned with the conservation, the protection and the improvement of human resources'.

Social welfare was the result and social work was the process employed to secure it. Social workers were the people working through social work for social welfare.

If the process was understood the attendant skills were appreciated, the information on subjects of direct concern and on allied fields together with the necessary relevant background material was carefully compiled and presented and the social policy makers, social planners, social administrators, professional and lay social workers were properly equipped, the quality of social welfare services would improve and expansion of social welfare programmes and services would be less difficult more economic and efficient.— *Smt Durgabhai Deshmukh*

The five-year plans suggests that 'The object of social welfare is the attainment of social health, which implies the realisation of objectives. Eg: Adequate living standard, the assurance of social justice, opportunities for cultural development through individual and group expressions and readjustment of human relations leading to social harmony'.

The aim of social service in the past was essentially curative and efforts were directed towards relief for the handicapped and the uplift of the under privileged sections of society. It is now essential to maintain vigilance over weakness and strains in the social structure and to provide against them by organising social services.

For a long time, society has remained apathetic to these conditions; but with the awakening of political consciousness and the enthusiasm of organisations and workers to improve social conditions, there is possibility of developing programmes, which could gradually remedy the present situation. The economic programmes of the five-year plan will mitigate these problems to some extent, but the gains of economic development have to be maintained and consolidated by well-conceived and organised social welfare programmes spread

over the entire country. Family welfare includes taking care of the people who are divorced, deserted, treatment of maladjusted members of the family.

Objectives

• To determine the social needs
• To arrange for careful and conscientious planning to meet the needs of the population
• To mobilise the forces of the community in the best way to achieve this goal.

Welfare Activities—Goals

• Economic development
• Full employment
• Equality of opportunity for the young
• Social security
• Protected minimum standards—nutrition, housing, health, education
• Provision of social services, recreation facilities
• Nationalisation of civil liberties
• People's participation
• Rehabilitation of the injured or diseased persons
• Social investment in the young
• Prevention and cure of sickness
• Moral guidance to the needy individuals
• Welfare of backward classes

Steps in Organisation of Social Welfare

1. Assessment of resources and the needy of community (Community diagnosis)
   • Priorities have to be fixed by preference ranking method, to achieve certain objectives
   • Targets are to be laid down to achieve to avoid wastage and overlapping

2. Planning at all levels—central, state, regional, district, block and village levels
   • Planning has to be done with the consent of the people
   • Planning in consonance with overall planning
3. Implement the process into activity
4. Evaluation of programme
5. Modification to achieve set objectives.

Social welfare services are specialised services meant to enable handicapped and maladjusted individuals and groups to reach their full potential like:

• Establishment of schools for physically handicapped children
• Home for the destitutes
• Certified institution for the delinquents
• After care of discharged prisoners
• Rehabilitation of women rescued from moral danger
• Provision of education and health services
• Providing adequate financial assistance for water supply, family planning, sanitation, urban development to increase efficiency
• Programmes relating to social defense, social and moral hygiene and after care services, foster-care, adoption services
• Welfare projects, night shelters, holiday homes for children, technical guidance to aided institutions
• Meeting the needs of destitute children
• Counselling or advisory service
• Prevocational training
• Programme of social defense like
   • Prevention and treatment of juvenile delinquency
   • Probation
   • Suppression of immoral traffic in women and girls
   • Eradication of certain problems like beggary
• Basic health services—maternity care, child care
• Distribution of cooperative credit for weaker sections.

Social Change and Stress

Internal harmony will be maintained if the individual is experiencing emotional balance, normative reaction. Always eustress is essential to function optimally. Many of us think stress is a simple issue, but in reality, it is not. Stress is a complex process, which a person undergoes due to various changes taking place in his social setup.

Definition of Stress

A person's adaptive or physiological response of the body to a stimulus that places excessive physical or physiological demands on him.

Various components determine the stress, first is the notion of adaptation; second is the stimulus, the stimulus is termed as, 'stressor', which induces stress; third—physical or physiological stimuli; fourth is the demands the stressor places on the individual must be excessive for the stress to result (what is excessive for one may be perfectly tolerable for other).

Hans Selye conceived eustress, **'Eustress'** is a positive in nature and essential for optimum functioning of the individual and lead productivity.

For example, receiving a bonus and deciding how to spend can be stressful. So getting promotion, giving recognition, self-motivation, auto-suggestion are termed as eustress.

Social change exerts heavy demand on man leading to exposure for various stresses. Change in law of nature, every moment of individual life he is experiencing one or other form of stress. Stress leads to frustration, depression, conflict, threat and maladjustment.

The factors which contribute to stress are:
• Change in social norm: Social or cultural norm changes rapidly, keeping face with advanced technological development. Some individuals may accept the change as positive; some may find it difficult to accept.

- Class and caste prejudice and discrimination: The prejudice and discrimination leads to deprivation, frustration and may led the person to indulge in anti-social activities like communal riots and crime.
- Economy and employment: Unemployment or under-employment will lead to stressful situations, maladjustment with colleagues, some with over ambitious and try to succeed economically over night, which leads to stress.
- Domestic discard and family instability: In a nuclear family setup, burden will be more on the working couples in which women is over loaded with responsibilities of domestic and working environment which leads to irritation, misunderstanding, frustration, emotional conflicts. Children will be deprived of love, care and concern because of mechanisation effect in life.
- Education: Inspite of securing high grade on basic level, the student is deprived of his desired higher education due to reservation preference for some backward community people. Due to continuous study for the preparation of exams without basic physical rest, student will get thought block at the time of exam.

Social Change and Health Programmes

Health programmes are developed for the welfare of the society at large. The programmes were devised to reduce morbidity, mortality, prevalence and incidence rates of the specific diseases, to protect vulnerable population and to improve the environmental sanitation.

Social change is a universal phenomenon observed throughout the world. The changes take place at a continuous phase, without any change the society will become stagnant and may predispose to various stressors and subjected to many health problems.

Social change and the development/modification in the health programmes are interrelated, as the advancement takes place right from agriculture to the science and technology; the occurrences of new diseases are also advancing. To protect the health of the members of the society, Government has implemented and amended several health programmes to meet needs. Eg:

• National family planning programme was launched in 1952 with the concept of 'small family norm' emphasising with 3 children; then amended to 2 child norm; now it is 'one or none' formula. Family planning programme has been renamed in 1977 to 'family welfare programme' to improve the quality of living.

• In 1978, expanded programme of immunisation was launched, where pregnant women and under-five children were protected against 6 killer diseases; in 1985, EPI has changed to universal immunisation programme (UIP) the beneficiaries were children under-one year of age and pregnant women.

• To eradicate polio, in 1995 pulse polio programme was implemented.

Social Planning

Social planning is a concept of recent origin and is an instrument made by the Government to achieve desired social and economic developments. It is a part of national development planning. Man must plan, based on facts, analysis, scientific approach to deal effectively with the problem faced by him. Man can control his destiny as the social problems are man made origin and he can adequately treat it. Social planning is a process in which preventive, promotive, protective and controlling measures in solvation of social problems and directs for proper utilisation of material, manpower and social resources.

Definition

'A conscious interactional process combining investigation, discussion, agreement and action in order to achieve those conditions relationships and value that are regarded as desirable'—*Himes*

'It is the development of a program, procedure designed to accomplish predetermined objectives for a society or a segment of it'—*Anderson and Parker*

A plan is in achievement to be made within a fixed period of time. It is based on practical approach and a means of social progress.

Aims

- To check the recurrence of social problems
- To bring about a harmonious adjustment of relationships between the different societal parts
- To win mastery over physical and societal forces which affect human evolution
- To maintain social order (stability, peace)
- To produce equivalent of a workable blueprint to serve as a program of action
- To adapt our culture to meet the present needs
- To adjust the institutions for changes in conditions of life
- It closes the gap between material culture and social institutions
- To deal effectively with the other societal problems
- To quicken the social progress
- To develop positive outlook and material progress
- To make the social institutions to adapt to the changed conditions of life.

Difficulties in Implementing Social Planning

- Real understanding of human society is a problem (Emotional raw material)

- Lack of scientific study to investigate thoroughly about the social problem (Planning without adequate scientific knowledge results failure)
- Lack of manpower to carry out the work of social planning
- Vested interests of society, who exercise powerful influence over the Government machinery
- Indifference and apathy of the masses: Masses have to learn to view social phenomena objectively and cooperate in the formation and administration of social policy.

Social Planning in India

Government of India formulated the Planning Commission to promote the social welfare activities and coordinate the welfare services maintained and social welfare organisations developed to strengthen, improve and extending the existing activities of social welfare and develop new programmes and to carry out new projects. Central Bureau of correctional services developed after care homes to provide appropriate training and to meet the needs of persons especially needy population like rescued women, girls, economically deprived group and scheduled caste population.

The Role of Social Planning in the Improvement of Health and Rehabilitation Pre-planning

a. *Government interest:* Any social welfare plan must be based on a strong 'political will' as manifested by clear directives or policies given by the political authority, legislation.

   The social and health policies formulated and to be translated into legislation to safeguard the disabled individuals like Disability Act, Workmen's Compensation Act.

b. *Organisation for planning:* The Central Planning Commission, which consists of technical experts in the field of social and economic development. Central Ministry of Social Welfare

board coordinates and plans a number of social welfare programmes.

c. *Administrative capacity:* The State Government and different voluntary agencies distribute funds for implementing the programmes and look after the execution of the welfare activities. Welfare extension projects were carried out for rehabilitation of handicapped, delinquents, establishment of craft centres and recreational homes, training centres, correctional institutions were focused around rescues were implemented. Welfare officers have been appointed to rehabilitate the individuals who are in need.

Steps in Planning Cycle

1. Analysis of social situation: Collection, assessment, interpretation of information related to a factual situation. Eg:
   - The society and its characteristics and mortality statistics related to morbidity pattern of disabilities.
   - Social factors which promotes the causation of social problems.
   - Social welfare facilities and resources (Government and Private).
   - Technical manpower of various categories.
   - Existence of training facilities and rehabilitation homes.
   - Attitudes and beliefs of society towards occurrence, preventive and curative measures of social problems.
2. Establishment of objectives and goals: Short-term and long-term plans, general and specific objectives have to be formulated based on problem orientation to guide the activities and yardstick to measure the activities oriented towards achievement.
3. Assessment of resources: Manpower, money and material, skills, knowledge and needed technique available,

occupational/vocational training programmes, existence of resources available and needed will be estimated.

4. Fixing priorities: By priority ranking method the need or magnitude of the problem, social investment, community interest, social pressures.

5. Alternate plans: Formulate and suggest alternate plans to meet the needs of disabled. It provides working guidance to all those responsible for execution and allocation of resources.

6. Programming and implementation: Policy making authorities approve the plan procedures have to be followed by delegation of authority, fixation of responsibility to various categories of therapists (speciality wise) to achieve the predetermined objectives and goals.

7. Monitoring: Observing the day-to-day follow-up activities during the implementation, recording, reporting of objectives to the concerned to have a track over the course of activities, identifying the deviation and taking corrective actions for solvation and limitation of disabilities.

8. Evaluation: To assess the achievement, adequacy, efficiency of stated objectives in a rehabilitation program and its quality assurance can be made. Based on the result modified strategy can be implemented.

REVIEW QUESTIONS

1. What are the factors of social change? (5m, NTRUHS, 1997)
2. Explain the characteristics of social change. (5m, NTRUHS, Nov, 1999)
3. Outline the agencies of social change (5m, NTRUHS, Dec, 2000)
4. What do you mean by social evolution? Explain the principles of social evolution (5m, NTRUHS, June, 2001)
5. Technological factors of social change (5m, NTRUHS, Jan, 2002)

6. Describe the social evolutions with its principles (5m, NTRUHS, Nov, 2002)

7. 'Modern technology is responsible for change in the social institution'. Elaborate it (15m, NTRUHS, Nov, 2002)

8. Social change and health programmes (5m, NTRUHS, May, 2003)

9. Describe the role of social planning in improvement of health and rehabilitation (15m, NTRUHS, Nov, 2003)

10. Social change and human adaptation (5m, NTRUHS, Nov, 2003)

11. Social change and stress (5m, NTRUHS, May 2004)

12. Explain the role of education as a mean of social change (5m, RGUHS, 1999)

13. Define the concept of social progress (2m, RGUHS, 1999)

14. Define social change (2m, RGUHS, 2002)

15. Explain the factors of social changes (5m, RGUHS, 2002)

16. 'Social change is inevitable'—explain (5m, RGUHS, 2003)

17. Prostitution is considered as a social deviance—explain (5m, RGUHS, 2003)

18. Social change leads to stress—explain (5m, RGUHS, 2003)

19. What is social deviance (2m, RGUHS, 2003)

20. Describe the factors causing social change. Briefly point out the negative effect of fast changes in a traditional society like India (10m, RGUHS, 2004)

21. Examine the role of social planning in improvement of health and rehabilitation (10m, MGRU)

22. Write in detail the role of social planning and health programmes in the improvement of health and in rehabilitation (10m, MGRU)

23. Social deviance and disease (5m, MGRU)

24. Social change and deviance (5m, MGRU)

25. Planning (15m, MGRU)

26. Describe various health programmes in post independent India with reference to women and child. Offer your

suggestions for improvement of the programme. (10m, RGUHS, Nov-04)

27. Describe the various principles of perception (20m, MGRU)
28. Social legislation (5m, MGRU)
29. Role of sociologists in development planning with special reference to wealth sector discuss (15m, MGRU)
30. Social reconstruction (5m, MGRU)
31. Social planning (5m, MGRU)

10 *Social Control*

Control of society over the individual, where the undesirable or harmful tendencies of the man will be reduced by emphasising self control. It keeps on changing, in accordance with changes in the society.

Definition

'It is the way in which entire social order coheres and maintains itself, how it operates, as a whole or as a changing equilibrium'—*Maciver and Page*

'It is a social process by which the individual makes group responsive and by which social organisation is built and maintains'—*Lane*

Meaning

It is a system of measures, suggestions, persuasions, restraints, cohesion and physical codes by which a society brings into conformity to the approved behaviour and influence may be exerted through various agencies or by society or the group.

The effectiveness of each agency depends upon the circumstances. It is exercised for promoting the welfare of the group as a whole. The person is influenced throughout in the interest of others rather than in accordance with his individual interest. Social control is exercised for some specific aim or goal. The individual is made conscious of others existence and their interest and adheres to the appropriate social ways. To

make the individual as a social being, whereby he found to conformity with the typical pressure of social control.

Need of Social Control

1. To maintain the old social order: Members in the society behave in accordance with social order. Although enforcement of the old order in a changing society may hinder social progress, yet it is necessary to maintain continuity and uniformity in the society. Eg: The old age people in the family enforce their ideas over the children.

2. To establish social unity/social cohesion/social solidarity: To regulate behaviour in accordance with established norms which brings uniformity of behaviour and promotes the unity among the individuals.

3. To regulate or to control individual behaviour: No two individuals are alike in his or her attitudes, interest, habits, ideas. Every movement of them is a possibility of clashes, conflicts between them. As man become too self-centered social control is necessary to preserve the social interest and satisfy commands.

4. To provide social sanction: If the individual violates the social norms, he is compelled to follow certain measures to control his behaviour.

5. To check cultural maladjustments: Society is subjected to change for every movement. New inventions, new discoveries, new philosophies continue to take origin in the society.

   The individual has to adjust himself for meeting the changing needs of society. But all the individuals cannot adjust themselves to the changes, which may lead to cultural maladjustments and the people may violate the social norms. It has to be justified in the name of progress called 'social reform'. Effective social control is necessary, as India is passing through the transitional period.

Types of Social Control

I. *Karl Mannheim* classified social control into two types:
   a. *Direct social control:* It is the control exercises upon the individual by the reactions of the people who are living within the proximity. Eg: Family, neighbourhood, and playgroup. Individual is deeply influenced by the opinion and views of their parents, colleagues, neighbours, and those who work with them. Individuals' behaviour is controlled or determined by the criticism, degradation, praise, suggestion or persuasion of colleagues, parents, etc.,
   b. *Indirect social control:* The control is exercised upon the individual by the factors like customs, laws, opinions, which affects the entire social system. Eg: Secondary group. Traditions, institutions, customs, rationalised behaviour.

II. *Kimbell Young* classified social control into:
   a. *Positive social control:* Rewards and incentives have an immense value upon the activities of the individual. Everyone desires to be rewarded by the society, consequently they have to confirm to the traditions, mores, values, ideals, accepted by the society. Eg: Rewards, fame, respect, recognition, positive or constructive criticism.
   b. *Negative social control:* A person is prevented from doing something wrong by threat of punishment. The society encourages the people to indulge in certain types of activity of promising rewards, also discourages and prevents people from many activities by fear of punishment. Fear of these punishments helps the people to prevent from violating the socially accepted customs, traditions, values and ideals. Eg: Verbal punishment, defamation, negative criticism.

III. Informal social control.

   Formal social control.

   a. *Informal social control:* Socially desirable behaviour will be performed, where the individual will follow the norms, standards formed by the society. The primary group will formulate the controlling measures. Eg: mores, traditions, customs, etc.

   b. Formal social control: They are specifically designed for control. Secondary groups like social institution formulates the norms, rules and regulations to control the people's behaviour within the society. Eg: Law, police, army, code, custody.

IV. According to *Hayes:*

   a. Control by sanction. Eg: Awarding the obedient and punishing the miscreant.

   b. Control by socialisation and education.

Formal Agencies of Social Control

Law

The society grows in size and complexity, consisting of number of organisations, institutions and structures. Informal means of social control are no longer sufficient to maintain social order and harmony. Therefore, the law provides uniform norms, rights, responsibilities and penalties throughout a social system. Laws are prominent means of social control, laws are formulated by legally authorised bodies or agencies to control the deviated behaviour and to develop desired social behaviours.

Functions of law are

• To follow the rights and to act cooperatively. Laws will protect the society and contributes for its welfare. Thus law controls the conduct of the people of the state, grants everyone the opportunity to progress.

Education

Education is a process of socialisation, it prepares the child for social living and reforms the attitudes wrongly formed by children already. It corrects the belief and removes the prejudice. It teaches them the value of discipline, cooperation, tolerance and sacrifice. It instills in the individual the qualities of honesty, fairness, sense of right and wrong. Thus education makes the people polite and what they ought to be. Education teaches man the use of various capacities, abilities, intelligence, etc. it gives him the ability to succeed in his struggle for existence. It is an art of adaptation. The child learns to respect the opinion and advice of others, hence education is a necessary condition for the proper exercise of social control.

Coercion

It is the use of force to achieve a desired end. It may be physical or non-violent. It is the ultimate means of social control, when all other means fail. In the coercion physical way of doing things such as bodily injuries, imprisonment and penalty should have immediate effect upon the offender but it does not have enduring effects. Society has to protect its own citizen.

Informal Agencies of Social Control

Growth within the society, and no special agency is required to create them. It is exercised through customs, religion, traditions, folkways, mores. It prevails in all aspects of man's life. The individual wants praise, appreciation, honour and recognition by the society. The child through the socialisation process confirms to the norms of the group. A person with socialised attitudes will not commit socially harmful activities.

Beliefs

It is a conviction, that a particular thing is true. Beliefs influence human action and they are vital for human relations. They

define the purpose, interests for the individual and control his choice of means.

a. The belief in the existence of unseen power: It leads man to perform right actions because he believes that his actions are being watched by an unseen power.

b. The belief in the theory of reincarnation: It keeps the man away from the wrongful acts because he believes that to have a good birth in the next life, he must do good deeds in the present life.

c. The belief in the nemesis (The Goddess of Vengeance): This regulates mans' behaviour as he believes that he will be punished whenever wrong act is done.

d. Belief in the existence of hell and heaven: Individual believes that heaven is full of luxuries, fairs and romance and hell is full of terror, miseries and tortures. If one does good deeds and actions will attain heaven after death is the common belief.

e. Belief in the immorality of the soul: It leads man to avoid such actions as it causes pain to the souls of the ancestors.

Social Suggestion

It indirectly communicates the ideas, feelings of others, to follow influence upon the individuals to perform good deeds.

a. Following the great individuals life goals. Eg: Celebration of anniversaries of great leaders.

b. Through literature. Eg: Books, journals and papers.
   It may inspire the people heroic deeds and develops communal conservation.

c. Through education. The curriculum should prescribe the norms, laws, rules and regulations to learn the desired social behaviour and to make the individuals as disciplined citizens.

d. Through advertisement. It depicts the advantage of visiting certain places suggesting the prestige attached to these places. Thus suggestions may be conscious or unconscious either international or national.

Ideologies

There are powerful dynamic forces of contemporary social life. They express the vital interest of social group and desire the design for a scheme of social betterment. They stimulate action and provide a set of values, which are meaningful. Completeness and coherence influences the ideology.

Interprets the social reality to process the correctness and correlate to these ideas in their social activities. Eg: Gandhism; it influences the social life to a deep extent, Leninism; influences the social life of Russians, Hitler's life influences Germans, they began to regard themselves as a supremacy in the world.

Communal Codes

The laws of community by means of which the community exercises its control over the individual.

a. *Customs:* These are the long established habits and uses of the people. They persisted for long time and have passed from one generation to another. There is no constituted authority to declare, to apply or to safeguard them. They are accepted by the society, followed because they have been followed in the past. Customs are so powerful that no one can escape their range. They regulate social life to a great extent. Binds men together, controls purely selfish impulses and compel the individual to confirm to the accepted standards. They act as storehouse for human experiences determining and controlling human behaviour, acts as guardian of social solidarity, stimulating the social change and violation of customs is regarded not only a crime but also a sacrilege. In Hindu societies customs are powerful means of social control but in modern times their forces has loosen. It is a kind of social necessity. Disobedience of custom brings social disgrace.

b. *Folk ways:* They are recognised modes of behaviour, which arise automatically, spontaneously and unconsciously within the group. These are socially approved and have some degree of traditional sanction. They are foundation of group culture and are developed in the society unaided by the law of trial and error. If an individual does not follow them he may be socially boycotted by his group or the society look upon such behaviour as degenerate and ridicule it. The fear of social ridicule acts as a large measure of control on the conduct of the individual. Eg: Greeting each other.

c. *Mores:* The standardised means and related to the fundamental needs of the society directly. They express a sense of light and conducive, which is essential for the welfare of the group. Eg: Marriage pattern. They incline a value judgement and mould the behaviour and restrain the individual from doing antisocial acts. Conformity to mores is regarded as necessary behaviour, contrary to it is not permitted by the society.

d. *Morals:* These are the laws concerning concepts of goodness and badness. It is a force of the conscience. They change according to their context, current ethical concepts govern the social behaviour of the individuals. Eg: Non-violence, truth, justice and equality.

e. *Rituals:* These are the forms of socially accepted behaviour, which are important in times of festivals and religious celebrations. These rituals are to be followed as a matter of duty.

f. *Religion*: It is an attitude towards super-human power. It is having several forms like superstitions, animism, totamism, magic, ritualism. It pervades protectively all the societies. It influences man's behaviour. It explains certain laws and makes the people more benevolent, charitable pervading of all the religions. It emphasises truthfulness and more

trusty and used as a tool to make the people content, obedient to their rules. The base of religious laws is the fear of divine displeasure and sufferings coupled with love and respect for some power. The individual feels the pressure of this belief even more than the pressure exerted by the state or family or the society. Eg:

1. Children should obey their parents, and should not tell lies or cheat others. Women should be faithful to men.
2. Men should limit their desires.

    These are some of teachings of religion, which influence the individual behaviour. Sometimes it may deny the freedom of thought and may favour poverty, exploitation, idleness, encourages certain practices like cannibalism, slavery, untouchability and communalism. It is a powerful agency, which controls the society.

g. *Art:* Influences the imagination and exert control on human behaviour. It may arouse a feeling of sympathy, affection and hatredness. There is a close relationship between the art of person and national lifestyle. The civilisation of any specified time can be judged by an examination of its art. An artist is called as 'an agent of civilisation'. It controls the behaviour of the man. Eg: Painting, sculpture, folk songs, music, dance, rhymes.

   These have their effect on man's emotions and sentiments. It is a pleasant social control and its influence is universal and communal songs and dances enhance community feeling.

h. *Literature*: It possesses high quality, which makes life worthful. Good literature work for great social values. Eg: *Ramayana, Bible, Koran, Bhagavad Gita*. Bad literatures have their own effects like criminal and delinquent behaviour.

i. *Humour and satire*: It often serves to relieve a sense of tension or tensed situation. It is also used to gain a favourable response. Human being controls his behaviour by

supporting the sanctioned values of the society in the form, i.e. light in spirit but effective in control. Satire is used with a bad intension to deflate others without a reason. Eg: Laughing at others.

j. *Public opinion:* The influence of public opinion as a means of social control has its effect in simple societies. In a village the people are known to one another personally and it is very difficult for the villagers to act contrary to the public opinion of that village. It is a power body as it controls the government, even the powerful government has to resign, if the public opposes it. Opinions are formed through propaganda, newspaper, and radio. An individual is more concerned with the reaction of people than with the wrath of God.

It is the fear of disgrace in the society, which keeps a check on the behaviour of the people. Opinions are difficult to contradict. It controls the conduct, behaviour, ways of living and methods. It greatly influences human actions, for fear of public ridicule and criticism, human beings will not indulge in immoral or anti-social activities. Every individual wants to win public praise and avoid public criticism. The desire for recognition is a natural phenomenon.

k. *Family*: The first place where an individual socialised, is the family. He learns various methods of living, behaviour, conversion, obedience and respect for others. The control of parent upon the child is the control of society upon the individual. It is a basic form of society. It forms certain rules and laws, which are enforced lovingly and effort is made to make the individual to understand them. The child is taught to behave in a fashion, which conforms to the standards of behaviour of the people. Infringement of the rules of family brings punishment in its wake and the child learns to accept the pressure of law. It initiates

him to take a value judgement and differentiate between good and the bad. The communal ideas, values and thoughts control the behaviour. The family educates the individual to accept and obey social control.

l. Recreation group: A person undergoes specialisation and learns the methods of behaviour towards other people. Games are based on laws without following them games cannot be played. In this way, games instill in man the habit of remaining in control and obeying the law. Games make a person pliable and teach him to obey the orders of the leader and cooperate with other people as a result the sense of group responsibility is awakened in the participants.

m. *Leadership:* The leaders show the way for the masses to follow the path taken by great men of the past. The path influences the religious, political and other fields to the fellow men.

n. *Fashion:* In civilised society, the determinant in the field of thought, conduct, deeds, belief, opinions, recreations, ornaments influences to a greater range. Fashion is constantly changing but the people are ever desirous of changing with it. Fashion controls the individual's thoughts, ideas, attitudes and behaviour.

REVIEW QUESTIONS

1. What are the formal and informal means of social control (5m, NTRUHS, 2000)
2. 'Social control is the important focus of study of sociology'—explain (5m, NTRUHS, Nov, 1997)
3. Explain the formal and informal means of social control (5m, NTRUHS, March, 2000)
4. Methods of social control (5m, NTRUHS, Dec, 2000)
5. What do you understand by social control and bring out its needs in the society (5m, NTRUHS, June, 2001)

6. 'Social control is exercised through various agencies' discuss it (15m, NTRUHS, Aug, 2002)

7. Norms, folkways, religion (5m, NTRUHS, Nov, 2003)

8. Discuss the various means of social control in regulation to human behaviour (15m, NTRUHS, May, 2004)

9. What is law? Explain its characteristics (5m, RGUHS, 1999)

10. Bring out the social role of customs (5m, RGUHS, 2002)

11. What are the formal and informal means of social control (5m, NTRUHS, Nov. 1998)

12. Social control (5m, MGRU)

13. Social control in the regulation of human behaviour (4m, MGRU)

14. Explain the causes for juvenile delinquency. How are juvenile delinquents reformed (10m, MGRU)

15. Health consequences of alcoholism (5m, MGRU)

16. Rehabilitation of prostitutes or sex workers (5m, MGRU)

17. Problems of Indian women (5m, MGRU)

11 *Social Problems*

INTRODUCTION

Social problems are the result of the failure of a society to adapt its social institutions and culture to its growing needs. They are man made and is one of the major sources of social suffering. The lives of all members of a social group are directly or indirectly affected by this suffering. All members of society have to pay and must be made to pay in some form or the other for these social deficits and breaches in the social order. Men from infancy seek security. Irrespective of the cause of social inequality or unequal distribution of opportunity the fact remains that every social group has members whose plight calls for serious public attention and vigorous social action to cement the breaches and overcome the deficits in order to restore a state of social equilibrium within the society. A realisation of this type is possible with a sympathetic attitude supported by scientific understanding of the nature, extent, social diagnosis and therapeutic action to resolve a social problem. Social problems are behaviour pattern or conditions that are considered objectionable or undesirable by many members of a society. With the increase in number of social problems the society cannot work smoothly or social progress is hampered/hindered and social disorganisation exists. When an individual or a group of individuals is disorganised and is not functioning according to the norms laid down by the society, the social problem is said to exist.

