



# Applied SOCIOLOGY for NURSES

As per the Revised INC Syllabus for BSc Nursing, 2021



**R Sreevani**



# **Applied Sociology for NURSES**

## **Applied Sociology for NURSES**

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# Applied Sociology for NURSES: Applied Sociology for NURSES

by R PhD (Psychiatric Nursing) Sreevani

*As per the Revised INC Syllabus for BSc Nursing, 2021*



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# Preface

Applied sociology has been prescribed in the academic curriculum for I year BSc nursing students as per the revised Indian Nursing Council (INC) syllabus. Though many books have been published on the subject they do not seem to deal with the nursing perspective in an effective manner thus creating a knowledge gap.

In my maiden attempt I have made an effort to cover the basic principles of sociology with due reference to nursing. It has been my endeavor to present the matter in a simple and lucid style so as to stimulate academic interest and build an appreciation of the relevance of sociology in nursing. Boxes, tables and figures have been employed where necessary so as to directly support learning, easy understanding and retention of concept. The aim has also been to mitigate the hardship of students while motivating and engaging them.

An exhaustive glossary has been provided at the end of the text to aid the student nurse understand the meaning of the keywords and their usage. To facilitate the students from examination point of view, a set of review questions—long essays, short essays and short answers type have been included at the end of each chapter. To assess the level of understanding gained on various topics and make them more competitive for various entrance examinations multiple choice questions (MCQs) have also been added at the end of each chapter.

I am confident that this edition of *Applied Sociology for Nurses* will not only prove to be a good teaching material for the instructor and also provide ample opportunity for the intelligent nurse to conceptualize her role in the day-to-day learning and practice. I will be deriving immense satisfaction if the nursing personnel apply the principles of sociology described in this textbook in their job and personal life as well. The textbook has been organized into seven chapters.

## Text Organization

**Chapter 1:** Deals with definition, nature and scope of sociology. Focuses on significance of sociology for nurses.

**Chapter 2:** Covers topics on concept of society, community, association and institution. It also includes social groups, social processes, socialization and social change. This chapter ends with health problems in urban, rural and tribal communities.

**Chapter 3:** Focuses on evolution of culture, cultural diversity, transcultural society, transcultural nursing, modernization and its impact on health and disease.

**Chapter 4:** Provides broader view on characteristics, types and functions of family and marriage. It also describes legislation on Indian marriage and family. This chapter ends with influence of marriage and family on health practices and role of a nurse.

**Chapter 5:** This chapter is devoted to social stratification: caste and class system. It also deals with the influence of class, caste and race system on health.

**Chapter 6:** It provides an overview on social organization, social system, social control and major social problems and role of nurse in its reduction.

**Chapter 7:** Explains clinical sociology and its application in hospital and community.

All constructive suggestions from the readers in making this edition more valuable and helpful will be earnestly solicited.

**R Sreevani**

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# Applied Sociology

(Revised INC Syllabus for BSc Nursing, 2021)

**PLACEMENT:** I SEMESTER

**THEORY:** 3 Credits (60 hours)

**DESCRIPTION:** This course is designed to enable the students to develop understanding about basic concepts of sociology and its application in personal and community life, health, illness and nursing.

**COMPETENCIES:** On completion of the course, the students will be able to:

- Identify the scope and significance of sociology in nursing.
- Apply the knowledge of social structure and different culture in a society in identifying social needs of sick clients.
- Identify the impact of culture on health and illness.
- Develop understanding about types of family, marriage and its legislation.
- Identify different types of caste, class, social change and its influence on health and health practices.
- Develop understanding about social organization and disorganization and social problems in India.
- Integrate the knowledge of clinical sociology and its uses in crisis intervention.

## COURSE OUTLINE

### T – Theory

Unit	Time (Hours)	Learning outcomes	Content	Teaching/ learning activities	Assessment methods
I	1 (T)	Describe the scope and significance of sociology in nursing	<b>Introduction</b> <ul style="list-style-type: none"><li>• Definition, nature and scope of sociology</li><li>• Significance of sociology in nursing</li></ul>	<ul style="list-style-type: none"><li>• Lecture</li><li>• Discussion</li></ul>	<ul style="list-style-type: none"><li>• Essay</li><li>• Short answer</li></ul>
II	15 (T)	Describe the individualization, groups, processes of socialization, social change and its importance	<b>Social structure</b> <ul style="list-style-type: none"><li>• Basic concept of society, community, association and institution</li><li>• Individual and society</li><li>• Personal disorganization</li></ul>	<ul style="list-style-type: none"><li>• Lecture-cum discussion</li></ul>	<ul style="list-style-type: none"><li>• Essay</li><li>• Short answer</li><li>• Objective type</li></ul>



Unit	Time (Hours)	Learning outcomes	Content	Teaching/ learning activities	Assessment methods
			<ul style="list-style-type: none"> <li>• Social group —meaning, characteristics, and classification</li> <li>• Social processes— definition and forms, co-operation, competition, conflict, accommodation, assimilation, isolation</li> </ul>		
			<ul style="list-style-type: none"> <li>• Socialization— characteristics, process, agencies of socialization</li> <li>• Social change —nature, process, and role of nurse</li> <li>• Structure and characteristics of urban, rural and tribal community</li> <li>• Major health problems in urban, rural and tribal communities</li> <li>• Importance of social structure in nursing profession</li> </ul>		
III	8 (T)	Describe culture and its impact on health and disease	<p><b>Culture</b></p> <ul style="list-style-type: none"> <li>• Nature, characteristic and evolution of culture</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Panel discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Short answer</li> </ul>

Unit	Time (Hours)	Learning outcomes	Content	Teaching/ learning activities	Assessment methods
			<ul style="list-style-type: none"> <li>• Diversity and uniformity of culture</li> <li>• Difference between culture and civilization</li> <li>• Culture and socialization</li> <li>• Transcultural society</li> <li>• Culture, modernization and its impact on health and disease</li> </ul>		
IV	8 (T)	Explain family, marriage and legislation related to marriage	<p><b>Family and marriage</b></p> <ul style="list-style-type: none"> <li>• Family— characteristics, basic need, types and functions of family</li> <li>• Marriage —forms of marriage, social custom relating to marriage and importance of marriage</li> <li>• Legislation on Indian marriage and family</li> <li>• Influence of marriage and family on health and health practices</li> </ul>	Lecture	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Short answer</li> <li>• Case study report</li> </ul>
V	8 (T)	Explain different types of caste and	<b>Social stratification</b>	• Lecture	• Essay

Unit	Time (Hours)	Learning outcomes	Content	Teaching/ learning activities	Assessment methods
		classes in society and its influence on health	<ul style="list-style-type: none"> <li>• Introduction— characteristics and forms of stratification</li