DEFINITION

'A social problem is any deviant behaviour in a disapproved direction of such a degree that it exceeds the tolerance limit of the community'—*Lundberg*

'Significant discrepancy between social standards and social actuality'.

'Morally wrong but the majority or substantial minority within the society'—*Green*

Every Social Problem Implies Three Things

1. Something should be done to change the situation, which constitutes a problem.
2. The existing social order has to be changed to solve the problem.
3. The situation regarded a problem is undesirable but is not inevitable.

Nature of Social Problem

The individual who conforms to social norms is socially normal and as a consequence, he considers himself normal. But the individual who is detected for violating the norms is a deviant. Generally, it is a group of individually disorganised persons having the same problem, which represents a social problem.

The individual, social disorganisation and social problems are interrelated and dependent.

Individual → Social disorganisation → Social problem.
Disorganisation

Social → Social problem → Individual disorganisation.
Disorganisation

Thus social disorganisation is always the resultant of some breakdown in the social organisation. Social problems are the conditions threatening the well being of society.

Classification of Social Problem

- Economic problems. Eg: Poverty, unemployment, dependency.
- Biological problems. Eg: Physical diseases and defects.
- Psychological problem. Eg: Neurosis, psychosis, epilepsy, feeble mindedness, suicide, alcoholism.
- Cultural problems. Eg: Problems of the aged, the homeless and the widowed, divorce, illegitimacy, crime and juvenile delinquency.

JUVENILE DELINQUENCY

Definition

'A juvenile delinquent is a person between the ages of 15 to 17, who indulges in anti-social activity'.

'Juvenile delinquent, who breaks the law, is a vagrant, persists in disobeying orders, whose behaviour endangers his own moral life as well as the moral life of other'.

'Juvenile delinquent involves wrong doing by a child or a young person, who is under age specified by the law of the place concerned'— *Dr Sethna*

'A delinquent is a person under age, who is guilty of anti-social act and whose misconduct is an infraction of law'— *Newmeyer*

Causes of Juvenile Delinquency

Social Causes

Defects of the family: In broken families, where family ties and mutual intimate relationships have been destroyed.

Parent-child relationship: When the child is deprived of love and is scolded constantly on every occasion, child develops feeling of revolt and hatred, so that he runs away from the house and falls into a life of criminals. It induces a feeling of insecurity and develops mental complexes. If the parents has negative attitude, hurt the child's feelings and lead to insecurity children's tendency towards crime is aggravated.

Character and conduct of parents at home: The child's personality is considerably influenced by the character and conduct of their parents. Child has been able to mould their behaviour according to socially accepted values and conceptions. If parents are indulged in such behaviour like telling lies, hypocritical behaviour, sexual immorality and thieving will have effect over the childs' development.

Influence of siblings or criminal relatives: Child's personality is susceptible to the influence of his siblings' personality apart from the personality and mutual relationship of the parents. If the siblings in the family manifest criminal tendencies and immoral behaviour the youngsters are invariably influenced by it.

Defects in the School
- Next to the family, the child's personality is influenced by the school.
- Theft and sex crimes.
- Low intelligence level.
- Roaming outside the school (vagrancy)
- Criticism by parents and teachers.
- Gaining membership of a gang and criminals.
- Punishment by teachers.
- Weakness in some subject.
- Level of education is too high.
- Lack of companionship or influence of bad companion.

Influence of Cinemas or Movies

Mass-media activities.

Physical Abnormalities

Like handicapped children have to overcome their insecurity develops deliquescent behaviour.

War and Post-war Condition

While the father is in war zone and mother is in some occupation due to this the children's education is considerably affected. In wartime, wherever there is bombing, the adolescents took the greatest part in looting and smashing the houses.

Social Disorganisation

Disorganisation of society leads to increase in criminal activity. Modern industrial societies where lack of synthesis and equality, creates tension. This tension inspires young men and women to perform delinquent activities.

Displacement

Displacement of thoughts, ideas, attitudes, in a negative manner influence child's conduct and demoralise the child's values.

Psychological Causes

a. Intellectual weakness
b. Mental diseases
c. Psychopathic personality

Is a cause of crime and juvenile delinquency where there is total absence of love, affection and control. The individual is very unsocialised, irritable, cruel, obstinate, suspicious, self-centered, lonely, full of feelings of revenge, backward and

hypersexual or uncontrolled sexual behaviour. In extreme cases, the person lacks the ability to sympathise completely devoid of repentance over their own cruel doings and the pain or suffering of others.

Personality Defects

The method of an individual's adaptation to environment. Criminal children resort to illegal modes of such adaptation.
- Degree of freedom
- Irresponsibility
- Revolt
- Homicidal tendency
- Suspicious
- Lack of control
- Sadism
- Emotional and social maladjustment
- Extrovert behaviour
- Immaturity in sentiment
- Lack of emotional balance, unbalanced through lack of love and affection
- Disobedient and unsocial
- Inferiority complex.

Economic Causes

- Poverty
- Poor working condition
- Unemployment
- Child labour
- Unfulfilled desires.

CONTROL OF JUVENILE DELINQUENCY

Probation

Juvenile delinquents are kept under the supervision of a probation officer, whose job is to look after the delinquent, to

help him in getting established in normal life and to see that the delinquent observes the rules of bail-bond. Thus the delinquent not only gets a chance to reform himself, but also gets advice and concrete help.

Reformatory Institutions

To reform inmate delinquents, the institutions provide an all round personality development by sufficient means of separating the inmates by providing adequate facilities to meet the basic needs such as proper sanitary arrangements, water supply, food clothing and bedding for the inmates and vocational or industrial training. When delinquent becomes sick medical aid will be provided.

Certified Schools (Fit persons institution)

These are established for the treatment of juvenile delinquent. The schools are of two types:
1. Junior school < 12-13 years of age. (Primary education)
2. Intermediate school 13-15 years of age. (Technical education)
3. Senior school between 15 to 17 years of age. (Industrial training)

The children are generally confined there upto a certain age limit and for about 2-3 years, but the school authorities can make an early discharge. After their release they are kept under the charge of a welfare officer or probation officer.

Auxiliary Homes

These are attached to certified schools, here the delinquents are kept for sometime and studied by a social worker and then they are sent to the certified schools according to the nature and aptitude of a young offender.

Foster Homes

These are specially for delinquent children of under 10 years of age, who cannot be sent to approved or certified schools unless the court is satisfied that they cannot be dealt with otherwise. These are generally run by voluntary agencies, aided by government.

Uncared Children Institutions

The children in the pre-delinquent or near delinquent stage, who are mostly found in a state of destitution or neglect, are cared for. All over the country they are situated, managed by private philanthropists.

Reformatory School

These are meant for the education and vocational training of delinquent children with much regard to the type of crime committed. The delinquents are removed from bad environments and placed in the reformatory school for sometime after which they can adapt some vocation learnt in the school. Young offenders, under 15 years are imprisoned for 3-7 years.

Borstal Institutions

It is a system of detaining juvenile delinquents, first correctional purpose of reformatory is at borstal. Special treatment is provided for adolescent offenders between the ages of 15-21 years.

Two types of borstal institutions
1. Open institutions: Open environment with no surrounding wall.
2. Closed institutions: Converted prison building where maximum security provided.

Industrial training where arduous physical training and education will be given according to the age, record and character of the inmate so as to deter them from committing crime again. The training is different for boys and girls. Eg: Mixed farming, building and engineering laundry, cooking and housework. 2-3 years is the term of borstal but the date of release is decided by the borstal authorities according to conduct and progress of the inmate. The person is attached to borstal associate or probation officer, whose duties are to see that he is fitted in the trade for which he has been trained.

Psychological Techniques

Play Therapy

The delinquent children are given opportunities to participate in such plays, which give expression to the repressed motives and help in the development of creative energy.

Finger Painting

The child is given plain papers and some colours. Child is allowed to paint in his own way. The purpose is not painting, but expression of repressed motives in the child, which leaves them sensible and healthy.

Psychodrama

The child is allowed to participate in different roles in group drama and thereby manifest their repressed motives. The psychologists reform delinquents by creating healthy atmosphere in the family and by providing adequate healthy recreation. Coordinated and concentrated efforts of teachers, guardians, and government are required to organise psychodramas by delinquent children.

Government Measures

- Formal education.
- Vocational training in a number of trades is imported to the inmates. Certified, reformatory and borstal schools enable them to settle down in trades learnt in school.
- Follow up services are given. Training in citizenship of democratic living. The juvenile delinquents are encouraged to take part in extra-curricular activities. Eg: Sports, debate, dramas, music and scouting.
- Rehabilitation—guidance and training. Family community based programs has to be organised to improve environment and to reduce the peer group influences.

Behaviour Therapy

Motivate the child by reinforcing good habits, which modify maladaptive behaviour.

Family Therapy

To establish intimate relationship safeguards childs freedom by engaging them in useful activities.

Prevention of Juvenile Delinquency

1. Team work of private and public agencies: These assist parents and guardians in locating difficult children in danger of maladjustment and in recognising early symptoms of unhappiness, conflict and insecurity.
2. Training of members and staff of all organisations: Counsels to recognise the juvenile delinquents and to overcome the difficulties.
3. Establishment of child guidance clinics: Diagnostic facilities are established in the schools to treat seriously disturbed and maladjusted children.

4. Education of the family: Health professionals should educate the family members about preventive measures and rehabilitation of the clients with juvenile delinquency.
5. Establishment of recreational agencies: Provision for sport activities, cultural activities, organisational activities.
6. Assistance to under privileged children: Character building agencies like schools, churches should be encouraged to serve under privileged children.
7. Propaganda: Through mass media like newspaper, magazines, radio, TV, motion pictures, to encourage the parents for good child rearing practices.

UNEMPLOYMENT

Definition

'Non-availability of work even though there is a desire to do it'.

'The able-bodied persons of working age, who are willing to work, are not able to find work at the current wage levels'.

'Unemployment is forced and involuntary separation from remunerative work on the part of the normal working force during normal working time, normal wages and under normal conditions'—*Fair Child*

FORMS (TYPES)

Cyclical Unemployment

It results from trade cycles, profit, loss, fluctuations in the present level. Eg: Depression in trade, thousands of people are thrown out of work. It may be caused due to cyclic functions of the industry. Eg: The course of business shows alternating periods of booms and depressions.

Sudden Unemployment

Results from business, which engages workers periodically. Eg: Workers are turned out from time to time when the work in factories decreases.

Arising from Failure in Industry or Business

Many factories close down as they are unable to compete with others or varied reasons after a short period of existence and their workers are left without work.

Arising from Seasonal Business

People engaged in seasonal business work, are engaged in it are thrown out of work. Sudden fluctuation of activities in a particular period of the year. At one time activity is very brisk and the employer requires a large labour force to deal with the rest of work. At other times, the work is comparatively slack, labour force becomes unemployed. Eg: Crops in agriculture, labourers in building constructions.

Frictional Unemployment

It is caused by changes in industrial structure, which are constantly occurring. Modern businesses are essentially dynamic, throwing some workers out of employment for the time being. Demand is constantly shifting from one product to another leaving behind a trail of unemployment.

Technical Unemployment

The increase in technology means a displacement of human labour with advance in technology some manufacturing processes have become so perfect as to be virtually automatic. Some may absorb the displaced labour in the production of new commodities, but it is a fact that advance technology reduces the demand for labourers.

Temporary Unemployment

When young people have completed their education and training they remain unemployed for a few days. Experienced persons will have some advantage in the competitive market.

Voluntary Unemployment

It results from the refusal of labour to accept a cut in the rate of real wages. But such unemployment cannot exist under full equilibrium conditions, when there is free competition.

Arising from Shortage of Capital, Equipment or Other Complementary Resources

This type of unemployment was found in under-developed countries. Production is carried on with insufficient amount of real capital per head of the population. Shortage of goods and services has insufficient employment opportunity resulting in a surplus labour force.

Involuntary Unemployment

Is not getting suitable compensation for their qualification and capabilities, become unemployed for a short period of time.

Subjective Unemployment

It is caused by physical or mental shortcomings of the individual.

Objective Unemployment

It is caused by factors beyond the control of individual and is related to objective circumstances. Eg: Seasonal unemployment, structural unemployment.

Causes

Personal Factors

- Defects in character
- Physical disability, deformity
- Mental and moral deficiency of the labourers
- Mental illness
- Accidents
- Defective education and training
- Throwing responsibility on wrong shoulders.

a. Age factor: Young men after completion of their education and training at this age find difficulty in getting jobs because of their inexperience. Older people are more prone to accidents and are less adaptable. They will be candidates for pensions.

b. Vocational unfitness: Too many young people have no understanding of their own abilities or interests and no particular task in mind when they get training. Willingness to do anything may seem to indicate a working desire on the part of the person seeking work. Employers, on the other hand may seek qualified and competent trained workers. More people trained in a particular profession than required. The demand is less than the supply and hence unemployment will result.

c. Illness/Physical disabilities: Many workers are temporarily or permanently unemployed because of illness or other physical disabilities. Industrial accidents are often fatal and sometimes make the workers permanently disabled.

Technological Factor

Advances in technical skills and highly specialised division of labour, able-bodied and capable men are unable to secure jobs.

Economic Factor

Unemployment complex may be ascribed to dislocations in industries and to disorganisation of economic structure.

Excessive Increase in the Population

Increased pressure upon the land and an increase in the number of the unemployment.

Limited Land

The population is increasing while the land is limited.

Lack of Subsidiary Industries

The landless farmer or with less land or infertile land, remains unemployed.

Agriculture depends upon Rain

In India, agriculture is a gamble with the rain. If the rain arrives at the right time and are neither excessive nor scare, the harvest is good. But if the rain comes at the wrong time or insufficient quantity, they spell disaster for agriculture. In the absence of rain, famines occur and thousands of people become unemployed.

Unscientific and Absolute Methods of Cultivation

In India the old unscientific method of farming is still being pursued, consequently, the farmer cannot feed properly and many people what they produce from their farm are unable to meet the needs of the children. Eg: Could not able to provide proper education, or cannot engage them in suitable profession.

Subdivision of Land

The land is subdivided into small portions, fragmentation of land falls very low and sometimes the land becomes an uneconomic holding.

Main Reasons given for Unemployment among the Educated were

A. Rightly or wrongly there is an impression among the public that investment in education by an individual should yield for him a return in terms of a remunerative job.
B. An educated person naturally looks for a job suited to his particular type of education. He has received with the result that there has been an abundance of supply in regard to certain occupations and professions and shortage in others, depending upon the development of education in the country.
C. The regional preferences shown by the educated which complicate the problem.
D. General disinclination among the educated to look for employment other than office jobs.

Disorganisation of Agriculture

Extreme unorganised and diversified land of agriculture leads to unemployment.

Evil Effect of Unemployment

Unemployment has many bad consequences not only for the worker himself but also for the worker's family and the community at large. He suffers from personal disorganisation, his health is affected, his family and the community are also affected.

Unemployment and Personal Disorganisation

Unemployment, whether of a seasonal or permanent nature undermines the life organisation of a worker. The unemployed person faces a discouraging outlook.

Unsteady Employment

- Undermines the worker's physique
- Deadens the mind
- Weakens the ambition
- Moral value of the group are distorted or lose their significance
- Destroys his capacity for continuous sustained endeavor
- Induces a liking for idleness and self-indulgence
- Lacks self-respect and the sense of responsibility
- Prevents hope of family advancement
- Destroys a workman's feeling that he is taking good care of his family.

New Entrants

Young persons who have just finished their education and training have entered in the labour market with full of enthusiasm and vigour. When they cannot get employment they become disillusioned and cynics. Having no outlet for creative energy they become delinquents and commit robbery or bank hold-ups. The anti-social activities offer the only chance to the undisciplined youth. They become disappointed when they find no market for their services.

The plight of the experienced unemployed person, discouraged and depressed may become cynical, irritable and disagreeable in his home. The unemployed often unable to do steady work, unreliable, inefficient and 'good for nothing'. Moral values of the group are distorted or lose their significance. Savings exhausted and credit denied he might

become a rebel. He may steal because his children need the basic meal for a day. Because of their inability to face economic insecurity and loss of status for themselves and their family, some may end in suicide. Full of bitterness, loss of self-respect as economic insecurity observed during old age. Migratory casual workers are most maladjusted men, being mobile they have no permanent community interest or family ties to act as a stabilising force. Unemployment frustrates hopes and brings loss of status.

Unemployment and Low Health

Those who are unemployed have insufficient resources to maintain their own health or their family members' health. Eg: Limited diet, low consumption of essential food elements, and the inability to pay for ordinary medical care. Inability to meet the needs of dependents results in worries and anxiety, which further affects their health. The stress and strain of worry, the restlessness, lack of usual activity, the new obligations for wife and children, etc. will affect his health.

Unemployment and Family Disorganisation

In addition to the physical and mental deprivation and the havoc of unemployment wrecks on the personality of the breadwinner, as well his family. When the regular income fails, the families' fall back upon their own savings, however, low they may be. After the meager savings are exhausted the inevitable borrowing either in cash or in goods starts. Valuable articles are sold and ornaments are mortgaged.

Families suffer starvation by resorting to unbelievable economy in food. Bodies sapped through such undernourishment become prey for ill health. Thus, there is an almost universal failure among the unemployed and under paid labourers to take adequate care of their family members' health.

In desperation, the children may be induced to industry earlier, their education may be stopped and the wife seek employment knowing fully well that her husband can secure nothing. She, thus, assumes a double load (working area and household work). Her energy is soon exhausted and she becomes irritable with a nervous break down in the office. If she is not working, her anxiety concerning the husbands' unemployment may affect her mind, the children may become irritable and the whole family organisation may be threatened. The family may often break up to secure help from relatives or friends. The father can seldom cook or intelligently care the children.

Unemployment and Community Disorganisation

Owing to unemployment in the country its resources are not utilised to the full extent and production is less than the maximum, which affects the standard of living of the people. Owing to illness, crime and mental illness many social problems arise leading to social disorganisation. Those unemployed are not only a problem to themselves but are a charge on the society, like hospitalisation, emergency relief, increase in police strength, scene of family disputes, costs the public.

Remedial Measures for Unemployment

Removal of Personal Disabilities

The personal disabilities of a person include illness, physical handicaps, old age, inexperience. The suggested measures are:
  i. Provision of socialised health services: To place the worker back to work in the shortest possible time so that he and his family may not suffer from lack of income. It is necessary to provide him medical facilities free of cost or at a nominal cost. Under ESI Act, many of the factory workers are provided medical facilities and cash

benefits under the sickness insurance scheme. Adequate wages are provided with medical care, which is their first line of defense for the health of the workers. Large numbers of people are underfed owing to poor income and are susceptible to many diseases. Maximum wage act was passed in 1951. Rise in wages through increase in productivity and proper economic development are needed.

ii. Vocational education and educational planning: Educators generally think that they are preparing young people for life and not for making a living. Many technical institutes are developed for training of young men. To remove unemployment among the educated, educational planning and emphasis on vocational training is necessary. There is no life without a good living and educators must recognise the importance of preparation for a life work as a part of educational process.

iii. Remedial measures for unemployment among educated are:

- By advancing loans for establishing small-scale industries requiring capital amount.
- Providing vocational training facilities.
- Assist in procuring raw material and the disposal of the finished goods.
- Expansion of education closely linked with future requirement has to be planned.
- Discovering vocational aptitude and provide vocational counselling, development of cooperative sector, reorganise system of education, expansion of rural economy.
- Development of university employment bureau to remove the hardship felt by educated youth.
- Start industrial estates which provide factory sites with facilities as transport, supply of electricity, water and gas.

- Apprenticeship training by employers.
- Strengthening of cooperative organisation in the sphere of production and distribution. Eg: Manufacturing industries like hand tools, small tools, sports goods, and furniture. Feeder industries like forge shops, automobile shops, machinery parts, electroplating, galvanizing.
- Orientation camps have to be organised to remove the disinclination on the part of the educated to undertake manual work to discover the vocational aptitude of the youth.
- The expansion of education and training facilities should be closely linked to the future requirements of the economy.
- Small scale and medium industries will often provide growing opportunity for absorbing educated persons in gainful and productive work.
- Expansion in agriculture, industries and transport will provide a large and increasing demand for persons with skill and vocational or technical training. Short period of training for specific jobs will be provided.
- Development of cooperatives for credit, marketing and farming, growth of processing industries, development of scientific agriculture and establishment of democratic institutions at the district, village level.

Rural programming, planning rural industries should be organised on cooperative basis as far as possible to provide financial, technical, marketing facilities easily, the development of such lines will keep the educated leadership in the rural areas.

Economic Development to Remove Poverty and Unemployment

To create employment opportunities in all economic sectors (agriculture and industry) through proper planning is essential.

In rural areas, starting of major and minor irrigation works, land reclamation schemes. The revival and development of rural industries, old handicrafts, the extent of mixed farming. Undertaking of public work programmes in slack agricultural seasons may be planned.

In urban areas, expansion of large-scale industries and the starting of new ones, to save the existing small-scale industries and encourage starting of similar new industries.

The development of agriculture, industries, roads, major and minor irrigation works, building and construction activities will indirectly leads to development of territory sector, it means that there will be more demand for transport, storage, banking and other services. Additional employment in the non-agricultural sector has to be generated. Provision of more irrigation facilities would provide opportunities of work on full-time basis. Reclamation of land, expansion and development, schemes of plantations, horticulture are developed.

Development of Agriculture

The employment opportunities in the agriculture sector may be increased through:

- The construction of major and minor irrigation projects.
- Land reclamation.
- Expansion and development of plantation.
- Intensive cultivation and horticulture.
- Development of fisheries and forest.
- Development of industries like small–scale, large-scale, village and cottage industries including handicrafts.
- Building construction activities—houses for labourers and middle class people.
- Development of territory sector in the fields of education, health, social services and official by expansion of these services.

Removal of Seasonal Unemployment

The manufacturers can take up the production of some other commodities in the slack season. Special rural work programmes like irrigation, forestation, soil conservation, land reclamation, improvement of communication can be organised.

Unemployment Owing to Difficulties in the Migration of Labour and Change in Technology

- Location of projects in the public sectors.
- Providing loans to local business and industrialists at relatively favourable terms.
- Reserving certain percentage of contract in the public sector for persons belonging to those areas.
- Adoption of other fiscal measures to induce inflow of private capital.

Remedies for Agriculture Unemployment

Improvement in the agricultural system.
- Prevent further sub-division of land into even smaller pieces
- Creation of economic holdings as well as increase in the output.
- Intensive cultivation do not exploit the natural resources to the fullest extent of their potentiality.
- Proper rotation of crops is followed.
- Good seeds, tools, manure, animals has to be arranged for better production.
- Proper arrangement of irrigation through minor and major projects to avoid dependence of cultivation upon the rains. Development of subsidiary industries like dairy farm, poultry, furniture making, weaving. Public construction like road building, drain digging.

PROSTITUTION

It is a burning social problem around the globe. Combinations of factors are enhancing the prostitution. It is a crime associated with sex.

Definition

'Promiscuous (indiscriminate) intercourse for hire whether in money or in kind'.

'The practice of habitual or intermittent sexual union, more or less promiscuous, for mercenary inducement with accompanying emotional indifference'—*Geoffrey*

'A prostitute is a person who agrees to have sexual intercourse with any person, who offers money for such an act'.

Constituents

- Illicit (illegal) and promiscuous sexual intercourse.
- Mercenary basis whether in cash or in kind.
- Lack of affection or personal interest.

Elements

- Barter (exchange)
- Promiscuity
- Emotional indifference
- Brings personal disorganisation and also it affects the life organisation of the family and the community at large.

Causes

- Poverty leads the women to prostitution.
- Uneducated women who cannot earn their livelihood by any other means get into prostitution.
- Premarital/extra marital relationships.
- Biological cause—defective sex organs, sex urge in human beings.
- Socio-economic factors
  - Poverty
  - Modern industrialisation
  - Rapid urbanisation

- Lack of family and social control
- Lack of moral teaching
- More contacts between men and women during employment
- Over-crowding
- Commercialised recreation including cinemas and dancing hall
- Alcoholism
- Late marriage
- High standard of living
- Destitution
- Bad working condition
- Corruption
- Immoral traffic in women and children
- Under-age employment of girls
- Lack of privacy
- Inability to get married
- Bad neighbourhood
- Illegitimate motherhood
- Neglected by husband.
- Psychological causes
  - Mental deficiency
  - Impotency in male
  - Nymphomania
  - Sexually not satisfying with one partner
  - Ignorance
  - Desire for easy money, easy life
  - Low moral values
  - Vested interests.
- Religious factor
  - Devadasi system
- Cultural: Polygamy and polyandry
  - Chastity-unchastity
  - Pimps.

Causes of Prostitution in Unmarried Person

- Unfulfillment of their sexual urges
- Social barrier to their satisfaction
- Double standards of morality
- Women are stigmatised for illicit intercourse
- Postponement of marriage due to economic necessity
- Sex stimulating literature
- Lack of social disapproval in men
- Indecent shows
- Lustful conversation
- Lack of moral teaching
- Curiosity for sex experience.

Among Married Persons

- Unsatisfactory marital relationship
- To escape from emotional tensions, which arised in their marriage and exists because of temperamental or cultural differences between couples
- Monotony of marital relationship.

Among Widowers

- Loneliness
- Fulfillment of sexual desire.

For Women

Economic causes
- Poverty
- Destitution
- No other visible means of support
- Immoral environment
- Early employment
- Under privileged economic groups
- Poor working environment.

Social values against unchastity
• A girl who had illicit relationship because of some reasons if often made to feel that she had nothing left to lose because she had already lost all. Social values with respect to chastity tend to make it difficult for such a girl to regain her social status and confirm to the accepted standards.

Temperamental traits
• Young sex offenders with low I.Q values
• Lack of temperamental make up traits
• Excessive restlessness
• Lack of affection
• Defiance of authority and irascibility (resistance).

Ignorance
• Exploiting girls from rural communities by offering employment.

Alcoholism
Vested interests
• Highly profitable nature of business
• Deception
• Kidnapping
• Being forced into the profession.

Social factors
• Restrictions on widow remarriage
• Devadasi system.

Among Males
• Forced bachelorhood
• Separation from families
• Widowers
• Unsatisfactory marital relationship
• Interested in variety means.

Type

The Overt Prostitute

Professional registered, unregistered prostitute who live in brothel houses. Act as entertainers, supplement to their legitimate earnings.

Clandestine Group

• Variety of women, who enter into sex relationships for mercenary (heir) considerations.
• Occasional prostitute: Alternate periods of reforms with period of active prostitution.
• Incidental prostitute: scanty legitimate income, by the role of sex favour increased income.
• Married women resort to mercenary and adulterous practices serving a restricted clientele.
• Concubine system under which the mistress or her guardians (if she is a young girl) enters into agreement with a male member for a minimum stipulated period.

Evil Effects of Prostitution

Personal Disorganisation

Chastity and faithfulness have been held up as the primary virtues for women, while men have been overlooked in the sexual disorder. Prostitution is a necessary counterpart to the socially sanctioned license for men. So long as this double standard remains this evil is bound to remain. Women suffer great personal deterioration than men due to the existing double standard.

Two stages of maladjustment as an aftermath of unsocial sex activities:

1. The dual person may not suffer a complete moral collapse and personal efficiency is generally by the mental conflict and physical strain on their marginal existence.

2. The demoralised person: Results in complete personal demoralisation. Repeated violations of the code are almost certain to bring about irremediable loss of status. Eventually the individual man or woman may lose all contact with the respectable elements of the community and may resign him or herself to a life on the fringe of society. This complete change in basic attitudes towards society and social values has taken place, which results in complete demoralisation.

Family Disorganisation

Greatest stigma is attached to the prostitute. It wrecks personality and affects marital relationships. It affects family life by transmitting disease like STD/ VD thus brings social disorganisation. Prostitution brings not only personal disorganisation of the persons concerned, but also affects the life organisation of the family and the community at large. The married men may get some venereal disease from the prostitute, which may affect his wife and children. Similarly, a married woman who resorts to clandestine prostitution may get the disease from her other client.

Prostitution does not exact its full price in social ostracism (excluding out from the group), shame and stigma. Through promiscuous sex relationship venereal disease have acquired to the half of the victim, the other half are innocent victims like wives and children of men who acquired the disease in premarital or extra-marital contacts. Sex relations of the wife or husband may also be the cause of friction in the family and divorce may be the ultimate result.

Community Disorganisation

Prostitution also brings widespread disorganisation of the community in which it operates. It has two aspects:

1. Commercial aspect: Commercial exploitation becomes institutionalised, deeply rooted in the deteriorated local community of the larger city. This means due to its relatively permanent position in the city, it becomes still more accessible to the public and results more profitable. It in turn strengthens the hands of the persons engaged in the business. It includes brothels, call flats, disorderly hotels, restaurants and tenements, which are devoted exclusively to prostitution. Alcoholism and gambling are added as an additional attraction but solely for the purpose of increase in customers for the primary business.
2. Health point of view: Venereal diseases. Eg: Syphilis, gonorrhoea, AIDS are of vital concern. They are devastating diseases but also they are factors in other social problems like crimes, insanity.

Legislation and Prostitution

The East India Company made certain regulations dealing with sexual offences. Later on in Indian Penal Code provisions were made:

- To protect the modesty.
- To protect women against forced illicit sexual intercourse.
- Imprisonment up to one year or fine or both for insulting the modesty of any woman by any word, sound, gesture or exhibition of any object or intruding on her privacy.
- Buying and selling minor girls for immoral purposes and imparting in sex offence.
- Imprisonment or fine or both for 10 years for kidnapping, abducting any person, forced to marry or illicit contact.
- Ten years of imprisonment for selling, letting for hire, buying, possession of girl under 18 years of age for any unlawful or immoral purpose, rape.

Social Control of Prostitution

• Social rejection of the profession by acquainting young people with the dangers of venereal diseases.
• Literature has to be prepared to create an awareness among public about the consequences of prostitution.
• Establishment of VD/STD clinics.
• Segregation of diseased patients—handle them in the same way any other person suffering from common diseases.
• Poverty should be alleviated and women who had gone astray are treated with sympathy and good educations are provided.
• State should provide alternate jobs to make them live with honour and dignity in society.

Prevention of Prostitution

Prevention of Prostitution (Act 1923)

The sex offences under this Act are:
• Living on the earnings of prostitution of another
• Soliciting in a public place
• Procuring, keeping or managing a brothel.

UP Naik Girls Protection Act 1929

The Bombay Devadasi Protection Act 1934

Prevention of Dedication Act 1934

Madras Devadasi Act 1947

Any act intended to dedicate a woman as a Devadasi with or without her consent was made illegal.

Suppression of Immoral Traffic Act 1956

Detention of girls in protective homes established by private social welfare agencies.

1. Sex education: Dangers of venereal diseases, gravity of the consequences of the evils of prostitution both to the individual and to the society as a whole. Value of self-control (at homes and at schools). Decent family life.

2. Employment opportunities: For women who are forced to prostitution under economic stress.
3. Removal of certain social customs: Widow remarriage, dowry system avoidance, double standards to be discouraged.
4. Publicity and propaganda: Public should be enlightened about the law and to report any nuisance in their surrounding areas. Discouraging the sex stimulating literature. Spread of information about the hazards of prostitution and laws.

Social Aspects of Sexually Transmitted Diseases

- Social stigma associated with STD will make the individual not to reveal to others including to family members.
- Like to suffer with the problem rather than obtaining health services.
- The society will not permit the diseased individual to lead comfortable societal life.
- The members of the society will prohibit the diseased individual from taking part in any social activities.
- The off-springs of the affected individual will also suffer from the stigma.

POVERTY

Definition

'A condition in which a person either because of inadequate income or unwise expenditures, does not maintain a scale of living high enough to provide for his mental and physical efficiency and to enable him and his natural dependents to function usually according to the standards of a society of which he is a member'—*John L Gillin and Gillin*

Poverty exists when one is not able to get sufficient food and other necessities of life.

'Poverty is the insufficient supply of those things, which are requisite for an individual to maintain himself and those dependent upon him in health and vigour'—*Goddard JG*

'A man is called poor when he is unable to gather the means to keep himself and his family in health'.

'Poverty is a relative concept, its increase or decrease can be ascertained by the more or less proportion of the necessary things of life for the individual and his family'.

'Man is considered as rich or poor according to the degree in which he can afford to enjoy the necessaries, the conveniences and the amusements of life'—*Adam Smith*

Poverty and unemployment are the two major social problems causing sickness, personal, family and community disorganisation. Another term used parallel to poverty is dependency, the condition of life in which one depends for his subsistence either in whole or in part upon some other agencies than his natural supporters. Poverty and richness are relative terms.

Poverty line: It is determined by the customs and mode of living. It is relative to the scale of living and conditions of others in a given group culture, or status. Further, the scale of living may be different in different social groups in the same culture and each group tends to formulate a standard of living, which is considered necessary for a decent living. The actual scale of living compared with the standard of living measures the extent of poverty.

Types

1. Absolute poverty: Individual is not able to maintain a minimum decent standard of living to maintain himself and his family.

2. Relative poverty: A person may be relatively poor among the persons of his own group who are relatively rich.

Measurement of Poverty

Measuring richness or poverty of a country is the availability of goods and services for consumption in a particular year. This is known as, **National income or Dividend of a country.** To measure national income expert economists are needed. It has some utility in measuring the standard of living of any country. Income is the result of productive activity. Payment of compensation received by a factor of production for its productive use. An aggregate of all the income of the people in a community or country earns is called **National income.** It is the total annual value of all goods and services produced by a country measured in terms of money.

Net National Product: It is the aggregate of economic activity during a specified period together with the net income from abroad.

Economic Welfare: The amount of national income accrued in a particular period.

Gross National product: The value of out put or the sum of gross income shares. The market value of the output of goods and services produced by nation's economy during a stated period of time is equal to personal consumption plus gross private investment plus government purchases of goods and services.

GNP is also considered as the sum of the shares of gross national income according to the different members of the community. From GNP if we subtract the value of capital goods produced we get **Net National Product.**

NNP = GNP – Depreciation

Per Capita Income

It refers to the average income per head in a country. Divide the national income by the population. As population increases the national income increases substantially but the per capita income does not increase. High population growth of India is reflected by the low per capita income of the country.

Causes of Poverty

According to Gillin and Gillin

1. Incapacity of the individual
   • Hereditary weakness of an individual
   • Depressing aptitudes and attitudes towards work as a result of early conditioning
   • Physical handicaps because of accident or disease.
2. Adverse physical environment
   • Poor natural resources
   • Adverse climate and weather
   • Insects, pests
   • Natural disasters.
3. Economic factors
   • Shortage of capital
   • Uneven distribution of wealth
   • Business depression
   • Technological changes which may replace labour.
4. Defects in social organisation
   • Rapid technological changes (when it is difficult to make economic and social arrangement to cope with new situations)
   • Educational shortcomings
   • Inadequate health machinery for the protection of new occupational diseases
   • Bad housing
   • Employment of husband and wife outside home leaving little time for socialisation of children and difficulties of youth to find employment because of inexperience.

5. War: Most active and strong are skilled some are disabled, many women become widowed, inflation affects standard of living.
6. Personal factors
   a. Physical weakness, sickness (Hereditary or accidental)
      Poverty and sickness form a vicious partnership each helping the other to add to the miseries of the most unfortunate of mankind—*Hunter.*
      Due to sickness, a man is unable to work and his income decreases, a major portion of his income is also spent on the cure of the disease. Thus sickness increases poverty; poverty also increases sickness since hard labour in the absence of sufficient nutrition increases many diseases among the labourers.
   b. Mental diseases
      With mental disease a person becomes incapable of doing anything. This decreases his income and increases poverty. On the other hand, poverty also increases mental disease since it is difficult to maintain the balance of the mind in a state of poverty.
      'Poverty alone directly produces insanity among the indigent poor'.
   c. Accidents
      They make the person entirely incapable of work or it reduces his capacity for it. Eg: If the earning member of a family is involved in some serious accident the whole family becomes poor.
   d. Illiteracy
      It increases poverty since the capacity to earn of a illiterate person is very low, on the other hand, many persons are compelled to remain illiterate because of poverty. Thus poverty and illiteracy together form a vicious circle to increase the troubles of the poor people.

e. Idleness

Many persons, inspite of sufficient opportunity to work do not work because of idleness and hence remain poor.

f. Extravagance

An extravagance person can waste any amount of money in no time. In fact the cause of poverty is not a lower income but excess of expenditure over income. In India, extravagance on the festivals and marriages can be easily observed every where, with the result, that sufficient money is not available for education, sanitation, light, medicine, and other necessities of life.

g. Demoralisation

Demoralisation or the lowering of character and morale leads to personal disorganisation and finally to poverty. Eg: Alcoholism, prostitution, gambling, evil habits will affect even the persons of sufficiently high economic status, reduces the capacity and cause escapism thus leading to poverty.

h. Large family

Too many children to bring up, the standard of living is definitely lowered and the leads to poor quality-of-life.

7. Geographical causes

Unfavourable climate and weather

Favourable climate and weather is very much necessary for work as well as for production of agriculture and industries. Hence in the extremely cold climates and weathers the amount of work and production is considerably lowered thus leading to poverty.

Absence of natural resources

Natural resources like fertile land, sufficient water, minerals and other natural products. In deserts, high mountains and extremely cold countries remain poor.

Natural calamity

Absence of timely rains, excessive or deficient rains in India will lead to poverty.

8. Economic causes
   - Agricultural: Absence of sufficient manure, absence of improved tools and machines, absences of means of irrigation and cattle of highbred, sufficient means to protect the fields from pests and animals.
   - Unequal distribution: Even the production is sufficient, unequal distribution of goods and things results in poverty.
   - Economic depression: Decrease in trade and commerce, lock out of mills and factories, unemployment of millions of labourers and small traders, low standard of living.
   - Unproductive hoarding: If a major portion of the wealth of the country is hoarded in unproductive forms, the economic development of the country is seriously handicapped.
   - Unwise economic policy: Sometimes in spite of the presence of sufficient resources and manpower in a country, the people remain poor because of the unwise economic policy of the government.

9. Social factors
   - Joint family system: Discourages young persons to go out and strive for new ventures due to minimum security provided by the family, people become lethargic and develops the stay-at-home-habit.
   - Caste system: Is a hindrance to the development of new industries and it discouraged some persons to leave their traditional occupation lest they may be out-casted.
   - Religious belief: Karma theory confined to ignorant and illiterate people. (some believed as we could not change our fate, there was no use of much effort and the results were preordained.)

Concept of *Maya*, some may feel this world was illusionary and there was no use in acquiring much wealth.

- Faulty educational system: Due to faulty educational system, the youths' were not given proper guidance/counselling in choosing their profession, leads to unemployment, which generates poverty.
- Absence of training in home science: Mismanagement of household is a serious cause of poverty everywhere. It is due to lack of sufficient training to woman in home science, without such training many middle class families remain poor.
- Evil customs and traditions: Dowry system: It compels many families to remain poor inspite of all the efforts of their men folk to earn.
- Insufficient provision of medical aid: Causes delayed cure, prolonged illness, permanent displacement, untimely death.
- War: It devastates prospering lands in rich countries, with heavy loss of poverty and manpower. It upsets the balance of society by disrupting moral standard and socio-economic system. Gives a serious blow to trade and commerce both national and international. Epidemics spreads, adds to the misery of the people.

Political Factor

Due to political subordination of the country, the British Government exploited the situation for their interest. The government did not render any assistance to the cultivation to use new techniques of agriculture.

Biological Factor

Over population, occurrences of famine decreased, decrease in death rate and increase in birth rate.

Poverty and Disorganisation

Low income of a family is unstable to meet the total needs of its members. Eg: Food for children, poor clothing, illness, and such people become discouraged and cannot perform their functions properly.

Under the above conditions, the community cannot have healthy children, educated children, socialised men. Children are forced to work at an early age to supplement the family income. Women are compelled to work, even when there is nobody to look after the children at home.

Remedial Measures for Poverty

Agricultural development
1. Better farming facilities
2. Redistribution of land
3. Development of animal husbandry, poultry
4. Establishment of small cottage industries.

Supporting occupations has to be improved like handicrafts, weaving, and pottery.

Educate the public to broaden the total outlook of the people thereby standard of living will be enhanced. Intensified family welfare programmes have to be organised at remote corners of the country to reduce the problems of over population. Minimum wages has to be fixed for the agriculture labourers. Improve marketing facilities. Redistribution of land. Electrification facilities in rural areas have to be increased for irrigation and house lighting. Implementation of social security schemes, like old age pension, sickness benefit or assistance schemes.

Anti-poverty Programmes

The fifth five-year plan (1974-79) accepted 'Removal of poverty' as its main goal. In seventh five-year plan poverty alleviation

programmes have to be viewed in the wider perspective of socio-economic transformation taking place in the country.

Aims

- Overall economic growth in terms of generating productive assets and skills as well as income for the poor.
- Needed resources and the capabilities for running programmes.
- Demand for goods and services produced by the poorer household enterprises significantly in response to the overall increase in incomes in the country so that the visibility of household enterprises depends critically on the sustained increase in national income.
- To ensure the pattern of overall economic growth itself to generate adequate income for poorer sections through its greater impact on employment generation and on the development of the less developed regions.
- Social transformation involving structural changes, educational development, growth in awareness and change in outlook, motivation and attitudes, providing health for the people.

The poverty alleviation programmes launched by Indian government are:

1. Integrated Rural Development Programme (IRDP)—1978-79.
2. Training of Rural Youth for Self-employment (TRYSEM)—1979.
3. Development of Women and Children in Rural Areas (DWACRA)—1979.
4. National Rural Employment Programme (NREP).
5. Rural Landless Employment Quarantee Programme (RLEGP).
6. Jawahar Rozgar Yojana.
7. Drought Prone Areas Programme—1973.

Socio-economic Programmes (1958)

To provide work and wages to the economically backward, physically handicapped and socially maladjusted families. It provides financial assistance to voluntary bodies that want to organise income-generating activities. Voluntary bodies will give grants and loans up to Rs 20,000/- to 3 lakhs for setting up production units of small industries, dairies, animal husbandry projects, self-employment units like vegetable vending, supply of sewing machines, assistance to handlooms, etc.

Drought Prone Area Programme (DPAP 1972-73)

The midterm appraisal of the fourth plan, the rural works programme was re-designated as the 'drought prone area programme'. In this orientation is towards area development. Criteria to select the areas is: Low extent of irrigated areas, low level of rainfall, erratic distribution of rainfall, and high periodicity of drought, etc. it is entrusted to the DRDA.

Objectives of DPAP are:
- Reducing the severity of the impact of drought.
- Stabilising the income of the people particularly the weaker sections of society.
- Restoration of ecological balance.

Training of Rural Youth for Self-employment (TRYSEM 15th Aug, 1979)

To equip the rural youth in 18-35 years of age group, who are below the poverty line with necessary skills and technology to enable them to seek self employment.

Objective
Wage employment. Special provisions in the scheme are:
- Fifty percent of the trained youths should be from scheduled castes and scheduled tribes.

- 40% of youth trained should be women.
- In case of widows, 5 years upper age limit will be relaxed, 3% for physically handicapped.
- Training will be conducted in: Polytechnics, Krishi Vigyan Kendras, Nehru Yuvak Kendras, Khadi and Village industries boards, State institute of rural development, Extension training centre.
- Duration of training is flexible.
- Every TRYSEM trainee is potential IRDP beneficiary.
- Trainees will receive stipends during their training.
- Tool kits at free of cost is supplied.
- Payment is given for purchase of raw materials.
- Honorarium is paid to training personnel for augmenting training infrastructure, financial assistance will be given.

Integrated Rural Development Programme (IRDP, 1980, Oct 2nd)

This programme is intended to the all round development of the entire rural population through development of all sectors of rural society. A strategy designed to liberate the rural poor from the age-old bondage of degraded life and to awaken and activate the entire rural population in the process of achieving and sharing higher levels of production. Rural development involves several categories of integration between different categories or sectors like rural economy, agriculture, off-farm activities, industries, etc. with forward and backward linkages, economic and social development, total area and target group approach, credit with technical services, human resource development with human resource needs by intense education and training programmes with anticipated income generating schemes with the minimum needs programmes of education, rural health, water supply, nutrition, etc.

IRDP was launched in all the blocks of the country linked self-employment programme for poverty alleviations as a centrally sponsored scheme funded on 50:50 basis by the centre and state. Assistance will be given in the form of subsidiary and credit from banks to households living below the poverty line in order to enable them to acquire assets or skill for taking self employment venture. 40% of the total assistance is reserved for the women. IRDP is being implemented by the district rural development agency (DRDA).

Objective

To eradicate poverty from rural areas by providing income generating assets. The ministry of rural development, Government of India is responsible for the release of central share of funds, policy formulation, overall guidance, monitoring and evaluation of the programme.

Employment Guarantee Scheme (EGS 1981)

To generate employment among villagers and create assets in the rural areas. Villages are selected from dry and drought prone areas where the agriculture labourers are without any job due to failure in rainfall.

Development of Women and Children in Rural Areas (DWCRA 1982-83)

It is a sub-scheme of IRDP. As a pilot basis in 1982 it has started in 50 districts, later in 1994-95 extended to all districts of the country.

Aims

• To improve the living conditions, socio and economic status of women and children.

• Provision of opportunities for self-employment and access to basic social services.

- To provide income generating skills and activities for poor women.
- To encourage the habit of thrift and credit among women to make them self-reliant.
- Enhances the welfare and quality of life of family and community.
- To improve the access of rural women to health, education, safe drinking water, sanitation and nutrition.
- To create employment opportunities for rural women, who are below poverty line.
- To organise the beneficiaries according to group activities
- To enhance production among rural poor.
- To establish crèche, balwadies, etc. facilities for children of working women.

DWACRA group consists of 10-15 women to take up economic activities suited to their skills, aptitude and local conditions. A revolving fund of Rs. 25,000/- per group is given to meet their working capital requirements. It creates more awareness among communities to enable them to demand social services provided by the state and also share responsibilities in the management and in implementation of services at community level.

Employment and Income Generating Training cum Employment cum Production Units (1982-83)

Trains the people in trades, electronics, printing, binding, watch manufacturing, handlooms, computer programming, etc. for the weaker section of the society and provide them employment on a sustained basis. It is carried out through public sector undertaking/corporations/voluntary organisations. Norwegian agency for International development will assist the activities like stipend for trainees Rs 250/- per month, cost of equipment, salary of instructors, rent of the building.

Self Employment to Educated Unemployment Youth (SEEUY 1983-84)

Objective

• To provide opportunities of employment and income through creating productive assets to educated unemployed youth.
• To encourage educated unemployed youth to undertake self-employment ventures in industry, service, business by providing package of financial assistance.

Target group

• Youth who studies matriculation and above.
• 18-35 years of age.
• Family annual income should not be more than Rs 15,000/-.
• Women and technically trained persons are given due consideration.

Self Employment Programme for Urban Poor (SEPUP 1986)

In consultation with the Reserve Bank of India this scheme was formulated.

Aims

To provide self-employment to the urban poor, living in metropolitan/urban/semi-urban centres covering 10,000 people. Assistance will be given in the form of bank credit and subsidiaries for families below the subsistence level. It promotes activities like bookbinding, shoe/cycle/stove/pressure cooker repairing, paper/polythene bag vendors, new paper shops, tailoring, ready-made garment shops. Composite loan of Rs 5000/- is sanctioned.

Support to Training cum Employment Programmes for Women (STEP 1986)

To improve and strengthen the component of women in the sectors of agriculture, animal husbandry, dairying, fisheries,

handlooms, handicrafts, Khadi, village industries and sericulture.

Women will be given special training on health, literacy. Training will be given in new technical skills, management and basic accounting. Ninety percent of assistance will be given by the implementing agency for the project.

Jawahar Rozgar Yojana (JRY 1989)

- Generates additional employment for the unemployed and under employed men and women in the rural areas.
- Strengthens rural economic infrastructure by sustaining employment.
- Creates community and social assets for their direct and continuing benefits.
- For positive impact on wage levels.
- Promotes quality-of-life among rural population.

Features
- Expenditure is shared by centre and state in 80 : 20 ratio.
- Preference in employment to SC, ST and freed bonded labourers and women (30%).
- Sixty percent of the resources have to be spent on wage component.
- 2 kgs of food grains/day; 50 paise/kg will be given to the workers in revamped blocks of the nation.
- Work preferably will be taken up during the lean agriculture season and continued in busy agricultural period also.
- DRDA/Zilla Parishad may spend maximum of Rs 50,000/- on training of officials involved in implementation of JRY at district/block/village panchayat level.

Employment Assurance Scheme (EAS 1993)

- To provide assured gainful employment during the lean agriculture seasons of 100 days of unskilled manual work to the rural poor, who are in need of employment and seeking it.

- To create economic infrastructure and community assets for sustained employment and development.
- Beneficiaries are 18-60 years of age, a maximum of 2 adults per family are provided employment under the scheme.

Swarnjayanti Gram Swarozgar Yojana (SGSY April, 1999)

Holistic programme covering all aspects of self-employment. Eg: Organisation of the poor women into self-help groups, training credit, technology, infrastructure, and marketing. Funded by centre and state with a ratio of 75:25.

Objective
- To bring every assisted family above the poverty line within 3 years through provision of micro-enterprise.
- The beneficiaries are known as, 'swarozgaris'.

Features
- To establish a large number of micro enterprises in the rural areas.
- To bring every assisted family above the poverty line in 3 years.
- To focus on group approach.
- To promote multiple credit on skill development through well designed training courses.
- Focused on vulnerable groups among the poor.

Self Help Groups (SHGS)

'All for all' is the basic concept. Mainly concerned with poor (weaker sections concerning to women) and it is for the people, by the people and of the people. It is working under micro level, and generates self-confidence, self-security, self-reliance and social defence. It encourages the women volunteers to organise themselves in a group for eradication of poverty of its members. Every month each member of the group should save a minimum of Rs 10 to 15/- or more till six

months and thus become eligible to apply for a loan to start income generating activities like dairy farming, agriculture, sericulture, poultry, goat and sheep rearing.

Objectives
- To inculcate the habit of saving and banking among rural women
- To improve moral thrust and confidence between bankers and rural women
- To develop team spirit, active participation of group members in welfare activities.

Principles
- Social homogeneity
- Social support
- Internality
- Experimental learning
- Social movement
- Self determination
- Active participation

Advantages
- Total group members involvement is organisation of activities
- Possible for close monitoring of the activities
- Positive social processes will be activated
- Access to and efficient use of common pool resources
- Activation of democratic process where group interaction, reciprocity and decision-making process will be maintained
- Regulated by mutually accepted group rules.

Development of Women and Children in Urban Areas (DWCUA)

- It provides revolving fund of Rs 25,000/- to the group (10-15 women) belonging to poverty group for undertaking economic group activities and ancillary services.

Eg: nutrition, health, childcare, family welfare, immunisation, literacy, adult education facilities.
- Establishes crèche, balwadies, etc. facilities for working women.
- Fosters a collective approach to their problems.
- Enhances their power and to resist exploitation.
- Generates income for the urban poor by inculcating productive activities.

Salient features
- Group approach
- Participatory approach
- Revolving fund
- Thrift and credit
- No target driven
- Fosters income generating activities
- Training and awareness.

Grants in Aid for Assistance

To provide financial assistance for building construction, equipment, furniture, postage, stationary, telephone, etc.

BEGGARY

Beggary is a form of personal disorganisation as it indicates the failure of the individual to adjust himself with his social milieu. It is a symptom of social disorganisation as the beggar in the street at once reminds us of the ill-organised society, which is not able to adjust him properly.

Definition

'A beggar is one who asks for alms or charity or performs such actions, which derive sympathy from others and who give something in return'.

'A person without means of subsistence and wandering about or found in public places or allowing himself to be used as an exhibit for the purpose of begging'.

Causes

Beggary is a result of multiple factors and several situations favour the institution of beggary. Eg: Sickness or disease, physical inability, mental derangement, old age all these comes under biological cause, personal or social maladjustment, poverty, unemployment, disruption of joint family, family disorganisation.

Family is an integral part of our social relationship, which influences our patterns of behaviour and activities. Any disturbance in our home condition especially in the case of a poor one leads to broken family, which in return gives to beggary. The other causes are:

- Death of parent or husband or bread winner
- Step-parental treatment
- Maltreatment
- Desertion by husband
- No support for female and children
- Community disorganisation
- Social customs like sain, bhatt, tribes like nats and beriyas
- Religious causes like *Sadhu* or *fakir*
- Indiscriminate alms giving by the public
- Social customs, which forces the individual to give something to the beggars, orphans.

Types

Able-bodied Adult Beggar

Who beg either because they are unemployed or under employed or have no other sources to fall back upon or they do not prefer to work. They encourage honest workers to take up beggary.

Able-bodied Child Beggar

When parents are unable to support the children, they encourage the child for begging. Family disorganisation like death of parents, maltreatment, neglects by parents, etc. will leads the child to leave the home and resorts its own end.

Hereditary Beggar

Nats, Jugglers, Bajiars, Sains, Bhats, Kanjars. They do not attach any social stigma to this profession and take it from their very childhood. To some of them, their children are an asset who can excite more pity in human heart and can earn more and support their parents.

Sick or Diseased Beggar

Who suffers from chronic diseases like leprosy, sexually transmitted diseases, tuberculosis, skin infections.

Infirm or Old

Like Faqirs, Sadhus, Guardians of temple, mosque.

Techniques Employed

1. Ordinary technique
   - Appeal to human sentiments
   - Arouse sympathy on one hand
   - Adjust himself to varying situations
   - Desire to make oneself comfortable in this life
   - Blessings that the beggar showers on the giver of alms has direct reference to fulfillment of their desire predicting the future in positive means.
2. Techniques to attract attention
   - Intonation
   - Facial expressions

- General bodily postures
- Under go alteration as they do for people in grief and agony
- Use of stereo types appeals to emotion
- Impress upon the mind of his patrons.

3. Technique employed by religious mendicants
   - Organising some religious feast
   - Removing natural calamity or disease or to bring rains
   - Making pilgrims to all the religious centres
   - Giving blessings to people and an assurance of a happy life
   - Constructing a temple or mosque.

4. Use of coercive methods
   - Beggar may force a man by turning himself as a nuisance to him by holding or touching the feet
   - By coming nearer to people
   - By showing wounds or abnormalities.

5. Use of tricks
   - Snake charmers
   - Cow charmers
   - Palmists.

Remedial Measures

Special homes for the insane and disabled, provision of workhouses, child-care institute has to be developed. Provision of family welfare services for the needy population. Rehabilitation homes, comprehensive social security measures, licensing of religious mendicants, economic resources and discouraging the beggary aspect.

ALCOHOLISM

Introduction

Alcoholism is not only determental to the health and welfare of the individual, family, community and society at large. The

word 'alcoholism' was first coined by 'magnus huss'. It was derived from Arabic word, 'alkuhl' means 'essence'.

Definition

The use of alcoholic beverages to the point of causing damage to the individual, society or both.

To designate heavy drinkers of all kinds—*Alphonse Jacob*

'It is a chronic disease manifested by repeated drinking that produces injuring to the drinker's health or to his social or economic functioning'—*S Nambi*

Properties of Alcohol

Alcohol is a clear liquid with a strong burning taste. Rapid absorption of the alcohol is more into the blood stream rather than its elimination. Slow absorption takes place when food is there in the stomach. Elimination of alcohol is through urine and by exhalation.

A concentration of:
- 80-100 mg of alcohol/100ml blood is intoxication.
- 200-250 mg of alcohol/100ml of blood is loss of consciousness.
- 500mg of alcohol/100ml of blood is fatal.
  All the symptoms can change according to the tolerance.

Process of Alcoholism

Alcoholism is the excessive consumption of alcohol and become addicted to it. It starts with
- **Experimental:** Due to peer pressure and curiosity individuals starts to consume alcohol.
- **Recreational:** Gradually the frequency of alcohol consumption will increase during cultural meets as an enjoyment.

- **Relaxational:** During weekends or on holidays individuals start enjoying and continue it. If consumed small quantities may not cause problem. It may work out to release the tension, relaxes the mind and sedates the brain from painful emotions and promotes a sense of well-being and pleasure.
- **Compulsive:** Once used to drinking, tendency to develop as compulsive and becomes as an addicts to overcome the discomfort of withdrawal symptoms.

Types of Drinkers

Moderate Drinkers

Moderately consuming alcohol and does not cause much problem.

Problem Drinkers

As a result of drinking the health will be impaired, affects peace of mind, family disrupted, loss of reputation and drinking will become as a routine.

Causes of Drinking

- To forget miseries and problems of life
- Physical exhaustion
- Hard physical labour
- Certain occupations such as heavy vehicle drivers, labourers, manual workers
- Unhealthy environment
- Ignorance
- Sudden loss in property or close ones
- New ethics: Suddenly if a person become rich, consumes alcohol to show the status
- Chronic stage: Even for small amounts of alcohol a person will start begging, borrowing, stealing. Alcohol takes priority over family or job

- Common in cyclothymiacs personalities
- Disorders like depression, anxiety, phobia are prone to consume as an escape
- Bio-chemical factors: Role of dopamine and nor epinephrine affects neurotransmitter mechanism
- Psychological factors: Like injustice, inferiority, low self-esteem, poor impulse control. Poor stress management skills, loneliness, desire to escape from reality, a sense of adventure, pleasure seeking, etc.
- Sexual immaturity
- Social factors like over-crowding, influence of bad company, cinemas, literature, peer pressure, urbanisation, religious reasons, unemployment, poor social support, fashion—a sign of modernity, social inadequacy, isolation.

PATHOGENESIS IN ALCOHOLISM

- **Pre-alcoholic symptomatic phase:** In conventional social situations an individual starts drinking alcohol but soon experiences tension relief, gradually tolerance for tension decreases such as extent he resorts to alcohol almost daily.
- **Prodromal phase:** Sudden onset blackouts, signs of intoxication, loss of memory or events.
- **Crucial phase:** Loss of control over drinking, increased isolation, decrease in sexual drive, centering the behaviour around alcohol.
- **Chronic phase:** Marked impairment in thinking process leading to alcoholic psychosis, delirium tremor occurs. Develops rationalisation and amenable to treatment.
- **Casual to habitual drinker**

  Elliott and Merrill has described five stages through which a person has to pass till he becomes complete disorganisation of personality.

1. Morning drinking: Person starts drinking of alcohol in the morning and he feels it is necessary to push him throughout the day.

2. Escape drinking: It starts, when a person is not able to face reality of problems without the help of alcohol.
3. Increasing consumption: Consumption of alcohol increase in amount leading to personal disorganisation and decreased social values and feels without alcohol he cannot survive.
4. Drinking and social function: Absolute necessity in social gatherings.
5. Extreme behaviour: Drinks excessively and behaves indiscriminately. Eg: fighting, abusing, throwing away things, beating wife and children, absurd and dangerous behaviour.

Clinical Features

• Blackout—amnesia of events
• Indigestion—anorexia
• Loss of self-control
• Out bursts of aggressive behaviour
• Sweating
• Unsteady gait, lusterless eyes and haggard look
• Malaise, tremors
• Weakness in feet and legs
• Pain in upper abdomen
• Insomnia

Evil Effects of Alcoholism

Alcoholism is a social evil and as far as possible every individual should avoid it. Continuous use of alcohol adversely affects the brain and its efficiency. Alcoholism is a main cause of family unhappiness, tensions and total disorganisation. Individual will waste lot of money on alcohol and economic life of family also suffers. Poverty, quarrels, violence and abusive behaviour develop. Children may become delinquents; alcoholic may commit crimes, anti-social activities. It may also

associate with gambling, prostitution and at least one-forth of the income are wasted on alcoholism.

Complication of Alcohol Dependence

Medical

Gastro-intestinal tract
- Gastritis
- Dyspepsia
- Vomiting
- Peptic ulcer
- Cancer
- Reflex esophagitis
- Carcinoma of stomach and esophagus
- Fatty degeneration of the liver
- Cirrhosis of liver
- Hepatitis
- Liver cell carcinoma
- Acute and chronic pancreatitis
- Malabsorption syndrome

Cardiovascular system
- Cardiomyopathy
- High risk for myocardial infarction

Blood
- Folic acid deficiency anaemia
- Decreased WBC production
- Central nervous system
- Peripheral neuropathy
- Epilepsy
- Head injury
- Cerebellar degeneration
- Wernick's encephalopathy

Muscle
- Peripheral muscle weakness
- Wasting of muscles

Skin
- Spider angioma
- Acne

Nutrition
- Protein deficiency
- Pellagra
- Beriberi

Reproductive system
- Sexual dysfunction in male
- Failure of ovulation in female

Pregnancy
- Fetal abnormalities
- Mental retardation
- Growth retardation
- Low birth weight
- Still births

Psychiatric Disorders

Acute intoxication
During or shortly after alcohol ingestion characterised by maladaptive behaviour. Eg: Aggressive behaviour, inappropriate sexual behaviour, mood lability, poor judgement, slurred speech, unsteady gait, and nystagmus.

Withdrawal syndrome
Any rapid decrease in the amount of alcohol content in the blood will produce withdrawal symptoms.
1. Simple withdrawal syndrome
    - Mild tremors
    - Nausea and vomiting

- Weakness
- Irritability
- Insomnia
- Anxiety
- Tachycardia
- Hypertension
- Impaired attention.

2. Delirium tremours: It occurs within 2-4 days of complete or significant abstinence from heavy alcohol drinking characteristics
   - Disordered mental activity
   - Clouding of consciousness
   - Disorientation in time and place
   - Poor attention span
   - Hallucination
   - Psychomotor agitation
   - Shouting
   - Fear
   - Tremors in hand
   - Truncal ataxia
   - Autonomic disturbances like sweating, fever, tachycardia, dilated pupils, hypertension
   - Insomnia
   - Fear
   - Convulsions
   - Dehydration
   - Leukocytosis
   - Impaired liver function.

Alcoholic seizures
Tonic-clonic seizures occur 112-48 hours after a heavy bout of drinking; status epilepticus may result.

Alcoholic hallucinations
Auditory hallucinations during abstinence.

Alcoholic psychosis
• Behavioural problems
• Thought disturbances
• Delusion
• Hallucination
• Impairment of mental functions
• Morbid jealousy

Depression: Suicide and attempt to suicide are more common.

Criminality: Reduces inhibition and increases hostile behaviour, violence and anti-social behaviour.

Social problem
• Marital disharmony

Occupational problems
• Reduced work performance
• Reduced productivity

Treatment

A through assessment includes:
• An appraisal of current medial, psychological and social problems.
• History taking: Drinking pattern, work spot, family pattern, environmental conditions.
• Diagnose the extent of habit formation and effects of alcohol over the body.
• Formulate nursing diagnosis.

Goal setting
Short-term goals related to
• Health
• Marital relationship
• Efficiency in job performance
• Social adjustment
• Healthy family pattern.

Long-term goals such as changing the factors that precipitate or maintain excessive drinking.

Therapeutic Modalities

Psychotherapy

1. Motivational interviewing
   • Explaining the complications and personal risks of consuming the alcohol.
   • Availability of treatment options to change their behaviour related to alcohol consumption.
2. Individual psychotherapy
   Educate each affected individual the detrimental effects of alcohol consumptions and the coping strategies to overcome the habit; precautionary measures, diversional activities to prevent the occurrence of complications with alcohol consumption.
3. Group therapy
   Observe the problems of alcoholic, provide an opportunity to observe others problems and discuss with each other and explain them to workout in better ways of coping with these problems
4. Counselling
   The therapist has to counsel the client to find out the problem and shows the ways to solve the same. And also guides the individual the various methods to relax the mind and engaging themselves in productive activities.
5. Aversive conditioning
   It is based on the principle of classical conditioning. The therapist has to explain the behaviour patterns which are pleasurable, pros and cons of alcoholism, maladaptive behaviour, show the clients who are with the complications of alcoholism, and their family problems. The client is exposed to adverse effects of excessive alcohol consumption

like chemical induced vomiting, shock, etc.thereby develops aversion towards the evil habits

6. Cognitive therapy

   Help the client to identify the maladaptive thinking patterns; evil effects of alcoholism and guide the individual to slowly reduce the dose of alcohol intake and by understanding the evil effects of alcohol.

7. Relapse prevention technique

   It helps the client to

   • Identify high-risk relapse factors and develop strategies to deal with them.

   • Learn the methods to cope with cognitive distortions.

Cue Exposure Technique

Repeated exposures to desensitise the clients to the effects of alcohol and thus improve their ability to remain abstinent.

Supportive Psychotherapy

Symptomatic treatment along with educating the individual about preventive measures against complications.

Behaviour Modification Techniques

Systematic desensitisation, relaxation techniques, operant-conditioning techniques can be used.

Family Therapy

If the head of the family develops alcoholism the total members of the family will be affected with economic crisis, maladjustment, children are prone to develop this bad habit thus family disorganisation occurs hence it is necessary and responsibility of health personnel to educate the social evil effects of alcoholism, care of the clients and preventive measures to adopt.

Treatment of the Client with Withdrawal Effects

Detoxification

It is the process by which an alcohol dependent person recovers from the intoxication effects in a supervised manner.

Benzodiazepines-Chlordiazepoxide 80-200 mg/day

Diazepam 40-80 mg/day to control anxiety, insomnia, agitation and tremours.

Thiamine 100 mg intramuscular for 3-5 days followed by vitamin-B administration 100 mg OD for at least 6 months.

If necessary anti-convulsants, close observation for 5 days, maintenance of intake and output chart. Strict monitoring of vital signs, observation of level of consciousness and orientation, assess fluid and electrolyte balance, if necessary administer I.V fluids. High protein diet (if the liver is not damaged) provision of calm and safe environment.

Alcohol Deterrent Therapy

Deterrent agents like disulfiram are given to desentise the individual from alcohol effects and to maintain abstinence.

PROBLEMS OF WOMEN IN MODERN INDIA

Introduction

Women are regarded with high respect in our Indian society. Earlier women too faced certain problems like child marriages, practice of *Sati,* exploitation of widows, Devadasi system, *Pardah* system, etc. which are almost disappeared now with technological advancements, universalisation of education, socio-political movements, modernisation and similar social developments changed the approach of people towards women to a certain extent. It increases the morale, status, self-confidence, individuality, personality, self-respect, talent, capacity and efficiency among women. Equal rights,

responsibilities and more opportunities for women to experience and exposed for varied environment. Even though our legislations provides equal opportunity and rights to women and they are also positively responding to the changed socio-political situations; but even then they are facing certain varied problems.

Increasing Crimes Against Women

Crimes such as violence against women, rape, molestation, dowry harassment, wife battering, kidnapping, selling the women to brothel houses, forcible embracement, prostitution and religious conversion, cheating, sexual abuse and harassments, eve teasing and women abuse. Female genital mutilation and exploitation of women were observed in our modern India.

Female Children are Becoming Victims of Discrimination

Male children were preferred by Indian society. If female foetus is observed, they even go to the extent such as female foeticide, female negligence and discrimination related to the matters like food, dress, health, education, domestic work and occupational avenues are narrower.

Health Problems for Women

Women belong to high-risk group and are more prone for infections and other diseases. Because of more responsibilities there is a chance for neglecting their own health, it may be due to no free time, non-availability of medical facilities, lack of transportation facilities, lame excuses, enjoys dependency role, etc.

Problems of Working Women

Now-a-days women are equally competing with men; increased education status makes them to occupy special roles

and positions in almost all fields. The illiterate women also coming forward to do the jobs in factories, textiles, small scale industries, building construction purposes as labourers, agriculture fields, where they may unhealthy surroundings in the place of work. Technological advancements affect the job life of women as clerks, typists and accountants. Though our legislature has given equal rights and opportunities for women, a negligible number of women in prestigious positions such as in cabinet, governors, secretaries, legal advisers, ambassadors, Indian administrative services, etc.

Women have to fulfill dual responsibilities if they are employed. A working woman has to adjust herself for both domestic and working environment. In family, she has to complete all household responsibilities, if the family members are cooperating with her, adjust themselves and modifies their lifestyles accordingly, she will be able to concentrate for office work in an efficient manner; otherwise stress will arise unable to cope up both activities and suffers with mental illness. In performing familial activities such as rearing practices, caring of children, cooking, meeting the needs of total family members, she may neglect her personal care and health. She has to maintain balance between household activities and occupational activities. Especially the spouse and children has to adjust and accommodate themselves, extend total cooperation to her, in such cases it is added an asset for family, otherwise it may lead to quarrel, divorce, marital mal-adjustment, strained interpersonal relationship, unhappiness, broken families.

If colleagues or co-workers are cooperative, healthy relationships and happy environment will exist, otherwise it affects total life and leads to unhealthy comparisons, heavy work-load, cheating, abuse, harassments either psychological or social, too prolonged working hours, uncooperative staff, misunderstanding, and communication gaps. Problems adopt fight or flight reaction to adjust and accommodate herself.

Few examples that can enumerate problems of women in employment:
1. Related to family (Family disorganisation)
   • Unable to balance between household responsibility and working responsibilities.
   • Tension in working place is carried over to family.
   • Unable to concentrate with the familial activities due to tiredness, lead to indifferences between spouse and with other family members.
2. Stress and personal care: Women have to adjust for both family and official activities, due to this they may experience severe stress and several times they won't have sufficient time to think about personal issues and have discrepancies and will neglect their personal care and prone for ill-health and other psychiatric problems.
3. Resistance to misconduct of seniors and officers: In the male dominant society, women are more prone for verbal and sometimes physical harassment; which makes to be discomfort and may lead to change or stop working.
4. Economic dependence: It is observed that both in rural and urban societies the family members of the woman will be waiting for her salary and forcing her to do extra work and get extra remuneration for their personal benefits. And the women will not be permitted to spend their earning as they wish at least for their personal care also.
5. Job insecurity: Many of the women who are working in different fields are not having enough job security in spite of their education, skill, knowledge, hard work, and punctuality. They will work under so many pressures just because of the fear of loosing the jobs and they will be exploited by different manners for the same reason.
6. Low wages: Women who are working in rural areas like agricultural, small-scale industries will be paid very low wages and exploited to do more work for less pay.

OVER-POPULATION

'Man is fast becoming the cancer of earth'—*J Huxly*

Growth is a continuous process. Today's growth is a product of the past. It is also heritage of the future. Family of today is the result of the evolution of the desire for group life and satisfaction of basic human needs (companionship, love and sex).

Family is an organised social unit. Infants in it will enjoy, and needs the continuous care of parents. But the family now is not able to provide a conducive atmosphere for health and happiness, which is its responsibility, due to the increase in number of dependents.

When the crude death rate is subtracted from the crude birth rate the net residual is the current annual growth rate, which excludes migrating population.

It is said that, population growth rate is like trains; trains start slowly and gain momentum, once in motion it is difficult and takes sometime to bring the momentum under control. In the case of train, the limiting factors are mass and inertia, in the population limiting factors are:

• Age distribution
• Marriage customs, traditions
• Cultural activities
• Social and economic factors

The world population growth rate has shown a slight decline 1.7% (1991) from 1.92% (1970).

Growth rate is not uniform in the world. Eg: European countries less than 0.5% every year, Africa 3%, Latin America 2.3%, Asia 2.2%. These differences are due to fertility and mortality rate. Ninety-five percent of population growth is occurring in developing countries. One-third of world population is under age of 15 and will soon enter the reproductive span giving more potential for population growth. The expected number of births per women at current fertility rates is:

Africa 6.1, Asia 3.2, Latin America 3.4, North America 2.0, Europe 1.6, India 2.3.

World population is currently growing at the following rates: 176 per minute, 10,564 per hour, 253, 542 per day, 92, 543,000 per year. Every 2 seconds a baby is born in India.

Density of population is the number of persons living per square kilometer. Rapid population growth is the major facts of the era. Its relationship with poverty, malnutrition, illiteracy and political instability are well known.

Population Problems have Many Facets

- Those of numbers
- Those which relate to the biological quality
- Those of the individual and community.

On this finite Globe the unlimited population growth and a limited possibility of food supplies are the problems of the day.

Rapid Population Growth and its Impact

Rapid population growth is a major fact of our era, its association in poverty, malnutrition, illiteracy and political instability are well known. The rapid rates of population growth are leading to rapid increase in number of the ill fed with poor houses. This population problem is one of the most fundamental of all human relations. It affects every aspect of human life, individual, national and international health and happiness of individual, families and social progress of nation and international peace.

This is a finite Globe on which men has to satisfy his two universal demands for standing room and food which are positively limited i.e. today on this finite Globe, the unlimited potentialities of reproduction and limited possibilities of food

supplies is the main problem. Over-population means too many people in relation to which set of facts or sum of resources of all kinds.

The reasons for the growth of population are:

1. Decline in the death rate due to control on infant mortality rate.

2. Control of famine, improved medicine and health facilities and advancement of science and technology.

3. High birth rate is due to universality of marriages, the average age of is as low as 15 years and results in high fertility.

4. Dependency ratio, 42% below 15 years and 8% above 55 years of age, influences rate of savings and investment. 60% of births are from 1st, 2nd, 3rd order of birth. About 22 million children are born annually. Forty percent births are of 4th and high order of birth, which is leading to larger families due to high fertility. Hence 50% of population are depending on the working population.

5. There are 110 million couples in the country and every year 5.5 million new couples are added up, whereas only 2.5 million of couples die or cross the age of fertility thereby there is an addition of 3 million couples of the existing couples. So unless 3 million couples limit their family with 2 children, the growth of the population cannot be controlled.

6. Indian people are superstitious, fatalistic, prejudiced and ignorant. They think that it is a sin to prevent the birth of a child and that their religion does not permit this practice. Family planning, many people of the opinion that the use of contraceptive is injurious to health.

7. Among the poor people large families imply more working hands and larger family income. The level of

literacy among the poor being very low, their children are driven to work at a comparatively large in number. Parents get returns without much investment from these children's earnings. Thus the low wage structure of the parents combined with wide prevalence of child labour contributes to increase in the population.

8. High infant morbidity and mortality rates also induce the parents to produce more children.
9. Poverty or economic backwardness.
10. Ignorance of couple about hazardous effects of over population.
11. Illiteracy.
12. Lack of insufficient opportunity for employment, no other entertainment. The only recreation with out any expenditure is more sexual contact or enjoying in libido leads to more births without leaving gap between pregnancies.
13. Lack of sufficient nutrients in the body.
14. Migration.
15. Political instability.
16. Urbanisation, industrialisation, mechanisation.

In India population is growing at the rate of 16 million per annum, adding population of Australia every year. That means one Australia is added to India and size of Australia is 3 times bigger than India. If it goes on, it crosses the Soviet Union population, which has an area six times that of India.

India is the first country to adapt family planning as an official programme in 1952. Our five-year plans were structured to meet the challenge of growing of numbers. The task of enlightening people in ways of utilisation of family planning has taken up by government and made available the public at cheap rates. Despite these efforts however no appreciable decrease in the birth rate.

Evil Effects/Consequences of Over Population

Population Growth and National Income

An excessively rapid growth of population in India imposes a heavy strain on our economy, it calls for large investments in new means of production and in social and economic infrastructure and tends to aggregate the existing scarcity of capital for development projects.

The development process becomes all the more strenuous when a country's resources - natural and mineral become increasingly scarce relative to the size of population and its consumption requirements.

The national income of India since independence has been growing at an average rate of 3.5% per annum. But the per capita income during the same period has crept up by only 1.5% per annum. What ever is achieved, in terms of economic growth is neutralised by rising number of population. In 1985, the world development report rightly observes that, 'A war on poverty would simply have to be a war on population'. If the growth in population is not checked we shall soon be faced with slums with underfed and under clothed children dwelling in these slums. Low standard of living due to increase in population and no commensurate increase in national income, every one receives poor share of income.

Changes in the Environment

a. Soil: Population pressure on means of subsistence. Due to deforestation there is less rain, soil erosion, lack of green pastures. The continued increase of population without any corresponding outlet in employment has only intensified the pressure on the land. The density of population in India is 267 per sq.km. The land-man ratio in general is bad or it is worse when we consider population in relation to agriculture land. The pressure on the land is reflected in

steady increase in the number of agricultural labourers. In agriculture we are among the countries with lowest yield per hectare.

b. Exploration of coal and other minerals: Exploration is going to exhaust all the underground resources within 100 years.

c. Air pollution due to industriliasation: With advanced technology and mechanisation rapid evolution of industrialisation the harmful gases like carbon monoxide and other gases, chemical like nitric acid, fertiliser plants pollutes the environment and thereby leading to more respiratory diseases.

Use of motorcars, machines as petroleum products resulting in liberation of carbon dioxide and carbon monoxide due to which longevity of life is reduced.

d. Water pollution: Effluents from various factories is liberated into the rivers, which will have poisonous substances subsequently consumed by the fish, which in turn affect the human beings when they consumed. Presence of oil facts in the water is leading to lack of oxygen and thereby no life in the riverbeds. Increase in consumption of water due to overpopulation may lead to scarcity of water.

e. Educational facilities: We are not in a position to meet the demand of population even though ample number of school and colleges are increased. Qualities of educational standards are going down.

f. Food problem: There is a big gap between supply and demand. In India each person consumes about 800 grams of food grains and for 1 billion of population the production of grains is not meeting the demand. In the process of economic development income elasticity of demand for food goes up. According to *Malthus theory* of population, 'population increase in geometrical progression and food production increases in arithmetical progression'. Therefore population will always tend to out run available subsistence.

In some countries (Japan) both the density of population and the rate of population growth are high but food production is also very high. The main reason is that the development of science and technology enabled the people to raise food output commensurate with the increase in the population.

The problem of food storage is faced by under developed countries, as they failed to improve agricultural technology fast enough to respond for the challenge of rapidly growing population. Indian government faced high food drain economy, we are importing food from other countries, which has been a constant strain on our slender foreign exchange resource base. Our rising population has kept the per capita availability of cereals almost stable imports of food grains have increased steadily, and productivity indices present a sad tale.

20-25% of population within Asian region exists in diets deficient in proteins and calories more communicable diseases due to over crowding in sanitation, unequal distribution of health services.

Population and Unemployment

Rapid population growth without corresponding increases in the level of economic development lead to a large-scale unemployment in urban areas and disguised unemployment in rural areas.

In underdeveloped countries, jobs do not increase the complementary resources particularly capital are not available. Low income, reduced savings, retarded investment hamper capital formation and increasing job avenues for the raising population are not available. New employment opportunities are essentially problems of capital accumulation and growth. This would generate a high level of economic activity and create new employment potential.

The existence of population pressures makes it extremely difficult for underdeveloped country to absorb the increase in labour force in gainful employment. The existence of population pressures makes it extremely difficult to absorb the increase in labour force in gainful employment; it is Herculean task for underdeveloped countries. Employment is a part of growth process so step by step with growth and development the country has to be taken from the low level of employment to a higher level. Unemployment problem leads to low standard of living and prevent economic growth.

g. Inflation
   Scarcity of commodities leads to increase in price. Production is in proportionate demand hence there are no savings.

h. Population and the burden of unproductive consumers
   The existence of a relatively larger proportion of population in the lower age group and low expectancy in under developed countries, constitutes a drag on the productive effect of the economy.

Need for Population Control

In the world, the economic, social, cultural patterns are changing day-by-day. To maintain quality-of-life criteria, to raise the standard of living, to provide basic consumption, i.e. food, shelter, clothing, education, medical care, to control anti-social behaviour, to reduce social problems like theft, robberies, to prevent over-crowding, to change the attitude of people towards large family size, to overcome deep rooted religious customs, beliefs, attitudes practices favouring larger families, fatalistic attitude, fear about God, children are assets to the family and dependency hence utilisation of family planning services to stimulate social change affecting fertility eg: increasing the marriage, women status, education,

employment opportunities, social security, accelerating economic changes to increase per capita income, economic development is best contraceptive. Intensity of information, education and communication programs has to be increased to improve the awareness of people about the need of population control.

- Raise the age at marriage and enforced
- Legislative enactment in parliament
- Strong disincentives for family of more than three kids in public and private sector
- Less stringent over abortion law
- Mass-media has to be used extensively to propagate small family norm frequently
- Government has to inspire the professionals by giving awards, incentives for the excellent performance in the family welfare activities
- Religious leaders has to come forward to advice small family norms in the large interest of the nation.

UNMARRIED MOTHERS

Due to industrialisation, urbanisation, economic independence, women in working environment are prone for illegimate relationships. In primitive and established societies premarital relationships are very common. It is observed almost all societies. Unmarried motherhood, may be due to the mentally subnormal girls, young unprotected girls, sexual exploitation cases, sudden impulses, persuasion by the lover, forced one, rape, delinquent women who enjoys and seeks pleasure in illicit relationship, some women doesn't want to marry but too have children, communal riots, wars etc., The social stigma and disgrace attached to a woman is extreme. The family members threw out many unmarried mothers or they themselves leave the home to avoid frustration, conflict among the family members. Sometimes these types of women will be

forced to indulge in prostitution. In advanced countries children born to unmarried mothers will be kept in community care centres, crèches, day-care centres. If no such facilities are available, community disapproval is noticed and they are subjected to commit suicide, to over come the problem of social condemnation provision of social support and security is essential for both mother and child.

SOLVATION OF SOCIAL PROBLEMS

In the primitive days, for solution of social problem man employed trail and error methods frequently resorted to magic and supernatural powers. The social reformers did a scientific analysis and find out an effective realistic methods to solve the social problem.

1. Remedial methods (Reformatory approach)
   It treats symptoms or consequences of a problem instead of tackling the underlying causes.
2. Preventive and Constructive method (Planning approach)
   Strategies adopted to prevent the occurrence of social problem it provides check at its source. It tries to find out the root cause or occurrence of the problem. Better educational opportunities provided through information, education, communication and mobilisation strategies to impart the knowledge to the community and mobilising them by active community participation and involvement methods adopted. Universal education and dissemination of knowledge are the powerful weapons in attacking the social problem and they must be dealt with as they come up.

SOCIAL PLANNING

Man must plan, based on facts, analysis, scientific approach to deal effectively with the problem faced by him. Man can

control his destiny as the social problems are man made origin and he can adequately treat it.

Definition

'A conscious interactional process combining investigation, discussion, agreement and action in order to achieve those conditions relationships and value that are regarded as desirable'—*Himes.*

'It is the development of a program, procedure designed to accomplish predetermined objectives for a society or a segment of it'—*Anderson and Parker*

'A plan is in achievement to be made within a fixed period of time. It is based on practical approach and a means of social progress.'

Aims

- To check the recurrence of social problems
- To bring about a harmonious adjustment of relationships between the different societal parts
- To win mastery over physical and societal forces which affect human evolution
- To maintain social order
- To produce equivalent of a workable blueprint to serve as a program of action
- To adapt our culture to meet the present needs
- To adjust the institutions for changes in conditions of life
- It closes the gap between material culture and social institutions
- To deal effectively with the other societal problems.

Difficulties in Implementing Social Planning

- Real understanding of human society is a problem (Emotional raw material)

- Lack of scientific study to investigate thoroughly about the social problem (Planning without adequate scientific knowledge results failure)
- Lack of man power to carry out the work of social planning
- Vested interests of society, who exercise powerful influence over the Government machinery
- Indifference and apathy of the masses: Masses have to learn to view social phenomena objectively and cooperate in the formation and administration of social policy.

Social Planning in India

Government of India formulated the Planning Commission to promote the social welfare activities and coordinate the welfare services maintained and social welfare organisations developed to strengthen, improve and extending the existing activities of social welfare and develop new programmes and to carry out new projects. Central Bureau of correctional services developed after care homes to provide appropriate training and to meet the needs of persons especially needy population like rescued women, girls, economically deprived group and scheduled caste population.

REVIEW QUESTIONS

1. Problem of women in employment (6m, NTRUHS, 1999, 2000)
2. Population explosion (5m, NTRUHS, 1998, 1999, 2000)
3. Juvenile delinquency (5m, NTRUHS, Nov, 1998)
4. Poverty and beggary (5m, NTRUHS, Nov, 1998)
5. Define social problems. Write an essay on the problem of disabled with causes and remedies (15m, NTRUHS, Nov, 1997)
6. Alcoholism (5m, NTRUHS, May, 1999)
7. Prostitution-causes and consequences (5m, NTRUHS, May, 1999)

8. Remedies of social problems (5m, NTRUHS, May, 1999)
9. Explain the social problems faced by the disabled (5m, NTRUHS, Nov, 1999, Jan 02)
10. Poverty and unemployment (5m, NTRUHS, May, 2003)
11. Remedies to control population explosion (5m, NTRUHS, Nov, 2003)
12. Explain the optimum population (5m, RGUHS, 1999)
13. What are the main health hazards of alcohol? (5m, RGUHS, 2002)
14. Explain briefly the effects of juvenile delinquency (5m, RGUHS, 2002)
15. Population explosion (2m, RGUHS, 2002)
16. Juvenile delinquency is a social evil. Mention 2 reasons to prove it (2m, RGUHS, 2002)
17. Alcohol is injurious to health-discuss (5m, RGUHS, 2002)
18. Consequences of prostitution (2m, RGUHS, 2002,03)
19. Write 3 problems of over-population (2m, RGUHS, 2002)
20. Explain the consequence of beggary (5m, RGUHS, 2003)
21. Explain the health consequences of alcoholism (5m, RGUHS, 2003)
22. Mention types of unemployment (2m, RGUHS, 2003)
23. Causes of poverty (5m, RGUHS, 2004)
24. Types of beggary (2m, RGUHS, 2004)
25. Write two problems of alcohol on family life (2m, RGUHS, 2002)
26. Prostitution—causes and consequences (5m, MGRU)
27. Problems of women in employment (5m, MGRU)
28. Social problems of disabled (5m, MGRU)
29. Population explosion (5m, MGRU)
30. Alcoholism (4m, MGRU)
31. Juvenile delinquency (4m, MGRU)

Social Security

Introduction

The idea of social security springs from the deep desire of men to free them from the fear of want. The causes of insecurity must be removed, wherever possible, the individual must be assured of that protection against the common risks of life, which his own efforts do not avail to provide.

The social security has arisen out of the deep and eternal need of man for some measure of security for his immediate future. A man or a woman has to face a number of contingencies or risks right from birth. The contingencies includes employment, unemployment, injury, accidents, occupational diseases, invalidity, disableness, childbirth, old age, burial, widowhood, orphanhood.

Definition

'Social security is the security that society furnishes, through appropriate organisation against certain risks to which its members are exposed.'

All schemes providing for income security and social service through appropriate organisation, against certain risks like sickness, invalidity, maternity, old age, death, etc. to which its members are exposed.

Social security is a programme of protection provided by society against those contingencies of modern life—sickness, unemployment, old age, dependency, industrial accidents and

invalidism against which the individual cannot be expected to protect himself and his family by his own ability or foresight. Main forms: Social insurance, public assistance, public service—all the social risks like incapacity to work, inability to find job, need for medical care can be covered. The benefits are paid as matter of right on the fulfillment of certain prescribed conditions according to a fixed scale.

Areas of Social Security in Developing Countries

- Retirement
- Survival
- Disability
- Unemployment insurance
- Old age insurance
- Blind insurance

Early History

The family unit of social organisation is the original cell of security. The reciprocal obligations of the parent to support the child in infancy and of the child to support the parent in old age are represented in social insurance by the solidarity of generations.

The family is the first line of defense, which can cope only with limited misfortune. The sense of responsibility of the larger group needs to be evoked and sustained by religious sanction.

Social Security in India

The care of the needy and the helpless has always been regarded as a pious duty. In the past, the institutions like joint family, the caste system, the village Panchayat and individual charity and philanthropy were instruments in affording protection to persons without means and without

capacity to work. But the impact of western civilisation and the industrialisation of the country, these institutions have fallen into decay and are no longer able to meet the situation adequately. Some institutions to help orphans, widows, blind, deafness and other handicapped persons were started by voluntary organisations, but they are incapable of meeting the challenge. It is now regarded as the duty of the state itself to promote social security.

A beginning in the social security programme was made in 1923, when the *Workmen's Compensation Act* was passed with benefits such as pension, provident fund, gratuity and some other welfare amenities for many years. *Maternity Benefits Act* also in force from 1929 onwards. *Employees State Insurance Act* is passed in 1948.

Coal Mines Provident fund—1948.

Sickness Insurance Act—1948 (old age pension)

Bonus Scheme Act—1948

Employees Provident Fund scheme—1952

Industrial Dispute Amendment Act—1953

Social Assistance

Old age and Invalid Pensions—1957

Mother's pension

Unemployment assistance

Medical

Rehabilitation of disabled persons

Disability Pension Scheme—1962

Handicapped Pension Scheme—1963

Widow's Pension Scheme—1963

Services for Physically Handicapped

Physical handicapped includes all persons who have either completely lost the use of or can make only a restricted use of one or more of their physical organs. They are capable of

performing all the functions of a normal person except in so far as they are limited by their handicap.

Categories

1. Persons lacking one or more physical sense. Eg: Blind, deaf or dumb.
2. Orthopedically handicapped and crippled. Eg: Short limb, amputation.
3. The defects of the internal organ of the body. Eg: Heart defects, T.B, diabetics.

Suggestions to Solve the Problems of Handicap

- Proper treatment
- Special grants and other aids
- Employment facilities
- Special training
- Asylum establishment
- Rehabilitation centre.

Services

- Old age pension scheme
- Homes for the aged
- Family foster care
- Medical assistance.

Mentally Handicap Service

- Help people to overcome inner conflict and to regain mental health.
- Medical and psychiatric treatment.
- Special orientation in education to develop mental outlook.
- Education on mental hygiene.
- Child guidance, counselling services has to be provided.

Social Security Schemes in India

- Civil services
- Pension
- Gratuity
- Provident fund
- Family pension
- Comprehensive medical care
- Industrial workers
  Maternity Benefit Scheme/Central Maternity Benefit Act, 1961
  Sickness
  Medical disability, dependent and funeral
  Workmen's Compensation Act, 1923
  Family Pension Scheme, 1971
- Public
  Life insurance
  Accident insurance
  Fire insurance
  Crop insurance
  Insurance on theft

Legislative Support for Social Security

- Borstal Schools Act for juvenile delinquency
- Gambling Act, 1867
- Prison Act, 1894
- ESIS, 1948
- IRA, 1948
- Central Probation of Offenders Act, 1951
- Employees Provident Act, 1952
- Central Children Act, 1960
- Reformatory School Act
- Suppression of Immoral Traffic Act to protect young girls and to prevent prostitution.

Comprehensive Social Security

The Indian Constitution Articles (41 and 42) mentions comprehensive social security.

Social service
• Education
• Employment
• Medical care.

Social welfare measures for the weaker sections of society
• Income security
• Needy social assistance
• Social defence to protect the society.

Social insurance
To protect each individual's interest social insurance will be given:
• ESI benefits
• Crop insurance
• Workmen compensation
• EPF
• Family pension
• Health insurance

Areas of Social Security

a. Social assistance: Needed assistance is catered to certain category of people in a society.

   Benefits:
   • Old age pension
   • Widow pension
   • Assistance to leprosy clients
   • Family planning assistance
   • Geriatric care

   Employment scheme
   Social welfare department, women welfare organisations,

child welfare organisations—are providing welfare schemes like:
- Maternity assistance to the poor
- Senior citizen facility

b. Social defence: Social welfare department, National Institute of social defence provides protective measures from anti-social activities. Eg: Counselling—suicide, deviant, criminal punishment, Anti-dowry Act, juvenile delinquency, beggary eradication, management of alcoholism, drug abuse, control of prostitution.

Employees State Insurance Act, 1948

ESI Act was passed in 1948 amended in 1975, 1984 and 1989; it is an important measure of social security and health insurance in this country; provides some cash and medical benefits to industrial employees in case of: Sickness, maternity, employment injury.

Scope of ESI Act

The provision of ESI Act of 1975 were extended to:
- Small powering factories employing 10-19 persons
- Non-power using factories employing 20-30 persons
- Shops
- Hotels and restaurants
- Cinemas and theatres
- Road-motor transport establishments
- Newspaper establishments.

Administration

It is an autonomous body, 'ESI Corporation'.
- Chairman—Union Minister for Labour
- Vice-chairman—The Secretary, Ministry of Labour, Government of India

- Members
  Central and State Government
  Employers and employees organisation
  Medical profession
  Parliament
  Chief executive officer
  Assistance
    Insurance commissioner
    Medical commissioner
    Financial commissioner
    Actuary

Executive body was formulated from the member of corporation acts as an executive body for the administration of the scheme.

Medical benefit council

Chairperson—Director General of Health Services, G.O.I assisted by Medical Commissioners in the activities. Inspection officers will be appointed to inspect industries throughout the country, and will check the insurability of employees and correct payment of contributions.

State wise regional offices and sub-offices, regional offices have been set-up. These offices hold responsible for receiving the claim of insured persons and to pay them cash benefit.

Finance

- Contributions by employees and employers
- Grants from Central and State Governments. If the employee is getting below Rs. 15/- of daily wages is exempted from contribution
- State Government contribution—1/8 th of total cost of medical care
- ESI corporation share—7/8 of medical care.

Benefits under ESI Act is divided into:
• Employees benefits
• Employer benefits.

Employees Benefits

Medical Benefits

Consists of 'medical care' including hospitalisation, free of cost to the insured person in case of—Sickness, employment injury, maternity.

Medical services
• Out patient care
• Supply of drugs and dressings
• Specialist services in all branches of medicine
• Pathological and radiological investigation
• Domiciliary services: Antenatal and Postnatal
• Immunisation services
• Family planning
• Emergency services
• Ambulance services
• Health education
• In-patient treatment within the state, outside the state also if required at the expense of ESI Corporation.

Pattern of medical care
a. Direct pattern: Service dispensaries are established in which medical and paramedical personnel were full-time appointed; these were available where 1000 or employee family units are available. Conducts domiciliary visits by health professionals.

   Part-time ESI dispensaries—where 750 ESI employees family units were formed. Mobile dispensaries is established where employees family units were scattered.
b. Indirect pattern: Panel system consists of insured registered medical practitioners provides medical care for 750 family

medical units. They get remuneration quarterly for providing medical care.

Other facilities
• If employment injuries occurs and handicapped aids will be provided at free of cost. Eg: Spectacles, hearing aids and dentures.
• If needed artificial limbs facility also available.
• Special appliances like hernia belts, walking calipers, surgical boots, spinal braces, spinal jackets.

Sickness Benefit

Insurance medical officer has to certify the sickness of the employee after which cash will be released for the number of days of absences. Extended sickness benefit was given to certain specified chronic diseases. Insured persons are protected from dismissal or discharge by the employer, from services during the period of sickness.

Maternity Benefit

For confinement—12 weeks benefit
Miscarriage—06 weeks benefits
Sickness—30 days; full wages will be given during these stages.

Disablement Benefit

Free treatment, cash provision; due to employment injury, based on temporary or permanent disablement (72% of total wages).

Dependents Benefit

• Medical facilities to insured person/spouse on retirement subjected to some qualifying conditions on nominal monthly payment

- Funeral expenses—below Rs 1000/- will be sanctioned
- Periodic payments will be given towards death benefit
- Dependents benefit for children up to the age of 18 years
- If daughter marries earlier than 18 years, benefits will be withdrawn.

Rehabilitation

Insured employee contributes Rs 10/- per month to continue medical treatment after permanent disablement

Employer's Benefits

- Health work force
- Rebate under income tax
- Exemption from
  Maternity Benefit Act 1961
  Sickness Benefit
  Workmen Compensation Act 1923

The Workmen's Compensation Act, 1923

The Workmen's Compensation Act provides social security to workmen and is a humanitarian measure. The Act was implemented on July 1st, 1924 and extends to the whole of India.

Objectives

- To provide compensation by employers to their workmen for injury by accident
- To provide better relations among the employers and employees
- Prevents anxiety in the working spot and thus increases productivity
- To provide and maintain proper working environment to the employees.

Terminology

1. Commissioner: 'Commissioner' means a commissioner for Workmen's Compensation appointed under Sec. 20.
2. Dependant: Defines the terms dependant by giving a long list of persons covered by the term 'dependant'. In ordinary usage dependant refers to a person who depend upon another for his necessaries.
3. Employer: Includes, any body of persons whether incorporated or not; any managing agent of an employer, and the legal representative of a deceased employer.
4. Disablement: Means loss of capacity to work, disablement of a workman may result in loss or reduction of earning capacity. In the latter case, he is not able to earn as much as he used to earn before his disablement. Disablement may be (1) Partial or (2) Total, further it may classified as (i) permanent or (ii) temporary.
5. Workman: Employed on a monthly wages not exceeding Rs 1000/- in any such capacity as is specified in Schedule II. This limit was raised from Rs 500/- to Rs 1000/- by the Workmen's Compensation (Amendment) Act, 1976.

But 'workman' does not include: A person whose employment is of a casual nature, and who is employed to work not connected with the employer's trade or business, and any person working in the capacity of a member of naval, military or air force.

Rules Regarding Workmen's Compensation

Employer's Liability for Compensation (Sec.3)

An employer is liable to pay compensation to a workman's personal injury caused to him by accident as well as for any other injury like

 i. Personal injury by accident: An employer is liable to pay compensation to a workman of personal injury is caused

to him by accident arising out of and in the course of his employment [Sec.3 (1)]. The following conditions must be fulfilled before an employer can be held liable to pay compensation (1) Injury is caused to the workman by an accident, (2) Such accident arises out of and in the course of employment.

ii. Out of employment: An accident arising out of employment implies a causal connection between the accident and the employment. In order to prove that injury arose 'out of employment' 2 conditions must be fulfilled:

    a. Injury must have resulted from some risk incidental to the duties of the service, or inherent in the nature of condition of employment, and

    b. At the time of injury the worker must have been engaged in the business of the employer and must not be doing something for his personal advantages or benefit.

iii. In the course of employment: In order to claim compensation it is essential that the workman at the time of accident must be in the process of doing something in discharge of his duty under the contract of service. As a general rule, employment commences when the workman reaches his place of work and ceases when he leaves the place.

Amount of Compensation (Sec. 4)

The amount of compensation payable to a workman depends (i) on the nature of the injury caused by accident, and (ii) the amount of the average monthly wages of the workman concerned. There is no distinction between an adult and a minor worker with respect to the amount of compensation.

Sec. 4 provides compensation for (1) Death, (2) Permanent total disablement (3) Permanent partial disablement (4) Temporary disablement.

Compensation for Death

The maximum compensation in case of death for a workman drawing Rs. 1000/- per month is Rs. 30,000/- while minimum to person drawing Rs. 60/- per month is Rs. 7,200/-.

The Amendment Act, 1976, provides for enhancement of the compensation rates. The new rates of compensation in the lowest wage group represent 10 years' wages; highest wage group 3 ½ years' wages.

Compensation for Permanent Total Disablement

Is the amount mentioned in Column 3 of Schedule IV to the Act [Sec. 4 (1) (b)].

Compensation for Temporary Disablement

Is half-monthly payment of the sum shown in Column 4 of Schedule IV.

Schedule IV

(Sec 4)
Compensation payable to certain cases

	Amount of compensation for -		
Monthly wages of workman injured	*Death*	*Permanent total disablement*	*Half-monthly payment for temporary disablement*
Rs	*Rs*	*Rs*	
1	*2*	*3*	*4*
0-60.00	7,200/-	10,080/-	Half his monthly wages
60-90	9,720/-	14,608/-	36.00
90-120	11,520/-	16,128/-	42.00
120-150	13,500/-	18,900/-	48.75
150-200	16,800/-	23,200/-	60.00
200-300	18,000/-	25,200/-	82.50
300-400	19,200/-	26,880/-	100.00
400-500	21,000/-	29,400/-	118.75
500-600	21,600/-	30,240/-	135.00
600-700	23,100/-	32,340/-	148.75
700-800	24,000/-	33,600/-	160.00
800-900	27,000/-	37,800/-	168.75
900-1000	30,000/-	42,000/-	175.00

Compensation to be paid when due

In cases where the employer does not accept the liability for payment based on the extent of liability which he accepts. Further such payment has to be deposited with the Commissioner or made to the workman, as the case may be. This does not prejudice the right of the workman to make any further claim [Sec 4-A(2)].

Penalty for Default

An employer should pay the compensation due under this Act within one month from the date it falls due. If he defaults, the Commissioner may direct him to pay the amount of arrears with simple interest at the rate of 6% per annum on the amount due. Further, if in the opinion of the Commissioner there is no justification for the delay, a further sum up to 50% of the amount due shall be recovered from the employer by way of penalty.

DISABILITY ACT (1995)

'The central tenet of the disability rights movement is complete integration into the community. Integration will come through main streamed schools and civil rights, laws that guarantee full access to public accommodations and the work place'.—*Joseph P Shapiro*

The plight of the disabled in India is in a pitiable situation. They are the largest minority group, starved of services and facilities available, they are mostly ignored by the society subjected to a long history of neglect, isolation, segregation, poverty, deprivation, charity and even pity. The care of the disabled is left to their families and a few voluntary and government organisations. Hence in such a situation the law must take an active role. Realising the necessity of various forms of assistance and special attention required by the

disabled sections of our society, various Acts have been adopted by our Parliament. In Indian Constitution, Article 41 directs the state, 'To make effective provisions for public assistance in case of unemployment, old age, sickness, and disability'. Assistance to the handicapped was accepted as a constitutional responsibility of the state.

At Beijing in 1992 the economic and social commission for Asia and Pacific region convened and adopted the proclamation. India is a signatory for this approach. A comprehensive disability Act in 1995 was unanimously passed by the Parliament and on 22nd December 1993 got the assent of the President on January 1st, 1996 in all over India, except Jammu and Kashmir. It is a comprehensive Act liberates mankind of its prejudices and of removing barriers that have crippled the disabled. It covers all aspects of how to deal with the problems faced by the persons with disabilities and what official measures are required to ensure enjoyment of equal opportunities by them and with other members of society to protect their rights and create condition for their full participation in social and economic activities. To ensure the effective implementation of the Act is the responsibility of the Government, NGO, and various professionals working in the field. Every one must stand by and support the disabled with much love, respect and moral responsibility to grant them their rights in high spirit, team efforts and responsibility of every health professional to ensure proper implementation of the Act to see the holistic rehabilitation of the disabled.

The salient features of Disability Act are:
• Prevention of impairment
• Protect of disabled peoples' rights in health, education, training, employment and rehabilitation
• Create barrier free environment in the working place
• Remove discrimination in the sharing of development benefits

- Counteract any abuse or exploitation of disabled people
- Implementation of strategies for comprehensive development of programmes and services, equalisation of opportunities for disabled individuals.
- Provision for the integration of disabled people into the social mainstream

The Cardinal Rights of the Disabled Act

Right to
- Equal opportunity with the non-disabled
- Protection of the legal rights of the disabled
- Full participation in the civil affairs
- Taken care of and rehabilitated in the mainstream of life
- Various forms of disability have been given legal definitions.

Person with disability means 'A person suffering from not less than 40% of any disability as certified by a medical authority. Disability includes blindness, low vision, leprosy-cured, hearing impairment, locomotor disability, mental retardation and mental illness.'

According to this Act,
A. 'Blindness' refers where a person suffers from any one of the following conditions.
   - Total absence of sight
   - Visual acuity not exceeding 6/60 or 20/200 (Snellen chart) in the better eye with correcting lenses
   - Limitation of the field of vision subtending an angle of 20° or worse.
B. Hearing impairment means loss of sixty decibels or more
C. Leprosy-cured person is cured from leprosy but is suffering from
   - Loss of sensation in hands, feet but with no manifest deformity

- They can engage economic activity, manifest deformity and paresis but having sufficient mobility in their hands and feet.
- Extreme physical deformity, advanced age presents the person from undertaking any gainful occupation.

D. Locomotor disability: Disability of bones, joints, muscles leading to substantial restriction of limbs movement or any form of cerebral palsy.

E. Mental illness: Any mental disorder other than mental retardation.

F. Mental retardation: A condition of arrested or incomplete development of mind of a person, characterised by sub-normality of intelligence.

G. Low vision: A person with impairment of visual functioning even after treatment or standard refractive correction but who uses or is potentially capable of using vision for the execution of a task with appropriate assistive device.

- To arrest the occurrence of disabilities, Government has to take necessary steps like periodic training to the staff at primary health centres on hygiene, health, sanitation measures, screening of children atleast once in a year to identify risky cases; provision of prenatal, perinatal, post-natal care; care of mother and child; create awareness among the public on causes and measures to be taken to prevent disability.
- Every child with disability is entitled to have free education in appropriate environment up to the age of 18 years.
- Government should set up special schools for imparting special education; integration of disabled in normal schools; conducting special part-time classes for providing functional literacy for children in the age group of 16 and above.
- Set-up teachers' training institutions to develop trained man power for schools for children with disability.

Employment
• Vacancies are to be reserved on poverty alleviation programs.
• Incentives are also to be given to employers to ensure that 5% of work force is of disabled personnel.
• Reserve 3% of vacancies for disabled in Government organisations.
• Employer should maintain records about disabled people employed in his establishment.

Affirmative action
• The appropriate Governments shall by notification make schemes to provide aids and appliances to persons with disabilities.
• Scheme for preferential allotment of land for certain purposes.

Non-discrimination in transport
• There shall be no discrimination of the disabled in transport facilities, traffic signal or road or in-built environments. Neither shall there be any discrimination of disabled in matters of Government employment.
• Establishment in the transport sector shall, within the limits of their economic capacity and development for the benefit of persons with disabilities, special measures to adapt rail compartments, buses, aircrafts in such a way as to permit the wheel chair users to use them conveniently.

Non-discrimination in the built environment
The appropriate Governments and local authorities shall within the limits of their economic capacity and development provide for
• Ramps in public buildings
• Adaptation of toilets for wheel chair users
• Braille symbols and auditory signals in elevators or lifts
• Ramps in hospitals, primary health centres, medical care and rehabilitation institutions.

Rehabilitation

It is a process aimed at enabling persons with disabilities to reach and maintain their optimal physical, sensory, intellectual, psychiatric or social functional levels. The Government and local authorities shall undertake rehabilitation of the disabled, grant aid to NGO's, devise insurance schemes for the disabled employees and also frame employment scheme for the disabled.

Limitations of Disability Act, 1995

- In India, where population pressures are so intense, problems of unemployment, poverty are so acute, the Government's resources are so inadequate in meeting the investment requirements for development of infrastructure, enough funds may not be available in meeting the needs of the persons with disability
- Compulsory education and training for teachers is how much available specially in the rural area and backward areas
- 3%reservation covers blind/low vision, hearing impaired, locomotor disability and cerebral palsy only, but mentally retarded people were not covered under this reservation. This segment has been ignored and taking into account their needs, it must be appropriately addressed.
- The Act provides for preferential treatment and allotment of land at concessional rates, but the Government procedure is so cumbersome, time and energy consuming exercise, that the entire process may be a nightmare
- Problem of accessibility
- Non-discrimination is transport, but their implementation is a very big question
- In recreation and cultural heritage placement of ramps, Braille boards were not mentioned

- Ambiguous definitions related to terms should not be used. Eg: In case of mental retardation.
- The piece meal approach should be avoided to achieve long-term objectives, the state should formulate comprehensive social security schemes to cover all kinds of disabilities.

Role of Physiotherapist, Social Worker in the Implementation of the Disabled Act

The Government needs involvement and active participation of various health professionals in implementation of the Act is very much essential.

- Proper conceptualisation and formulation of measures.
- Implementation of provisions by sharing the responsibilities
- Assisting in conducting of research studies and obtain data on implementation of the Act and its impact on the social and economic life of the people.
- Planning and organisation of follow-up action, organise awareness campaigns on different provisions of the Act especially rehabilitative steps.
- Provide efforts to make the people to have clear cut understanding the implications on their life through the organisation of discussion meetings at various levels.
- Assist the people in utilising the provisions and making use of the facilities available under the Act. This will help in concurrent modification and proper implementation.
- Organise sessions to assist the people for collective resistance eg: formation of parent organisation or pressure groups, if they feel that the provisions of the Act are not being implemented in an appropriate manner.
- Provide guidance and counseling sessions for the disabled.

Merits and Demerits of Social Legislation

Merits
- To maintain social order, social harmony, and peace
- To maintain communication between various groups
- Shows direction and line of authority in an organisation
- Controls the group behaviour, group morale
- Protects the individual at the time of crisis/need
- Promotes social welfare
- Prevents the occurrence of social problems
- Keeps the individual in the right track.

Demerits
- Too many restrictions will lead to choose the other alternatives to reach the goals
- Loop-holes in the legislation.

REVIEW QUESTIONS

1. Social legislation (2m, RGUHS, 2002); (5m, MGRU)
2. What do you mean by social security? (5m, NTRUHS)
3. Social security (2m, RGUHS, 2002)
4. Describe various social security measures and review their effectiveness (15m, MGRU)
5. Social security measures (5m, MGRU)
6. Write an essay on social legislation (15m, MGRU)
7. Social securing measures (5m, MGRU)

13 *Social Work*

Introduction

Social work is a totally selfless, non-remunerative, character building activity. It is actuated by a feeling of compassion and empathy as its basis. Even though we will narrate social work is totally selfless activity, the social worker does accept wages in lieu of their services. The social worker will have professional experience, competence, skills in guidance and counseling, supervision. During natural and man-made calamities, people will suffer with misery and hardship, to relieve the miseries; social worker will play an active role. Social work is a planned and persistent method of helping the people through the use of professional relationships.

Social work is a professional help to a person or community through professional techniques, which involve understanding of human behaviour, needs and potentialities. It is a process of working with the people with a view to help themselves and to work for group welfare. Social work is having organised body of knowledge, which is capable of growth and development in order to meet changing needs.

Definition

'Any form of persistent and deliberate effort to improve living or working conditions in the community or to relieve, diminish or prevent distress'—*Abraham Flexner (1915)*

The art of helping people out of trouble'—*Karl Desch Weinitz (1924)*

'A form of service which attempts to help the individual or family group and to attain more orderly rhythm in the march of existence, to remove the barriers which obstruct others from achieving the best of which they are capable'—*Hodson (1925)*

'Voluntary attempts to extend benefits in response to needs which are concerned with social relationships and which avail themselves of scientific knowledge and employ scientific methods'—*Chenev (1926)*

'Concerns itself with human beings where there is anything that hinders or thwarts their growth, their expanding consciousness and their increasing cooperation'—*Reynold (1942)*

'To give assistance to individuals in regard to the difficulties they encounter in their use of an organised group's services or in their performance as a member of an organised group'—*Witmer (1942)*

'A professional service to people for the purpose of assisting them, as individuals or in groups to attain satisfying relationships and standard of life in accordance with their particular wishes and capacities and in harmony with those of the community'—*Anderson (1945)*

'A form of professional service comprising a composite form of knowledge and skills which help the individual to satisfy his needs in the social milieu to remove the barriers which obstruct people from achieving the best of which they are capable'—*Clarke (1947)*

'It seeks two things for the people socio-economic well-being and the deeper source of happiness, i.e. self-realisation. It is concerned with human behaviour and relationships. It focuses attention to the individual and his self-adjustment to a recognised reality'—*Young Dahl (1949)*

'It is the provision of services designed to aid individuals and in groups in coping with present or future social and psychological obstacles that prevent, full and effective participation in society, improves competence of people'—*Herbert Piano (1952)*

'It is concerned with prevention and alleviation of socially and psychologically damaging effects of the crisis situations'—*Mans and Wolins (1954)*

'To ensure every citizen a desirable minimum standard of living, freedom and security'—*Radhakamal Mukerjee (1954)*

'A dynamic activity undertaken by government or private effort in the implementation of policies with a view to raise the standard of living and to bring about social, economic, political and cultural well-being of the individual, family and the group within a society irrespective of its stage of social development'—*Sushil Chandra (1954)*

'Social work is a form of professional service based upon scientific knowledge and skill in human relations, which assists individuals alone, or in groups to obtain social and personal satisfaction and independence. It is usually performed by a social agency or a related organisation'—*Friedlander (1955)*

'Social work is a welfare activity based on humanitarian philosophy, scientific knowledge and technical skills for helping individuals or groups or community to live a rich and full life'—*Indian Conference of Social Work (1957)*

'Social work consists of a network of social services, which are carefully developed certain methods and processes and social policy expressed through social institutions and individuals. Thus it is composed of human beings their inter-relationships and the ethical demands made on them'—*Konoka (1958)*

An organised activity that aims to help towards a mutual adjustment of individuals and their social environment.

Meaning of Social Work

Social work enhances the social functioning of individuals singly and in groups by activities focused on restoration of social relationships among the individual and his environment and prevents social dysfunctioning. It uses certain methods to meet the needs of the community and to solve adjustment problems, to improve economic and social conditions of life.

Nature

- It is a helping and enabling process
- Both public and private sectors will assist in social work
- Uses scientific method of investigation and with a service motto
- It draws the inspiration from humanitarism
- Uses problem solving approach and meets the needs of individuals in specific and community and national needs at large
- It motivates for self improvement makes the individual to accept readiness for receiving necessary help from outside
- Aids in improving the individual's self determination power
- It helps the people to help themselves
- Improves individual capacity promotes collective efforts determines definite standards and conditions.

Scope for Social Work

Social services are aimed to provide service to fellowmen, feeling of brotherhood, charity to the poor, and to solve social problems, modifies the functioning pattern of social institutions and meeting the changing demands of individual and community. Self-sufficiency of village communities is enhanced and improves the social relationships. It creates conditions where the individuals can improve potentialities,

promotes proper adjustment pattern among the individuals, enabling the social resources to improve the pattern of humanitarian relationship.

The field of social work covers:
- Women welfare
- Child welfare
- Social defence
- Community development
- Handicapped citizen welfare
- Services for the senior citizens
- Medical and psychiatry social work.

Factors responsible to bring change in the approach and philosophy of social work are:
- The social institutions are unable to meet the changing demands of individual and the community
- The increase growth of population demand for service made charity inadequate to cope up with the new demands
- Scientific advancement, complex nature of society, industrialisation and urbanisation resulted in increased occurrence of social problems
- Religious force
- Broken pattern in self-sufficiency of village communities
- Economic development fulfillment of new social and economic needs, solvation of emotional and social problems
- Analyse all social problems and suggest the techniques of solvation of them
- To create conditions for the individual and group, under which they are able to utilise their potentialities, cope up themselves for proper adjustment to live adequately and creatively.

Characteristics
- It is a helping activity

- Gives assistance to the individual, families and groups to achieve a minimum desirable standard of social and economic living
- It is a social activity; aims at community or societal welfare
- It is a liaison activity.

Principles

- Relationship is the keynote of all types of social works
- Total individual, group and community needs are taken into consideration while trying to help them
- Utilisation of local resources are essential in self-help programmes
- Meet the total needs of individual; special attention is focused to the needy population, if necessary refer them to specialized institutions
- It suggests ways and means of providing preventive social services along with solvation techniques
- Social worker should study total personality of the individual before attacking the social problem
- Social worker should act as an agent to enlist peoples' support for programmes
- It aims at helping the individual to adjust himself to the environment.

Requisites for Social Worker

- Sound body of knowledge, technical, professional skills, more oriented towards activities related to practice
- Standardisation for training, jobs, services should setup
- A sense of belonging, group consciousness, responsibilities, professional ethics are required
- Interested towards public welfare
- Better human understanding, skills in establishing good interpersonal relationships.

- Certain skills are required for implementing activities related to social work are:
    - A spirit of dedication
    - Goodwill
    - Leisure
    - Desirability in adjusting an individual's relationship with other person
    - Sound education
    - Group consciousness
    - Contentment
- Social worker should respect the personality of the individual
- Should build up purposeful relationship with the client
- Social worker should strongly believe in the ability of human beings to change and growth
- Should not involve emotionally with the client
- Accept and appreciate the individual differences and prejudices of the client
- Client should be helped to help himself
- Sincere, sympathetic to sensitive to clients feelings and problems
- Maintains records to create interest and to buildup worker-client relationship.

METHODS OF SOCIAL WORK

Social Case Work

Every individual reacts differently in a varied manner to the social, economic and physical environments. Casework is an individualise service to help the client to adjust himself with the environment.

Social casework consists of certain processes, which develop personality through adjustment consciously affected individual between man and his social environment.

Indication

- Juvenile delinquent children
- Rehabilitation and diversional therapy
- Beggary
- Unmarried mothers
- Family maladjustments
- Marriage guidance
- Youth counseling
- Psychiatric social work.

Components

- Person
- Problem
- Place
- Process
- Case worker and client relationship
- Problem-solving techniques.

Stages

- Case study
- Diagnosis
- Treatment.

Case Study

It is possible by means of collecting social history by interviewing the client, his supporting agency, i.e. relatives, friends, employers, teachers, neighbours; observation of clients surroundings.

Diagnosis

- Formulation of tentative diagnosis by observing the environmental resources and data collected from inter-viewing the client and his supporting agency.

- Depending upon the nature of problem dealing the concerned authorities will be taken for assistance in diagnosing the case.

Treatment

Aim: To establish the client to deal with difficulties by developing the abilities to tackle the situations in a diplomatic manner.

Methods and Activities: Interviewing, observation, investigation, diagnosis, recording, treatment, follow-up.

Social Group Work

Man is gregarious in nature; enjoys group life, it is a basic fact which is essential and it can be established with distinctive social relationships with one another. Group life is mutual, reciprocal with give and take policy, collection of individuals who are interested in the same pursuits or who favour the same policy is called a group.

Social group work is 'a process and method through which individuals and groups in social agency settings are helped by a worker to relate themselves to other people and to experience growth and opportunities in accordance with their needs and capacities'.

Social work helps the individuals and groups to grow and meet the continued changes in personality and attitudes provided with creation of suitable conditions. Mutual acceptance is the basis of social group work, which has its roots in democracy. Group social work is carried out by educational, recreational and religious agencies depending upon the nature of social problem. It focuses the individual in the group and group itself is a major tool for reaching socially desirable activities. It is a helping process with dual purpose of individual and group growth.

Purposes

- To educate the individuals to live and work together and to participate in group activities for their intellectual, emotional and physical growth and personality development
- To solve the problems of adjustments by development of individual's personality through the group process
- To prepare the individuals to learn and share group responsibility and leadership
- To make best use of leisure time of the people
- To learn division of labour and specialisation of social roles
- To provide emotional security and process of adjustment with secondary group
- To improve social consciousness
- To prepare the people for social change.

Principles of Group Work

- Plan the group formation
- Form specific group objectives
- Establish purposeful worker-group relationship and willingness to take up responsibilities
- Continuous individualisation in a group
- Guide the interaction of the group
- Organise the group activities on democratic basis
- Flexible functional organised relationships has to be formulated
- Progressive programme developmental activities
- Utilise its existing resources
- Constantly evaluate the group work by assessing group relationship, individuals in group, observing group relationship, group programmes, group developmental activities, leaders in the group
- Encourage 'we' feeling and sense of belongingness among the group members

- Willing to extend relations with other groups and agencies
- Increases dependence among group members.

Methods and Activities
- Group games (Indoor, Outdoor)
- Arts and crafts
- Picnics
- Social education
- Literacy
- Dramatics
- Visits
- Discussions
- Audio-visual aids
- Case work
- Evaluation

Community Organisation

'The process of dealing with individuals and groups who may become concerned with social welfare services or objectives, for the purpose of influencing the volume of such services, improving their quality or distribution or for attainment of such objectives'.

'The art and process of discovering social welfare needs and of creating, coordinating and systematising instrumentalities through which group resources and talents may be directed towards realisation of group ideals and the development of potentialities of group members'.

'It is concerned with efforts to direct social resources effectively towards the specific or total welfare needs of any geographical area'.

Tools used in the process of community organisation are:
- Research
- Interpretation

- Conference
- Education
- Group organisation
- Social action.

Activities included in the process of
- Fact-finding
- Coordination
- Improving standards
- Interpretation
- Developing welfare programmes
- Changing patterns of social work
- Promoting social legislation.

Steps in Community Organisation

Systematic survey of the community will be done by:
- History of the community
- Geographical area and total land available
- Detail information about population
  - Number of houses and families
  - Total number of male, female children
  - Age and sex
  - Occupation and monthly income
  - Customs, traditions, superstitions, beliefs, folkways and prejudice
  - Religion
  - Political and cultural groups in the community
- Prioritising social needs of the community
- Finding out the ways and means of methods and techniques to meet their social needs
- Discovery of the existing resources (eg: Financial, man power, etc.) to fulfill the needs
- Coordinating the work of various groups and agencies in the community

- Staffing and budgeting for community welfare
- Articulation of needs and resources to meet the changing needs
- Continuous evaluation of the work.

Methods, Techniques and Media

Survey
- Research
- Maintaining records
- Meeting key persons
- Discussions, dramas, exhibitions
- Group meetings, dances
- Lectures, demonstrations
- Debates, case work, group work
- Film shows
- Celebration of local festivals
- Literacy and social education classes
- Consultation and coordination
- Promotion of social action and social legislation
- Field visits.

Social Action

'It is an organised group efforts and legally permitted activities to change or improve the social and economic institutions; it includes movements of political reforms, industrial democracy, social legislation, social justice, religious freedom and civil liberty'.

Aims
- To solve mass problems
- To attain socially desirable objectives
- Influences or changes social and economic conditions or practice
- Modifies the obstacles

- Improves the abilities of individual
- Provides individualised services
- Mobilises public opinion
- Rectifies the improper social institutions

Techniques of Social Action

- Meeting key persons, groups and agencies
- By conducting public meetings and social education awareness campaigns
- Collecting data by adopting research activities
- Mobilise propaganda, organise discussions programmes
- Enlist public support
- Coordinating different work of different groups, agencies
- Presentation of proposals to the people in authority
- Organise mass-media campaign and social educational activities to enhance public opinion
- Enforcement of social legislation activities
- Case work.

Social Work Administration

'It is the process by which, professional competencies, skills will be used to achieve certain goals and objectives by transforming social policy into social action'.

For treating maladjusted individuals and solving social problems.

Process

- Collect the facts related to agencies programmes and objectives
- Analyse the facts for making estimates and planning the agency programmes
- Recruitment orientation and training of workers, divide the work, plan the staff in order to execute the work

- Implement the activities
- Maintain proper records and reports
- Establish effective community relationship.

Social Research

A careful, critical and systematic enquiry and an effort to find out the solution/information in detail about a problem and implements certain activities to solve the social problem.

Social workers assess the community needs and effectively plans the social activities which enables the community to perform the useful, worthwhile means whereas the social goals will be achieved.

FIELD OF SOCIAL WORK

Field of social work differs from society to society. In India, the major areas of social work are:

Child Welfare Services

To preserve and to improve the human capital investment over the child is important for economic development of the nation. All the basic services like nutrition, clothing, comfortable home, healthy relationships, recreational activities, educational facilities, etc. will be provided to promote the growth and development of the child, thereby reduction of occurrence of social ills will result. The integrated and coordinated child welfare services must be organised. The child welfare social worker will try to meet the total child needs and maintains high successful ratio of integrated child welfare services. Institutionalised services (like fondling homes, homes for destitute children and short-stay home, foster homes, homes for unmarried mothers, shelter homes for vagrant children and emotional disturbed children) and non-institutionalised services for normal children (in day-care centres, crèches, balawadies, anganwadi, schools for mentally

retarded children) will be assisted by child welfare social worker. He also provides health services, assists in child guidance clinics. Social worker will consider the placement of child in family environment, where home care will be delivered and also rehabilitation of orphans by means of adoption methods, where the child can enjoy and share the family atmosphere.

Youth Welfare

Due to changing and complex civilisation the process of intellectualisation and emotional maturity among the youth is becoming complicated one. During adulthood many youth needs guidance and counseling services to understand himself and his environment, to save energy and maintain enthusiasm. Increase the awareness of youth about youth welfare programmes activated by the government for their benefit. Eg: Youth Clubs, National Cadet Corps, voluntary schemes, National Service Schemes, etc.

Women's Welfare Services

Women constitutes major portion of the population. They are high-risk group and belong to vulnerable population of the community. Promote the literacy rates, economic independency, social freedom of women, ensure equal status and inform them about their welfare activities which were implemented by the government. Eg: Socio-economic programmes, condensed courses for adult women education and social education activities of clubs, residential institutions, and legal aids.

Services for the Aged

The needs of the aged will be met by the welfare agencies through day-care centres, institutions, financial assistance and by the privileges, e.g: Old age pensions given by the society.

Social worker will organise planned and purposeful activities, which can constructively engage the persons according to his capacities.

Services for the Infirmaries

The persons who are suffering from incurable illness, chronic illness and mentally handicapped, who need special services will be provided with needy assistance.

Welfare Services for the Handicapped Individuals

Educational, training and rehabilitation services will be provided to encourage independent living, to develop his remaining powers to the maximum and to provide minimum comforts in life. The social worker will put efforts to make the handicapped person to understand his problems and to help themselves by utilising legal provisions and welfare services by the government, eg: Education quota, hostels, shelters, workshops, training, rehabilitation, financial assistance, recreational facilities.

Social Defence

To protect the society from social evils arising out of the individual activities which conflicts the law. It is concerned with correction and reformation of individual. Preventive, reformative and retributive services have to be planned for protecting the social delinquents. Encourage utilisation of moral hygiene programmes by the needy group/population.

Community Welfare Services

Community organisation aims at effective coordination of existing welfare services, fund-raising, helping to organise new services, educating public about social problems, to secure participation in the solution of social problems through

community efforts. Welfare services includes crèches, balwadis, social education, allied services, recreational activities, etc. community welfare services are aimed at promoting better living for the whole community with the active participation by utilising its own services like community centres where the services (like health, education, housing, recreation, nutrition, self-help group) will be provided.

ROLE OF MEDICO-SOCIAL WORKER (MSW)

Social work aims at adjustment of an individual or a group within the society. When the client is admitted to the hospital, certain adjustment problems will exist between the client and physician or the hospital and between the client, his family and the community at large. The social worker, who is professionally trained in maintaining good human relationship will shoulders and executes responsibility in meeting the welfare needs of the society. MSW acts as a liaison officer between the client, family and the rehabilitation team apart from nurse. MSW is well familiar with the clients' background and tries to bring adjustment between the client and his environment. MSW provides individualised services to the client and tries to make the client to understand their needs, familiarises circumstances, promotes earlier recovery, aids in ultimate adjustment of the client to the family and society; an integration of physical and social aspects of the client by establishing constructively an active associated relationship. Based on the needs of the individual client, MSW will identify the resources and funding agencies who are ready to assist the disabled client, corresponds with the respective social welfare agencies assist the clients in maintaining or meeting the rehabilitative measures. MSW makes the client accept himself and practices healthier lifestyle by accepting his limitations due to disability. MSW makes the client to accommodate in his own working environment prior to the

disability and if any maladjustment occurs, he will find the ways to place the client according to his ability and limitations in a suitable substituted working setup, where the client will be free from internal conflicts and to lead economically independent with higher psychological integratedness by attaining emotional maturity. MSW organises social awareness campaigns to enrich the community about legal provisions, benefits rendered by government.

The Areas of Work by the MSW

- Organises IEC activities to increase the awareness of public about social welfare activities
- Assists in implementation of national health programmes at community level
- Functions effectively in maternity and child welfare centres
- Organises guidance and counseling services
- Informs the focus group about welfare measure such as early registration of antenatal mothers at health centres; institutional delivery, family welfare activities, immunisation, early detection of high risk cases, maternity benefits schemes, registration of vital elements
- For the physically challenged child like polio, the MSW assists in rehabilitation activities by providing necessary accessories like calipers, working aids, etc.
- Assists in meeting the needs of children with mentally challenged such as cerebral palsy by informing the parents about specialised schools and institutions like care centres like: Spastic society of India
- In case of social stigma associated diseases like AIDS, venereal disease, leprosy and tuberculosis the MSW assist in rehabilitation activities and placing the client in a suitable environment where they will be free from psychological insults and promotes early recovery and make them self-sufficient in economic welfare. Provides family guidance

services to meet the needs of the clients in a healthier, happier familial environment

- Collaborates and coordinates with various voluntary health organisations in order to meet the social and economic needs of the clients.

- In case of infirmaries, i.e. chronically ill patients the medico-social worker will assist them in curative, rehabilitative and restorative measures. Counsels the family members in meeting the needs of the client and accept the clients' problems as it is and helps in prognosis or recovery

- In psychiatric clinics or mental hospitals MSW assist the psychiatric team members in assessing I.Q levels and categorising or diagnosing the clients' condition; based on his capacities and limitation assist the occupational therapist and the client in establishing regenerative, restorative rehabilitative activities. Identifies the financial resources and voluntary agencies for implementing vocational, physical, social, educational rehabilitative measures. Organises guidance and counseling services to the family, client and needy group. Directs the client for suitable jobs by modifying the life style pattern; maintains healthier relationships; acts as a liaison officer between community resources, family, client and psychiatry team.

- In general hospitals the MSW maintains humanitarian relationship between health team members, families, clients. Organises and shoulders active participation in implementation of healthier social activities in the institutional set up.

- Promotes health related social activities at grass-root level by activating the community activities. Maximum efficient measures will be promoted among the community to built up model villages

- In specialised clinics, like diabetes, STD, cancer hospitals assist the health activities awareness campaigns in self-care

modalities and practices, promoting healthier life style, adaptation of good methodology and techniques in promoting their health, preventing the occurrence of complications, reduces the incidence and prevalence of diseases by actively collaborating health awareness measures.

REVIEW QUESTIONS

1. Discuss the role of the social worker in a medical setting (5m, NTRUHS, 1997)
2. Role of social worker (5m, NTRUHS, March, 2000,02)
3. Need of a social worker in health setting (5m, NTRUHS, Dec, 2000)
4. Describe the role of the professional social worker in the field of physiotherapy (15m, NTRUHS, June, 2001)
5. Explain the importance of the social worker in physiotherapy unit (5m, NTRUHS, Nov, 2002)
6. Functions of medical social worker (6m, NTRUHS, May, 2003)
7. Explain the role and importance of a medical social worker (10, RGUHS, 2002)
8. Who is medical social worker (2m, RGUHS, 2002)
9. 'Health worker must be a social worker' explain (5m, RGUHS, 2003)
10. Meaning of social work (2m, RGUHS, 2004)
11. Medicosocial workers (5m, MGRU)
12. Role of a medical social worker (5m, MGRU)
13. Responsibilities of medical social worker in hospital (5m, MGRU)
14. Medico-social work (5m, MGRU)
15. Social rehabilitation (2m, MGRU)
16. Medical social work (5m, MGRU)

14 *Evaluation*

INTRODUCTION

An act or process that allows one to make a valuable judgement about the desirability or value of a measure.

- It includes both qualitative and quantitative means. Eg: Quantitative description of pupil achievement qualitative description of pupil's ability, value judgements about achievements and abilities.
- It implies a systematic, continuous process based upon certain criteria process and emphasizes the broader personality changes.
- It provides a basis for value judgements that permit better educational decision-making, and revise if necessary.
- It begins with a clear and meaningful definition of its objectives.
- Evaluation of the performance of learners, the effectiveness of teachers and techniques has been attained the quality of programme and courses, it can be done in relation to educational objectives.
- Evaluation is a broader term than measurement, it is not only concerned with the determination of results but also involves judgement of the desirability of those results. It includes techniques of testing or measurement, which can be utilised. It is a cooperative process or the activity in which the principal, the teacher, pupils and parents will participate— *Lesler D Crow*

- Evaluation is essential and never ending process, vicious cycle of formulating goals, measuring progress towards them and determining the new goals which emerge as a result of new warnings—Chara M
- Evaluation is a process by means of which, changes in behaviour of children are studied and guided towards goals sought by a school.
- Evaluation is a process of making judgements to be used as a basis for planning. It consists of establishing goals, collecting evidence concerning growth towards goals, making judgements about the evidence and revising procedures and goals in the light of judgements. It is for improving the product, the process and even the goals in themselves—*Wiles*.
- Evaluation is the process of determining to what extent the educational objectives are being realised—*Ralph Tyler*
- Evaluation is the process of determining:
  - The extent to which an objective and goal is being attained or accomplished.
  - The effectiveness of the learning experiences provided in the classroom—*NCERT*.
- Evaluation is an act or process that allows one to make a judgement about the desirability or value of a measure.
- Evaluation is a foundation stone for future planning. It implies the use of relative and flexible standards.
- Evaluation is a continuous process of collecting, recording, assembling and interpreting the information.
- It includes both measurement (quantitative) and appraisal (qualitative).

Educational Evaluation
- It emphasises for the development of more adequate techniques of assessing a pupil's growth and development.
- It puts the child and not the subject matter in the centre.

- It caters to the child's psychological needs, interests, aptitudes, and appreciation.
- Puts more stress on learning than teaching.

Meaning

'To evaluate' means 'to ascertain the value or amount of: appraise carefully'.

- It is the judging of the worth or value of something that represents the satisfaction of a human need. Eg: An object/ event/activity/process/product.
- It denotes more than estimation of the results of activities that have already been completed, it also includes the judging of actions that will take place in the future.
- It signifies estimating the probable worth of activities involved in the teaching-learning relationship, judging the worth of methods or devices used in pursuit of those activities and estimating at various stages the outcomes resulting from the activities.
- 'Measure' means 'the act or process of ascertaining the extent, dimensions, quantity, etc. of something, especially by comparison with a standard'.
- Measurement connotes appraisal in terms of some fixed and absolute standard.
- Evaluation includes measurement, but adds to it the concept of factors that are intangible and not subject to quantitative determination. The intangible factors refer to human factors i.e. appraisal of the student as a whole, whereas in measurement our appraisal is confined to those elements or factors which can be reduced to a quantitative basis. Thus evaluation is more comprehensive than measurement.
- In education, we will measure the changes that have occurred in the students as a result of teaching and experience and judging the desirability and adequacy of those changes (performed by evaluation).

- The manner in which an individual organises his behaviour patterns is an important aspect to be appraised. Information gathered as a result of measurement or evaluation activities must be interpreted as a part of the whole.
- It helps the student to understand himself better is to be considered worthwhile.
- The nature of measurement and appraisal techniques used, influences the type of learning that goes in the classroom.
- A wide range of evaluation activities covering various objectives of a course will lead to varied learning and teaching experiences within a course.
- The development of any evaluation programme is the responsibility of the professors, school administrators and the students maximum value can be derived from the participation of all concerned.
- Evaluation process is concerned with provision of learning experience, increasing the capabilities to perform certain functions.
- Thus evaluation should provide data for improvement of teaching as well as an insight for enhancement of learning on the part of the learner.
- Evaluation requires bold initiation and creative thinking on the part of the teachers as well as the planners.
- Evaluation can guide teaching, when it furnishes diagnosis of specific strength and weakness in the pupil's achievements or capacities. This knowledge will help the teacher to attain maximum accomplishment.
- Evaluation may again motivate pupil's learning experiences. What the pupil will study and seek to learn is determined largely by what he expects the measure of his learning to be.
- Evaluation is an act or a dynamic process that allows one to make a judgement about the desirability or value of a measure.

- The teacher has to stimulate the pupil's growth in understanding, application of what has been understood, attitudes, appreciation, interests, powers of thinking and personal –social adaptability.
- The aspects of educational evaluation are:
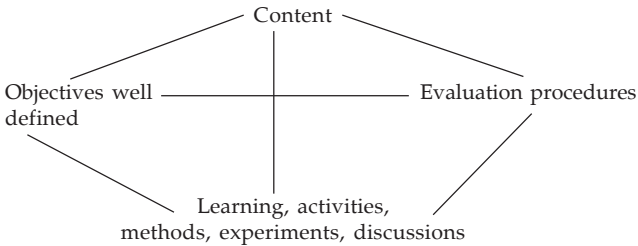
Scope of Evaluation

- Value judgement.
- Ascertaining the extent to which the educational objectives have been attained.
- Effectiveness of appraisal or methods of instruction.
- Identifies pupil's strengths and weaknesses, difficulties and problems, needs and demands.
- Provides baseline for guidance and counselling.
- Placement and promotions in jobs.
- Development of attitudes, interests, capabilities, creativity, originality, knowledge and skills etc.
- Development of tools and techniques.
- Development of curriculum and for its revision.
- Interpretation of results.
- Helpful for curriculum planners and administers to improve the curriculum pattern.

Characteristics of a Good Evaluation

- It should show how far the educational objectives have been achieved.

- It has to measure the knowledge and overall personality development of the individual learner.
- It is a continuous process, therefore it should have formative, summative and terminal evaluation (quarterly, mid-term, semifinal and final test or examination).
- Evaluation technique should be reliable and valid.
- To know how far changes have taken place among the students in the teaching learning process.

Principles of Evaluation

The principles or guidelines will serve as self-checking devices for the teacher.

- The value of evidence is gained through careful appraisal of teaching-learning process.
- Evaluation is a continuous process, the teacher should make a plan of evaluation to cover the entire course.
- The objectives should be stated in terms of behaviour and content, in which the behaviour is to operate.
- It determines to what extent the objectives of the course are being met.
- Identifying and defining the educational objectives for maximum benefit.
- Methods of evaluation should be selected on the basis of purpose to be served for and type of behaviour to be measured.
- Comprehensive evaluation requires variety of evaluation techniques.
- Proper use of evaluation technique requires awareness about limitations as well as their strengths.
- The worth or value of teaching method/learning method or the materials of instruction is known until their effect being measured.
- Adequacy of experience should be made in terms of excellence of performance and quality of experience.

• Records for practice should reflect the objectives of practice and give evidence to the extent of achievement of these objectives.

Purposes of Evaluation

Evaluation occupies an important component in the educational process. It occurs in every aspect of teaching-learning relationship. The teacher must use some form of evaluation when he is selecting a course of action.

• Evaluation is essential for sound educational decision-making.
• To attain educational goals and to ascertain the extent to which these goals have been realised.
• For an adequate teaching-learning situation evaluation techniques are essential.
• It clarifies the aims of education.
• It helps in the improvement of the curriculum.
• It helps in developing a scientific approach to educational problems.
• Evaluation appraises the status and changes in pupil behaviour.
• Evaluation discloses pupil's needs, possibilities, strengths, weaknesses and to suggest remedial measures for solvation of the problem.
• Evaluation aids pupil-teacher planning.
• Evaluation expands the concept of worthwhile goals beyond pure achievement.
• Evaluation familiarises the teacher with the nature of pupil learning, development and progress.
• Evaluation relates measurement to the goals of the instructional programme.
• It facilitates the selection and improvement of measuring instruments.
• It appraises the teacher's/supervisor's competence.

- It serves as a method of improvement.
- It serves as a guiding principle for the selection of supervisory techniques.
- To determine the level of knowledge and understanding of the students in her classes at various times.
- To determine the level of student's clinical performance at various stages.
- To become aware of specific difficulties of individual students.
- To encourage students' learning by measuring their achievement and informing them of their success.
- To help the students to acquire the possible attitudes, efficient skills, and self-direction in their study.
- Evaluation provides opportunity to practice critical thinking, the application of principles and making judgements, etc.
- To estimate the effectiveness of teaching-learning techniques, instructional media to reach the goals.
- To gather the information needed for administration purpose. Eg: Formation of standards for selection of students for different courses, promotion, placement of students for advanced studies, meeting graduation requirement.
- It serves as a means of improving school and community relation.
- Grading of students with the intention of grouping and promoting them.
- To determine how far the objectives of teaching in a particular subject are being realised or to see whether the teacher's method and the experiences, which he organises for children, are fulfilling his expectation an appraisal of pupil's attainment is always necessary.

FUNCTIONS OF EVALUATION

Educational Programme

• To provide a basis for the modification of the curriculum, syllabi or courses.
• It forms a basis for the introduction of experiences to meet the needs of students.
• To motivate pupils towards better attainment, growth and development.
• To pinpoint areas where remedial measures are needed.
• To make provision for guiding the growth of individual pupils.
• To diagnose the weaknesses and strength of the programme.
• To improve instructional activities and educational programme.
• To test the efficiency of teachers in providing learning experience and effectiveness of instruction and classroom activities.
• To achieve educational goals.
• It helps to know the rate of progress in different areas of learning.
• To bring out the capabilities of a student. Eg: Attitudes, habits, skills, etc.
• To know the rate of progress in different areas of learning.

Evaluation and Teacher

• It provides him with knowledge concerning the students' entire behaviour.
• In setting, refining and clarifying realistic objectives for each student.
• In determining, evaluating, refining his instructional techniques or learning activities to improve classroom procedures.

- To test the efficiency of teachers in providing learning experiences.
- To find out how far educational objectives have been achieved.
- To know the efficiency of instructional methods used in the teaching-learning situation.
- To diagnose the strengths, weakness of students and to classify the gifted, bright and slow learners.
- To provide guidance and counselling services in order to plan remedial measures.
- To inform students' progress to parents.
- Motivates the teacher to evaluate critically her teaching practices and plan cooperatively to work together for the improvement of the curriculum.

Evaluation and Administrator

- To find out whether the school has achieved educational objectives or not.
- To bring about various activities in the school.
- It is the basis for modification of curriculum
- To introduce appropriate learning experiences.

Evaluation—Students

- Communicating the teacher's objectives. If the student clearly knows what the teacher expects from them; they will try to fulfill/realise the objectives directly or indirectly.
- Increasing motivation. It motivates the students to learn better and perform effectively thus evaluation facilities learning.
- Encourages developing good study habits, abilities and skills.
- Evaluation summarises and reports students' progress.
- Evaluation provides feedback where the students' strengths and weaknesses will be identified and it serves the purpose of guidance.

Types of Evaluation

Evaluation of education must begin with a clear and meaningful definition of objectives. The teacher's responsibility is to convince the student that his education is directed towards wider aims. Evaluation is continuous ongoing process.

RD Tennyson in his book, 'Educational Technology' described four basic interactive phases.

Phase-I: Feasibility evaluation.

Phase-II: Formative evaluation or Diagnostic evaluation.

Phase-III: Summative evaluation or Certifying evaluation.

Phase-IV: Maintenance evaluation.

Feasibility Evaluation

This activity occurs concurrently with the instructional development problem analysis phase, teachers and other potential developers should first identify the instructional problems and then provided recommendations concerning the need for developing instructional materials.

Documentation of procedures; sources of data used in the needs assessment should be specified.

Educational policies and educational organisations which will help for standardising the policies, rules and regulations of educational institutions has to be identified.

Formative Evaluation

- It provides the student with information on his progress or gains.
- It must be continuous, it starts with commencement of the programme until the time he completes it.
- Informs the student about the extent of learning is needed to reach the educational objectives.
- Enables learning activities to be adjusted in accordance with progress made or lack of it.

- The anonymity of the students has to be maintained by using code of choice.
- Is controlled in its use by the student (results should not appear in any official record).
- Useful in guiding the student and prompting him to ask for help.
- It is carried out frequently whenever the student or teacher feels it as necessary.
- Provides the teacher with qualitative and quantitative data for modification of his teaching.

Certifying Evaluation or Summative Evaluation

- Certifying evaluation is designed to develop competent personnel from practicing.
- To place the students in order of merit.
- Justifies the decisions as to whether they should move upto the next class or be awarded a degree or diploma.
- Carried out less frequently at the end of a unit or period of instruction.

Maintenance Evaluation

For placing the qualified people in jobs or to select suitable candidates for filling up of the vacancies or promotions. To maintain the level upto the mark or the standards. The maintenance evaluation will be carried out.

Student Evaluation

Aims

- Conventional role of examinations is to determine the success or failure on the part of the student.
- To provide feedback for the student
  - To inform upto what level the student is receiving instruction and the extension of his achievements.

- To make him aware of the questions whether he has understood or not.
- To modify the style of teaching to ensure that what he wishes to communicate to the student is correctly understood.
- The reputation of the school will be represented by the percentage of the results the institution got.
- Selection of students.
- Motivates the student to learn.
- For modification of learning activities.
- Certify whether he has succeeded or failed in the due course.
- Maintains school public relations.
- Protects the society by certifying competency.

Steps in Student Evaluation

1. The criteria or acceptable level of performance of the educational objectives. The objectives should be stated clearly in measurable terms before any course or programme was planned.
2. Defining changes in behaviour expected as educational outcomes:
   - The faculty should specify the behaviours that will be used as the basis for assigning grades.
   - To determine the student's ability to apply their knowledge to different situation.
   - To determine whether the student has an adequate base of knowledge and skills to pass onto the next state of her learning.
   - The teacher will plan to evaluate systematically the educational objectives, the teaching-learning procedures, the progress of students and the outcomes in each of her classes.

- Teacher will involve the students in the total evaluation process in a profitable manner.

3. Describe the situations that give opportunity for the expression of desired behaviours.

   When the learning situations has provided, in which the students would be expected to display the desired behaviour, so that evidence can be obtained regarding the extent of change in the students' behaviour pattern.

4. Development and use of appropriate measuring instruments.

   Standardised impersonal tests should be given to students so that comparisons can be made for individual students. The effects of inconsistencies in problem presentations and teacher bias will be reduced.

5. Interpretation of measurement data by deciding on ways of recording and summarising the behaviour on the basis of evidence collected

   - Scoring, rating and describing the learning situations.
   - Project assignments.
   - Case analysis.
   - Term papers.
   - Rating scales.
   - Checking validity, reliability and difficulty of the measures used.

6. Establishing conditions that permit the student to give her best performance.

7. Assigning scores to permit achievement of the purposes of evaluation.

8. Determine the students' progress and learning outcomes for assessing effectiveness of the programme.

9. Formulation of judgements and taking of appropriate action.

EVALUATION TOOLS

Evaluating the Student

Evaluation of the student is a continuous ongoing process. It is necessary to consider the major objectives or purposes of any course in order to set-up the testing programme. In planning and preparing any examination, the teacher must make adequate provision for considering all the important outcomes of her instruction. There are different ways, which have devised for measuring the students.

Methods of Evaluation

The methods of evaluation used in professional education related to the assessment of:
1. Knowledge
2. Attitude
3. Skills
1. The methods use for assessment of knowledge are:
   a. Subjective type:
      Essay type.
      Descriptive—Narrative type, comparison, amplification, precise-writing, short-notes.
   b. Objective type:
      Multiple choice type, matching type, True-False, Fill in the blanks, Sentence completion, etc.
   c. Problem-solving type, Situational.

Methods of Assessing Attitude

Interview; Assignments; Communicative records; Anecdotal records; Observation during performance; Critical incident technique; Discussion.
Skills—Methods of assessing.

Tools to Assess Skills

Performance appraisal; Rating scale; Observation checklist;

Evaluation methodology according to domains to be evaluated:
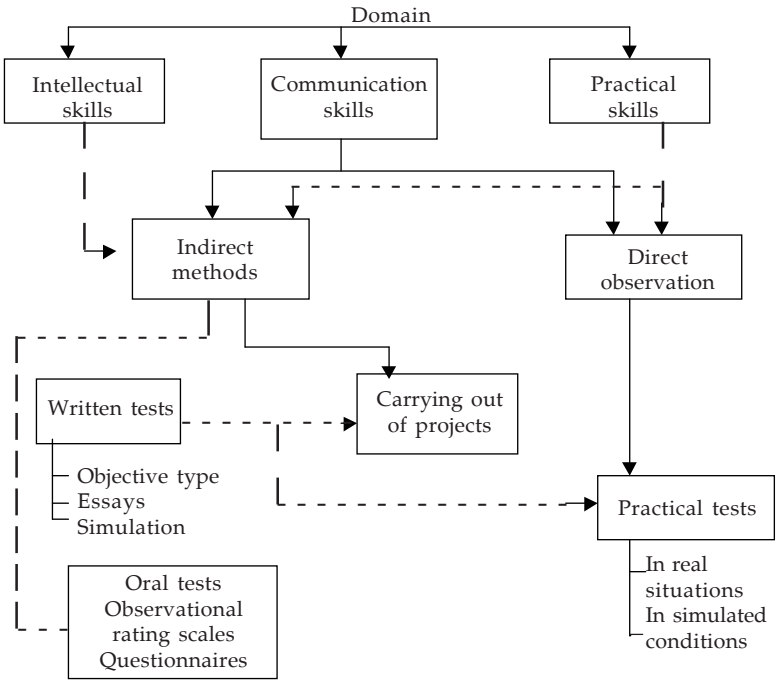
Anecdotal record; Cumulative record; Critical incident technique.

Cognitive Tests

To assess the intellectual levels of students, cognitive tests will be performed.

Educational Test or Achievement Tests
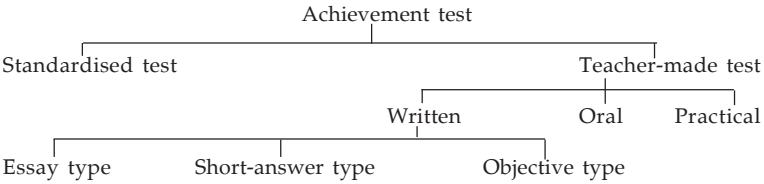
Standardised Tests

'Standardisation means uniformity of procedure in scoring, administering and interpreting the results'.

'The tests which comprises carefully selected items, administered to a number of samples or group under standard conditions and for which norms have been established after careful evaluation'.

- It is produced by some test agency and is the product of the joint efforts of a number of persons including test experts.
- It deals with larger segments of knowledge or skills than the teacher made tests.
- Every possible effort is made to make the test highly valid, reliable and discriminating.

Characteristics

- Constructed by test experts or specialists.
- Covers broad or wide areas of objectives and content.
- Selection of items will be done very carefully and the validity, reliability, usefulness of the test is ascertained in a systematic way.
- Procedure of administration is standardised.
- Test has clear directions and it will be motivating, encouraging students.
- Before finalisation, test is tried out and administered on a number of subjects for the expressed purpose of refining its items.
- Scoring key is provided.
- Test manual provides norms for the test.

Teacher-made Test

These are very useful in evaluating the students' progress to report parents and administrators.

Uses

- To know the ability and achievements of students.
- Helps the teacher to assess the strengths, weakness of student.
- Motivates the students.
- Provides continuous evaluation and feedback to the teacher.
- Helps to achieve particular objectives.
- Helps the teacher to adopt better instructional methods.

Limitations

- Tests are often ambiguous and unclear.
- They are either too short or too lengthy.
- Tests do not cover the entire content.
- Tests are usually hurriedly conducted.
- Supervision is not proper.
- Lot of scope for copying.
- Conducted as rituals only.
- Answer books not marked with care.

Qualitative Techniques

a. Observational techniques. Eg: Charts, checklists, rating scales, anecdotal records.
b. Sociometric technique. Eg: Peer appraisal, nominating technique (sociogram, social distance scales)
c. Self-report techniques. Eg: interview, inventories or questionnaires, attitude scales.
d. Projective technique. Eg: Sentence completion, doll play, perception of inkblots, interpretation of pictures.

TYPES OF QUESTIONS

Essay Type Examinations or Essay Test

'An essay test presents one or more questions or other tasks that require extended written responses from the persons being tested'—*Robert LE and David AF*

'It is a test containing questions requiring the student to respond in writing. It emphasis recall rather than recognition of the correct alternative'—*Gilert Sax*

'It requires the student to structure a long written response upto several paragraphs'—*William W and Stephen GJ*

In essay type question, the student prepares her own answers. It evaluates the knowledge areas alone. Handwriting, spelling, neatness, organisation, ways of expressing ideas may be considered in scoring the items.

The element of subjectivity can be reduced by careful preparation of the questions for the selected content areas to be tested in advance.

Features of Essay Questions
- No single answer can be considered throughout and correct.
- The examinee is permitted freedom of response.
- The answers vary in their degree of equality or corrections.

Types of Essay Questions
Based on the amount of freedom given to a student to organise his ideas and write his answer. The essay questions are divided into 2 types.
1. Extended response.
2. Restricted response.

Extended Response
- No restriction is placed on the student as to the points he will discuss and the type of organisation he will use.
- Most important, pertinent and relevant material whatever he wishes can be used.

This type of question permits a student to demonstrate his ability to:

• Recall and evaluate factual knowledge.
• Organise his ideas in a logical, coherent fashion.

Restricted Responses

Student will have less scope, limited nature in the form, because he is told specifically the context in which his answer is to be made.

Principles for Preparing Essay Type Test

• Do not give too many lengthy questions.
• Avoid phrases eg: 'Discuss briefly'.
• Questions should be well structured with specific purpose or topic at a time.
• Words should be simple, clear, unambiguous and carefully selected.
• Do not allow too many choices.
• According to the level of students' difficulty and complexity items has to be selected.

Scoring Problem

• For every question, set out the elements which according to you, should appear in the answer by point scoring system.
• Score the answers of all the students for one question, before going on to the scoring of another question.
• When 2 or more teachers correct the same test, they should agree on the scoring procedure before the test and correct the answer scripts.
• The time allowed and the marks allotted will act as a guide to the students to answer the questions.

Advantages

- Tests the ability to communicate in writing; depth of knowledge and understanding.
- The student can have free to communicate, her ability for independent thinking.
- The student can demonstrate her ability to organise ideas and express them effectively in a logical and coherent fashion.
- It requires short time for the teacher to prepare the test and administer.
- It can be successfully employed for all the school subjects.

The abilities like:
- Organises ideas express them effectively.
- Criticises or justifies the statement.
- Interpretation of ideas, thoughts, etc. will be more clearly put into writing and freedom for the student to write, whatever he wants to respond.
- The mental processes like logical thinking, critical reasoning, systematic presentation can be best developed.
- Induces good study habits like making outlines summaries, organising the arguments for and against etc.
- The students can show their initiative, originality of their thought and the fertility of their imagination, as they are permitted freedom of response.
- The responses of the students need not be completely right or completely wrong.
- Eliminates guessing.

Disadvantages

- Lack objectivity.
- Provide little useful feedback.
- Takes long time to score.
- Limited content sampling.
- Subjectivity of scoring.

Essay type possesses relatively low validity and reliability because of the factors like:

- Contaminated by extraneous factors like spelling, good handwriting, coloured writing, neatness, grammar, and length of the answer.
- Biased judgement by previous impressions.
- Good verbal ability even in the absence of relevant points.
- Mood of examiners.
- First impression.
- Improper comparison of answer, of different students. (Bright and dull)
- Ambiguous wording of questions may be misinterpreted results in guessing and bluffing on the part of the students.
- Laborious process both for corrector and for the student.
- Only competent teachers can assess it.
- Scoring costs.

Short Open Answer Type Tests (Restricted response tests)

The student responds by selection of one or more of several given alternatives by giving or filling in a word or phrase. It does not call for an extensive written response.

Questions should be drafted in such a way that, the answer calls for a predetermined and precise concept. The answer is expected in short and can be expressed in different forms. Ideally, only one answer is acceptable.

Principles for Preparing Short Type Item

- Use action oriented precise verbs.
- Each item should deal with important content area.
- Question can be as long as possible, but answer should be short.
- Use precise, simple and accurate language in relation to the subject matter area.

• Provide the necessary space for answers below each question asked.

Advantages

• Easy to score, reliability of the score is improved, quick response.

Disadvantages

• Difficulty in construction of reliable items.

Objective Type Tests

To seek more objective measurement of teaching-learning results. A set of standardised stimuli that elicit samples of behaviour. These tests can be used to measure rating modern, application of principles and different abilities as well as actual knowledge depending on the way they are prepared.

It refers to any written test that requires the examinee to select the correct answer from among one or more of several alternatives or supply a word or two and that demands on objective judgement when it is scored.

When questions are framed with reference to the objectives of instruction, the test becomes objective centred test. If it is objectively scored called as objective type test item.

The system of scoring is objectives and it will not vary from examiner to examiner.

Forms of Objective Type Tests

1. Teacher made tests.
    a. Recall type—Simple recall; Sentence completion items.
    b. Recognition type—Multiple choice type; Matching; Alternative response. (True or false)
    c. Others—Rearrangement; Analogy; Identification; Context-dependent type (Pictorial form, Interpretative)

Merits of Objective Type

- Easy for scoring.
- Objectivity in scoring.
- It will not vary from time to time or from examiner to examiner.
- More extensive and representative sampling can be obtained.
- It reduces the role of luck or cramming of expected questions.
- Greater reliability and better content validity.
- Economy of time; takes less time saves a lot of time of the scores.
- It eliminates extraneous factors eg: Speed of writing, fluency of expression, neatness, literacy style, etc.
- It measures the higher mental processes of understanding, application, analysis, prediction and interpretation.

Disadvantages

- Takes a lot of time and effort in preparing the test.
- Provides little or no opportunity for measurement of students' ability to organise and to express thoughts.

Limitations

- Ability to organise matter, ability to provide matter logically coherent fashion cannot be evaluated.
- Guessing is possible,
- The construction of items is difficult, requires special abilities and is time consuming.
- Printing cost is high.

Multiple Choice Items

These are the most flexible and most effective of objective type test items and consists of 2 parts.

- The stem—which presents the problem, presented in the form of an incomplete statement or a question.
- The options or responses—the list of possible/correct answers/possible distractors.

Directions for Preparation of Multiple-choice Items

- Have enough content in the stem with less distractor but avoid lengthy stem.
- Use positive statement in the stem. If negative statement is to be used then underline it or write in capital letters, so that it will not be overlooked.
- Stem consists of complete statement, not just a single word.
- Place all common elements in the stem to add up simplicity and compactness to the item.
- The stem of one should not suggest the answer to another.
- Eliminate all unrelated details from an item.
- Use plausible or logical distractors.
- Avoid the use of clues that may suggest correct answer.
- Be sure that the distractors and the correct response possess homogeneity, i.e., they should be fairly similar in content or in the total number of words.
- Be cautious of the use of 'none of the above' as a distractor or as a correct answer.
- If it is impossible to obtain more than three plausible responses, do not waste time trying to invent some others.
- When dealing with items that have numerical answers, arrange them in order from large to small or vice-versa.
- Arrange the place for the correct answer, in such a way that, for the test as a whole, no letter corresponding to a given answer appears more frequently than some other letter.

Advantages

- Ensure objectivity, reliability, and validity.

- Provides constructive criticism.
- The range and variety of facts that can be sampled in a given time.
- Provide precise and unambiguous measurement of the higher intellectual processes.
- Provide detailed feedback for both students and teachers.
- Easy and rapid to score.

Disadvantages

- Takes a long time to construct in order to avoid arbitrary and ambiguous questions.
- Also require careful preparation to avoid questions testing only recall.
- Provide cues that do not exist in practice.
- Costly, when the group is small to respond.

Variations of the Multiple-choice Format

One Correct Answer

Simplest type. The student is required to select the one correct answer listed among several plausible, but incorrect options.

Best answer

The student is told to select the best answer.

Analogy Type

The student is required to deduce the relationship that exists between the first two parts of the item and then apply it to the third and fourth parts. Usually the 3rd part is given and the missing 4th part is selected from the list of options on the basis of the relationship existing between the first two parts. Eg: Lack of iron content: Anaemia ::: Lack of iodine content: …………
a) Cretinism. b) Myxoedema c) Goitre.

Reserve Type/Negative Variety of Multiple-choice Item

All but one of the responses is correct. The student is asked to select the incorrect response. This method is not recommended, unless it is a must.

Limitations of Multiple-choice Items

• Difficult to construct.
• Requires more skill and more time to prepare.
• Teachers cannot always think of plausible distractors.
• Tendency for teachers to write multiple-choice items demanding only factual recall.
• Requires more time for students to respond to.
• Not well-adapted for measuring the ability to organise and present ideas.
• Require more space per item.

The alternate-response Items

It is essentially a two-response item in which only one of the answers is presented and the student judges the truth or falsity of the statement.
Types: True-false; Yes-no; Right-wrong; Cluster variety; Correction variety.

True and False Items

Question or declaratives statements followed by yes/no or true/false.
• The student is asked to tick mark the correct response.
• Easy to prepare, takes comparatively much less time when compared to matching type or multiple choice.

Directions for Preparation of True or False Items

• Give single idea clear and direct in the statement.
• Avoid ambiguous statements.

- Avoid using clues like: Usually; No; Sometimes; Should; None; Always; Nothing; May, etc.
- Avoid 'trick' and 'catch' items.
- Have equal number of 'true' and 'false' items.
- Determine the order of 'true' 'false' by chance.

Right-wrong Variety

Some pairs of words will be given, if two words have opposite meanings, write an 'R' in the blank, and if not, write 'W'.

Cluster Variety

One incomplete statement with several suggested answers to be judged as true or false. It permits the item-writer to ask many questions using a single stem and thereby conserving space and reading time.

The Context-dependent Items

Items are based on an external source that may be pictorial or verbal. If the teacher interested in learning whether his students can read and interpret a graph or a table. The learner has to use it as his frame of reference to answer items based on this external material.

Objective Test Item based on Pictorial Materials

The pictorial form is a medium used to present the material to the examinee.

- Useful to young children or those having reading difficulties.
- To count, to measure and to discriminate pictorial material is an excellent medium.
- For measuring some of the more complex skills eg: Reading graphs or table or using an index-pictorial material is ideally suited.

- When picture is equal to use many hundreds of words, then using pictorial form is best.

Interpretative Test

It consists of:
- Introductory statement.
- Pictorial material.
- Series of questions that measure in part the students' ability to interpret the material etc.

Uses

1. The structuring of the problem assists both examiner and examinee.
2. Measurement of understanding, interpretation and evaluation can be done.
3. Complex material can be measured with a series of different items based upon a single introductory passage, graph or chart.
4. Minimises the influence of irrelevant factual material.
5. Can demonstrate thinking and problem-solving skills.

Limitations

- If they are based on a paragraph, they make a heavy demand on a student's reading skills.
- Difficult to prepare.
- More time required for administration.
- Selecting appropriate interpretative material is somewhat difficult.

Advantages of Alternate Response Items

- Good for young children, who have poor reading habits.
- They can cover a large portion of the subject matter in a relatively short space and short period of time.

- Provide high reliability per unit of testing time.
- Can be scored quickly, reliably and objectively.
- Suitable to test beliefs, misconceptions, superstitions.
- Adaptable to most content areas.
- More easily constructed than other objective type items.
- Directions are easily understood.
- Time-saver.
- Conveniently used to measure the ability.
- To identify the correctness of statements.
- To distinguish fact from opinion.
- To recognise the cause and effect relationship.
- It carefully constructed, they can measure the higher mental processes of understanding comprehension, application and interpretation.

Limitations
- Undue influence by good or poor understanding, or luck in guessing.
- More susceptible to ambiguity, misinterpretation, therefore low reliability.
- Lend them most easily to cheating.
- Tend to be less discriminating.

Matching Type Item

These items form a special form, prepared in two columns. One set is called the 'response column' and the other is called 'stimulus column' the items have to be matched. The examinee is required to make some sort of association between each premise response. He pairs the corresponding elements and records his answers.

Directions for Preparation of Matching Type Items
- The matching items should be of same kind in nature.

- The number of choices should be more than the required answer. Eg: 7 choices for 5 answers; 14 choices for 10 answers.
- Number of items should be short.
- Keep the stimuli and response columns on the same page.
- Give some heading to both the column like 'A' or 'B'.
- Items in one of the two columns may be listed in some logical order, but the item in the other must have a random sequence, so that item position does not give a clue to that which it matches.
- Clear cut directions should be given regarding columns to be matched, how the response is to be written eg: in words, letters or numbers.
- An answer choice may be used more than once.

Uses of Matching Tests

- It should be used only when the teacher is constructing multiple-choice items and discovers that there are several such items having the same alternatives.
- Used if the teacher is interested in testing the knowledge of terms, definitions, dates, events and other matters involving simple relationships, etc.
- Used to determine whether a pupil can discriminate among nouns, verbs, adjectives, adverbs, etc.

Advantages

- They require little reading time, many questions can be asked in a limited period of testing time.
- Provides an opportunity to have a large sampling of the content, which ultimately increases the reliability of the test.
- Amenable to machine scoring or even with hand-scoring, they can be scored more easily than the essay or short-answer test.

- Can be constructed easily and quickly.
- Space can be saved.
- Less opportunity for guessing because all the responses are plausible distractors for each premise.

Limitations

- If sufficient care is not taken in their preparation, they may encourage serial memorisation rather than association.
- It is sometimes difficult to get clusters of questions that are sufficiently alike so that a common set of responses can be used.
- Items are likely to include irrelevant clues to the correct answer.
- They cannot be successfully used to measure understanding or the ability to discriminate due to the difficulty of finding homogeneous responses that are answers to a certain premise and that are, for other premises; distractors requiring careful thought before rejection.

Problem-situation Test

It describes the situations followed by possible solutions or conclusions and a series of plausible reasons supporting these solutions are given. The student by applying various principles and basic concepts is expected to select the best solutions to the problem, gives reasons to substantiate her choice of a solution. The problem is so constructed, the solution and the supporting reasons can be indicated by the student quickly and easily with minimum amount of writing.

Advantages

- Used to represent those patterns of behaviour that constitute professional competence.
- Specification of acceptable level of competence.

- Less time consuming for the student to answer.
- Useful to determine ability to apply principles to new or relate situations.

Disadvantages

- Time consuming to prepare.
- Requires greater skills to prepare valid, reliable problem situations.
- Require more space than other objective type.

Oral Examinations

An examination consisting of a dialogue where the examiner asks questions and the candidate will reply.

- Short open answers based on educational objectives.
- MCQ.
- A series of questions not necessarily interrelated questions.

This type exam suffers from a scarcity of examiners who are really capable of making the best use of it in practice.

Aim

1. To assess a student's ability to communicate orally with another person.
2. To use simulation methods eg: Role-play, telephone conversation.

Advantages

- Provides direct personal contact with the candidates.
- Provides opportunity to take mitigating circumstances into account.
- Provides flexibility in moving from candidates' strong points to weak points.
- The candidate has to formulate his own replies without clues.

- Possibility to question the student, how he arrived at an answer.
- Opportunity for simultaneous assessment by two or examiners.

Disadvantages

- Lacks standardisation, objectivity and reproducibility of results.
- Permits favouritism and possible abuse of the personal contact.
- Suffer from undue influence of irrelevant factors.
- Shortage of trained examiners to administer the examination.
- Costly in terms of professional time and limited value of the information.

Practical Examination

To develop appropriate professional skills over a period of time with consistent practice. Transportation facilities should be provided to take the students to the place of examination.

Purposes

The practical examination should be conducted in actual fields, i.e. hospital, clinic, wards and health centres associated with parent school of nursing. To assess:

- The ability of student to give care in a practical situation.
- The attitude of the student towards client.
- Able to meet the needs of the client and work along with others.
- Expertise in physiotherapy techniques.
- Ability to give the best therapeutic care possible according to the facilities available in the field.
- Ability to give need based health education.
- Skills in proper recording and reporting.

Physical Arrangements for Conduct of Examination

• College faculty has to meet with hospital Superintendent and ward in-charges take permission to conduct the examination in the hospital. Faculties along with the cooperation of staff select and arrange the centre for examination.
• Examination centres should be selected in advance depending upon the specialities offered.
• The varieties of nursing care situations, adequacy of facilities of equipment and supplies, place for examiners and other factors should be kept in mind while selecting the place of examination.

Procedure

• Examiner has to arrive one day prior to the examination, to visit the clinical area selected, held discussions with the school faculty, and the clinical staff regarding physiotherapy modalities available.
• Examiners must prepare a written plan of the assignments, areas they plan to give to the students.
• General plan for examining and grading the students should be discussed among the examiners.
• They will allow the students to do systematised care based on physiotherapeutic technique.
• Each examiner will examine 10-15 students per day.
• Evaluate the performance of the student in a practical situation and the procedure of carrying out the assignments.
• The teacher has to give assignments in writing by lottery method.
• The examiners have to provide conducive environment for the students to perform therapeutic care.

- Examiner should allot case, prior she has to prepare list of client along with diagnosis in single chits, allotting the clients by lottery method; 30-45 minutes will be given for each student to collect the history of client and to diagnose the problems of the client and meet their needs by applying the principles of physiotherapy treatment.
- Examiner should test the students' knowledge of the principles underlying the physiotherapy care carried out for the patient.
- All aspects of total client care should be considered for total evaluation.
- Examiners make sure that the students should have their register number, admission cards, and necessary files with them.
- Examiners will observe the care given by the students and educational activities carried out by them; depending upon convenience either bedside viva or separate viva will be conducted.

Advantages
- Provides the opportunity to test all the senses in a realistic situation.
- Possibility of performance evaluation in clinical situation.
- Tests for investigate abilities, apply readymade recipes.
- Attitudes of the students can be observed and tested including the responsiveness to a complex situation.
- Rapport will be established.
- Provide opportunity to observe and test attitudes and responsiveness to a complex situation.
- Provide opportunity to test the ability to communicate under pressure and to arrange the data in a final form.

Disadvantages

• Lacks standardised conditions in bedside examinations/ providing care/doing a procedure with patients of varying degrees of cooperativeness.
• Lacks objectivity and suffers from irrelevant factors.
• Limited feasibility for large groups.
• Difficulties in arranging for examiners to observe candidates demonstrating the skills to be tested.
• Takes longer time to complete the examination for the entire group.

Question Bank

A question bank is a planned library of test items designed to fulfil certain predetermined purposes. Question bank should be prepared with utmost care so as to cover the entire prescribed text. Question bank should be exhaustive and cover entire content with different types of questions.

The questions may be arranged is as follows:

• Objective/behaviour aspect/(abilities in cognitive, conative and affective domains).
• Content/subject area aspect.
• Form of the question aspect like essay type, short answer type and objective type.
• Weightage aspect.

Question bank contains questions which are pretested for their validity and practicability.

Purposes of Question Bank

• To improve the teaching-learning process.
• Through instructional efforts the pupil's growth will be obtained.
• To improve evaluative process.

- A pool of test items can be used for formative and summative valuation of the pupils.
- It is a pool of ready-made quality questions is made available to teachers and examiners so that they may select appropriate questions to assess predetermined objectives.

The paper setters, examiners find it difficult to prepare the questions for the tests, they will try to select the items from the question bank.

It is the teachers' responsibility to prepare a large number of questions (of various forms) on different topics of the total subject which she is entrusted to teach. Therefore, the teacher should prepare a pool of quality questions, which are reliable and valid.

REVIEW QUESTION

1. Discuss the role of evaluation in sociological studies (10m, NTRUHS)

Leadership

INTRODUCTION

Leadership is a common phenomena seen everywhere in the social organisation in one or other form. Leadership is the process of influencing the behaviour of followers by inspiring and motivating to work willingly and enthusiastically for achieving predetermined goals. It is a continuous process of behaviour, where the followers and leader work together cooperatively. Leadership deals with insight, effectiveness and results; focuses on top; emphasises transformational; activity oriented. Leader should possess a sense of capacity and comfort with risk and change leads to an understanding of the role, collaborative style, multiple cultures; emotional competence; identifying the followers' strengths and weakness; and greater balance and reflection in life leads to energised work force. Leader has to present model behaviour for others and shows the way of life. The individuals in society are generally divided into leader and followers. Emergence of leadership is the result of social process, a bipolar process or behaviour.

Definition

'A behavior that affects the behaviour of other people more than their behaviour affects that of the leader'—*La-Piere and Fransworth*

'A concept applied to personality, environment relation to describe the situation when a personality is so placed in the environment that directs the feeling, insight and controls others in pursuit of the common cause'—*Pigor*

'Leader is one who has power and authority'—*HT Mazumdar*

'Activity of persuading people to cooperate in the achievement of a common objective'—*Allen*

'The activity of influencing people to strive willingly for mutual objectives, it affects the behaviour of followers in a situation'—*Terry*

'Influencing and energizing of people to work together in a common effort to achieve the purposes of the enterprise'—*Seckler and Hudson*

'It is the interpersonal influence exercised in a situation and directed through communication process, towards the attainment of specified goals'—*Temenbaum et al*

'It is the process of influencing and supporting others to work enthusiastically toward achieving objectives.'

'The art of process influencing people, so that they will strive willingly and enthusiastically towards the achievement of group goals'—*Harold Koontz and Heinz Wechrich*

'It is the process of situation or reciprocal reinforcement which by the successful interplay of relevant individual differences controls human energy in the pursuit of a common cause'—*Britt*

'To keep, to persuade or to direct man, that comes from personal qualities apart from face'—*Maciver and Page*

'Leadership is in terms of dominance'—*Kimball Young*

'Leadership acts or presents influence other persons in shared direction'—*Seeman and Moris*

Meaning

- 'To lead'—to excel, to be in advance, to be prominent
- To be head of an organisation
- To hold command
- Leadership depends on 3 things: The individual, followers and conditions, power/authority
- Leadership is a continuous process
- Leadership may be seen in terms of relationship between a leader and his followers, which arises out of their functioning for common goals
- Leader tries to influence the behaviour to individuals (group members) to achieve common goals
- Followers work willingly and enthusiastically to achieve those goals
- There is no coercive force which induces the followers to work, to shape the groups
- Leaders feel the importance of followers. Gives them recognition and conveys them about the importance of activities performed by them
- Leadership styles may be different under different situations
- The ability to lead effectively the group
- Leaders show the way to solve the problems in working situation and to overcome the obstacles
- Leaders are concerned with bringing together resource, developing strategies, organising and controlling activities in order to achieve the agreed objectives.

Nature

- Traitist—superior individuals who would lead in whatever situation or time they might find themselves
- Situationist—leadership is specific to each situation. It is a way of behaving exhibited by individuals in differing degrees in different situations

- Leader is necessarily a part of the group and leadership is status and role in that group
- Leadership can occur only in relation to other people, none can be a leader all by himself
- Leader establishes reciprocal relationships with the group members
- Leadership facilitates group life.

Elements in Leadership

- Mutual behaviour between the leader and his followers
- Two-way affair, the followers influences the behaviour of the leader as well as the leader behaviour influences the followers
- Without followers, no leader can exist
- The element of willingness, voluntary obedience by the followers, leadership is based on cooperation and goodwill
- It is specific to specific situation, a person cannot be a leader for all situations
- The ability to use power (to control a person possesses-six types of power-coercive, reward, legitimate, expert, referent and information) effectively and in a responsible manner
- The ability to comprehend that people are motivated by different factors at different times and in different situations
- The ability to inspire
- The ability to act in a manner that will develop a conducive climate to respond and arouse motivation
- Dominance—an attempt to guide the others
- Leader influences the feelings, experiences, behaviours and activities of others
- Process of multistimulation; leader is influenced by others, he has to model his behaviour according to the aspirations and desires of the followers

- Authority—the suggestions and the directions as given by the leader are accepted by followers, and they accept the superiority of the leadership.

Principles of Leadership

The art of war
- Learn to fight
- Show the way
- Do it right
- Know the facts
- Expect the worst
- Seize the day
- Burn the bridges
- Do it better
- Pull together
- Keep them guessing

Sensitive leadership
- 'Eyes and ears—on; hands-off'
- Enabling, facilitating, catalyzing—to develop self-confidence and responsibility to others.

Exemplary leadership
- Monitor the group's progress against norms and objectives
- Credibility, enduring, competence, courage, effective performance
- Strengthening others and building on their strengths
- Fostering collaboration
- Modeling the way
- Path finding
- Recognises people's contributions
- Sets high expectations for themselves and for others
- Enable others to act effectively, they make things happen
- Reaffirms norms, standards, values
- Keep the team on track

- Logical thinking
- Relies upon conventional wisdom

Inspirational leadership
- Exceeds limit
- Demonstrating superiority, pre-eminence in skills
- Achievement or excellence
- Awareness in all the spheres where work has to be completed.

Eccentric
- Creative
- Innovative thinking
- Provocative stimulating
- Challenging
- Effective skills in decision making
- Productive results
- Introduces new ways of doing things
- Holistic thinker
- Uses intuition
- Initiates change

Supportive followers
- High functional maturity
- Takes ownership of a role, accountability and performance
- Gives out, demonstrable support to the achievement of the team's goals and needs
- Positive, constructive, collaborative
- Alert to changing demands, needs, priorities flexibility and adjusts accordingly.

ORIGIN AND DEVELOPMENT OF LEADERSHIP

Psychoanalysis

Good family, healthy psychological traits, desire to succeed, inspirative, enthusiastic in nature, etc. are some of the traits required for the development of leadership.

Heredity

Innate qualities are gifts of heredity.

Social Stimulation

Social environment stimulates the individual to acquire certain leadership abilities.

Personality

Individuals with type A personality will have attractive and pleasing in nature.

Emergence of a Leader

A person who emerges as a leader among the group is a very unique task. The emerging of leadership depends upon a number of factors. There are several means and techniques for acquiring the ability to do the special jobs. The following are the most important aspects, which help the person to become group leader.

Leadership Training

Training programmes are offered manages to several leadership situations and teach them how to tackle them. The situations are partly real. The trainers create the situation. Varying the managers under going leadership training are provided opportunities to diagnose the problems and think some ways and means in tackling them, which partly involve testing all various types of leadership against relatives. Leadership training gives deep insight and experiences to managers and an appropriate attitudes and behaviours, which they have to adopt in tackling diverse situations on how to gain initiative and come over a situation. How to inspire and motivate people and the measures in the development of the leader and the group.

Internal Organisational Exposure

Another important reason, which help the person to emerge as a leader is the internal organisational exposure. The critical situations call for application of leadership abilities by the administrators to overcome the situation to see that a leader emerges from the person they have to put in charge of committees, task of project implementations, coordination, control and employee grievences, which give an opportunity for the manager or the administrator to develop into a very good leader on emerge as a leader in the group.

Autonomy and Accountability

Administrators may be able to sharpen their leadership abilities and emerge as a leader in the group under conditions of relative freedom. They should be allowed a large amount of freedom to evolve their own methods or tackling situations calling for critical leadership abilities. This is possible only organisational support in the form of authority (position power), status, top management support and adequate description in dispensing rewards and penalties for their subordinates within the framework of certain norms and rules are given.

Opportunities for Interaction

Administrator should also have opportunities to have interact with their subordinates in a more intense and continuous manner so that they can talk or listen to their subordinates to understand their view points and enable them to acquire qualities like sociability tolerance, non-provocation, resolution of conflict verbal ability and supporting a truth to guide them successfully and emerge as a leader for the problem solving and growth and development of one and all.

Setting Challenging but Realistic Goals

Administrators have to work very hard to achieve the objectives the in-born leadership ability to emerge as a leader for the group. If the appropriate goals are set which are challenging but realistic.

Job Rotation

Administrators may also emerge as a leader if they help to develop leadership skills by a process of systematic rotation of their jobs. They should be exposed to a variety of superior subordinate relations and job environments, so that they emerge as a leader by developing the ability of coping with situation, which do not permit them to adopt stereotyped styles on approaches.

Theories Related to Leadership

Leadership styles, which leaders may adopt to influence the followers.

Charismatic Leadership/Great Man Theory

'A leader is born and is not made'. A leader has some 'charisma' which acts as influencer. 'Charisma' is a Greek word in a person, which makes him a leader irrespective of the situations, where he works. They inspire followers and broaden their vision and energy. They catch public consciousness. These leaders have high levels of referent power, self-confidence, dominance, ability to convince the followers, and the ability to capture the commitment and energy of followers. Leadership qualities cannot be enhanced through education and training, these are inborn and personal in nature, others cannot share these. Situational factors do not have any influence over the leader.

Limitations

- If the leadership qualities are inborn, it implies that nothing can be done to develop leaders in the organisation
- Situations will not have influence over the charismatic leader but situational variables play their own role in determining leadership effectiveness.

Trait Theory

Leadership traits are not completely inborn, but cannot be acquired through learning and experience. Trait is 'an enduring quality of an individual'. Trait theory approach seeks to determine,' what makes a successful leader' from the leader's own personal characteristics. The individual was a successful because of his certain qualities or characteristics. The ingredients for effective leaders are:

- Self confidence
- Sociability
- Will (initiative, persistence ambition)
- Dominance
- Surgency (talkative, cheerfulness, enthusiasm, expressiveness, alertness and originality)
- Supervisory ability
- Self actualisation
- Self assurance
- Positive attitude
- Charisma, anticipates opportunity
- Creates shared vision
- Demonstrates personal mastery
- Respects social values
- Innate qualities—personality, physical and constitutional factors like height, weight, physique, energy, healthy appearance
- Acquirable qualities—emotional stability (free from bias), consistent in action, refrains from anger, well adjusted

- Human relations
  Initiate voluntary cooperation for achieving work establish good interpersonal relationship, develops conducive family environment in working area
- Empathy
  Ability to look at things objectively understanding them from others point of view, empathy requires respect for other persons, rights, beliefs, values and feelings
- Objectivity in thinking (without any bias or prejudice)
- Self motivating skills and motivating others for high work performance
- Technical skills
- Communicative skills
- Social skills

Implications
- A leader requires some traits and qualities to be effective
- Many qualities may be developed through training and education development programmes

Limitations
- Generalisation of traits
  Problems in identification and measuring the traits, which may be relevant for a leader to be effective in all situations
- Applicability of traits
  Leadership is a process of influence reflects in leader's behaviour and not in his traits. Persons have specified characteristics of a leader but not become effective leaders, as the reason for this phenomenon is that, there are no direct cause effect relationship between a trait of a person and his behaviour. Traits are necessary for shaping the behaviour but other situational factors are also important.

Behaviour Theory

Leadership is shown by a person's acts more than by his traits. Groups need some one to perform 'task related functions or problem solving functions'—to solve problems faced by groups in performing their activities.

Group maintenance functions or social functions—actions related to mediate disputes and ensure the individuals feel valued by the group. An individual who is able to perform both roles successfully (by means of effective leadership styles) would be an effective leader.

Leadership behaviour views in 2 ways:

a. Functional behaviour: It influences followers positively eg: forming clear goals, motivational employees for effectively work to achieve the goals. Raising the group morale, building team spirit, effective two-way communication.

b. Dysfunctional behaviour: Is unfavourable to the followers and denotes ineffective leadership, inability to accept employee's ideas, poor human relations, display of emotional immaturity.

Implications

Leaders can shape the group members' behaviour and discards the dysfunctional behaviour.

Limitations

• A particular behaviour may be functional at a point of time, but may be dysfunctional at another point of time. Thus, time element will be a decider of the effectiveness of the behaviour and not the behaviour

• Nature of followers and the situations under which the leader's behaviour takes place

Situational Trait Theory/Contingency Theory

Effectiveness of leadership will be affected by the factors (e.g: group characteristics, organisational factors) associated with the leaders and the situation. This theory has a dual focus, the leader and the situation in which the leader works. How the leader's traits interact with situational factors in determining team effectiveness in task performance. Effective group performance can be achieved only by matching the leader to the situation or by changing the situation to fit the leader. Leader's behaviour is influenced by his characteristics, and hierarchical position.

Situational factors:
Subordinates characteristics, leader's situation, position power, group factors and organisational factors.

Implications of the theory:
Effective leadership will vary with situation to situation; leader has to adapt management practices along with situational variables.

Limitations
Quite complex in practice due to varied contingent factors.

Situational Behaviour Theories

Identifying the specific leader behaviour that are most effective in specific leader situations. The behavioural contingencies of the leader that yield the most effective performance by the followers.

Path-goal Theory

It attempts to explain how leader behaviour can positively influence the motivation and job satisfaction of subordinates. Effectiveness in leadership is dependent on clearly defining the paths for subordinates to goal attainment and the degree to which the leader is able to improve the chances that

subordinates will achieve their goals. The leader clarifies and sets goals for subordinates, helps them to find the best path for achieving the goals and remove the obstacles.

The Expectancy Theory

Employees' motivation is dependent on leader's behaviour that influences goal paths and the relative attractiveness of the goals involved. A person's perception of achieving or prized reward or goal through effective job performance will motivate the individual. However, the individual must see clearly the relationship between the individual's efforts and effective job performance will lead to the desired objective.

Elements

- Effort—performance expectancy (successful efforts will lead to better performance)
- Performance—outcome expectancy (successful performance will lead to better results or rewards or outcomes)
- The anticipated value of the outcomes or rewards

The path goal theory suggests that 4 leadership styles can be used to affect subordinate perceptions of paths and goals.

Theory of Balance

The leader should possess balanced personality and coordination of contradictory qualities, integrated in nature.

- Theory of flash insight
  Leader should have flashes of insight, and should be able to see the difficulties that face him and ways to solve the problem. Knowledge, intelligence, experience and hard work are the essential qualities of a leader.
- Theory of marginal uniqueness
  Leader should possess unique qualities, capabilities, extraordinary qualities. It creates personal magnetism, earns respect.

- Theory of ability and disability
  Leaders may have limitations, even with that, the abilities he has will make a good leader
- Group process theory
  To solve the bigger problems, individuals work in a group more efficiently, cooperatively, and by selfless service.

Direct Leadership

Leader should orient the followers about their tasks, expectations, work methods, developing work schedules, identifying work evaluation standards.

Supportive Leadership Behaviour

Concern for the well-being and needs of subordinates, creating a pleasant organisational climate by being friendly, approachable, considerative behaviour. It has great impact on subordinates' performance when they are frustrated and dissatisfied.

Participative Leadership Behaviour

Consulting with subordinates, encouraging them by suggestions and carefully considering their ideas when making decisions, which results in increased motivation. The characteristics of subordinates are: needs, confidence, abilities, work environment-task, reward system and relationship with co-workers are involved.

Achievement Oriented Behaviour

Leader sets challenging goals and seeks improvement of performance by displaying confidence in the abilities of followers.

The Competencies of Leadership

- Ability to create and sustain excellence
- Capacity for anticipatory thinking, envisioning and action

- Interested in group work and works for group interest and welfare
- Skill to tap the available resources
- Good judgement and decision-making skills
- Transformational competence
- Marked capacity to generate alternative ideas
- Integrative competence: Focus on shared visions, aspirations and legitimate role expectations
- Exemplary behaviour
- Ability to define visions and goals with a clear sense of purpose and direction
- Moral sensitivity
- Shows confidence and with whom they work
- Sympathy and dependability
- Readiness to demonstrate personal sacrifice, resolve, determination
- Delegation of responsibility and authority
- Ability to built effective relationship
- Autonomy
- Intuition
- Enthusiastic
- Social adaptability
- Reflector—reflecting ideas related to past
- Theorist—logically analyzing the situations
- Pragmatist—trying out ideas, techniques, tools to see the work in practice
- High social intimacy, sociability, friendliness
- Ability to mediate across disciplines and functions
- Ability to recognise and manage paradox
- Non-interference
- Sympathetic nature, empathy skills

Coach Style

- Directive
- Delegative
- Participative
- Consultative
- Negotiative
- Confident communicator
- Culture custodian
- Bureaucrat
- Enthusiast

Receiving Style

- Receptive
- Self-reliant
- Empowered
- Collaborative
- Informative
- Reciprocating
- Good listener

Physical Qualities

- Sound health
- Vitality
- Endurance
- Enthusiastic

Intellectual Qualities

- Ability to make sound judgement
- Scientific approach
- Prominence, positive interest

Moral Qualities

- Honesty

- Sincerity
- Integrity
- Fair play
- Moral courage
- Will power
- Purpose oriented/broad vision
- Objectivity
- Achievement drive

Social Qualities
- Initiative
- Trust worthy
- Empathy
- Expressiveness

TYPES OF LEADERSHIP

   I. EB Godwin's
- Intellectuals eg: Scientists, authors, artists, philosophers
- Executive eg: corporation, presidents, governors, priests, trade union officials

  II. OL Schwarz's
- Men of thought
- Men of action

 III. Sir Martin M Conway's
- Group originator
- Crowd representative
- Crowd compeller
- Crowd exponent

 IV. E Jeming's
- Princes
- Heroes
- Superman

V. HD Lasswell's
- The bureaucrat
- The boss
- The agitator
- The theorist

VI. HT Mazumdar's
- Traditional leader e.g: Brahmin
- Bureaucratic e.g: Elected leader
- Charismatic e.g: Creates his own authority viz party leader, religious leader

VII. Bogardus's
- Direct and indirect leadership
- Social, executive and mental leadership
- Partisan and scientific leadership
- Prophets, saints, experts, boss
- Autocratic, charismatic, paternal and democratic leadership

VIII. Bratlett's
- Institutional
- Dominant leader
- Persuasive leader

IX. Nafe's
- State leadership
- Dynamic leadership

X.
- Formal leadership
- Informal leadership

Importance of Leadership

Leadership is an essential factor for success of any organisation to function efficiently and effectively. A leader should function as an executive, planner, policy maker, expert, representative, controller, arbitrator, mediator, exampler, purveyor of reward and punishment, establishes good interpersonal relationships.

Leader should have versatile personality. The members' activities in an organisation need to be directed in a certain manner to attain the objectives.

- Motivation of employers for effective work performance
- Creating confidence in his followers by guiding them and getting through good results in the organisation
- Building morale—developing positive attitude of employees towards organisation, management and voluntary coopera- tion to offer their ability to the organisation. High morale leads to high productivity and organisational stability
- As an executive—guiding, directing the behaviour of followers to discharge their duties effectively
- Policy maker—the objectives, values will be maintained when certain policies have been framed. When the leader imposes his own policies, he has to take his followers into confidence
- Planner—to meet the policies and objectives of organi- sation, leader has too plan effectively, it reflects his imagination and capability
- Expert—leader should have the knowledge of all the things around him
- Controller of interpersonal relationship—leader has to control, guide and direct internal relationship of the group, he should be aware of the qualities of followers and advocates the group thereby he can direct the internal relationship as a successful manner
- Arbitrator and mediator—to keep social relationship intact, to relieve societal tensions or group problems, leader has to mediate the situation and solve the problem
- Ideologist—leader lays down ideology of the group, which guides the actions of the group
- Parent—leader plays the role of parent for the group, protects the interests of his followers, provides conducive environment for better group performance; listens to the problems, provides efforts and guide the followers to solve

the problem whereby the group members feels a sense of responsibility, sharing and security

- Scape goat—when the group, which he leads, does not succeed, all the blame is put on the shoulders of the leader. The leader holds responsible for everything—good or bad.

Functions of Leader

Leadership is a highly complex phenomenon, the functions/ responsibilities of the leader vary from one group to the other or depend upon the nature.

Structure the Situation/Surrogator for Individual Responsibility

Leader creates the working environment to his members such that they work effectively, without any conflict, inhibition or bias. He has to formulate and define line of authority, delegation of responsibility and orient the duties, so that every one are aware of their functions and responsibilities.

Controlling Group Behaviour

Leader has to prevent individuals from exploiting the group, and the group from exploiting the individuals. It enforces the rules that have been established.

Speaking for the Group/Group Representative

Leader is responsible for translating the groups feelings into words and actions. Leader is the spokes-person for the group; helping to articulate to the members and interpret outsiders the groups' objectives and desires.

Helping the Group to Achieve the Goals and Potentials

Planning, coordinating, decision-making and mobilizing the energy of group members, ensures active participation of all group members and utilisation of their diverse capabilities

and resources effectively. Making suggestions for actions, evaluating movement towards goal, preventing activities to the goals. Encouraging the members is relieving tensions, gives chances to explore themselves.

Bernard described the functions of the leader as,
- The determination of objectives
- The manipulation of means
- The control of the instrument of action
- The stimulation of coordinated action.

Autocratic Leadership/Authoritarian Leadership/ Directive Leadership/Monothetic Style

To meet immediate and temporary crisis situations autocratic leadership may be useful. It reduces initiativeness, potentiality of the group. The leader determines the policy, procedures and activities in the group and sets the group goals, controlled group activities with step-by-step directions. The performance of group members is very good, but motivation was low, group members will work only when the leader is present to direct them. Group members are more dependent, submissive, shows less individuality, less friendly, praise to each other; marked inter-member irritability, aggressiveness, insecurity, dis-satisfaction among group members is observed.

Categories of Autocratic Leadership

Strict Autocrat

The leader influences subordinate behaviour through negative motivation, i.e. by criticising subordinates, imposing penalty, etc.

Benevolent Autocrat

Centralises decision-making power in him, but his motivation style is positive. He can be effective in getting efficiency in many situations.

Incompetent Autocrat

Superior adopts autocratic leadership style just to hide their incompetence.

Advantages of Autocratic Leadership

- Many subordinates likes to work under centralised authority structure and strict discipline
- Provides strong motivation and reward to a manager exercising this style
- It permits very quick decisions as single person takes it
- Less competent, subordinates have scope to work as they do negligible planning, organising and decision-making.

Disadvantages

- People don't like to work, when it is strict and negative motivation or lack of motivation
- Low morale, frustration and conflict develops among employees
- More dependency and less individuality in the organisation observed.

Democratic leadership/Participative leadership/ Consultative leadership

Emotional involvement of a person in a group situation, which encourages him to contribute to group goals and shares responsibility in them. Leader decentralises his decision-making process. It elicits members' active involvement and places minimum restraints on their initiative and creativity, promoting the adaptability to meet changing conditions and demands. The leader discusses, determines policies and assignments together. Group members' shows more interest in their work and originality and keep on working. Cohesiveness was highest among group members; the leader

encourages participation by members in deciding group matters and behaves in a friendly, helpful manner to the members. Giving techniques and suggesting alternative procedures, low dependency on group leader, low incidence of irritability, aggressiveness, high frequency of suggestions is observed; high quality group satisfaction. Eg: Family.

Advantages
- Highly motivating technique to employees as they feel elevated when their ideas and suggestions are given weight in decision-making
- Productivity is high as they are partly involved in decisions, thus implement decisions whole heartedly
- Provides organisational stability by raising morale and attitudes of employees high and favourable.

Limitations
- Complex nature of organisation requirement needs through understanding of its problems, which low level employees may not be able to do. Thus participation does not remain meaningful
- Some people in the organisation wants minimum interaction with their superiors or associates, so this technique is discouraging
- It can be used covertly to manipulate employees.

Laissez-faire Leadership

The leader simply stood by and answered when spoken to the groups were entirely on their own in planning and assigning work. Moral and cohesiveness were lowest among group members. The leader allows complete freedom for decisions and activity keeping his initiative and suggestions to a minimum. Group shows little dependency on the leader,

irritability, aggressiveness, suggestions for group action and group policy, etc. observed among group members. e.g: neighbourhood group.

REVIEW QUESTIONS

1. Mention the qualities of leader (5m, RGUHS, 1999)
2. Explain the qualities of an effective leader (10m, RGUHS, 1999)
3. Discuss the different leadership qualities (10m, RGUHS, 2002)
4. Good leader (2m, RGUHS, 2002)
5. Leadership styles (5m, RGUHS, 2003)
6. Define leadership and indicate characteristics of good leadership.

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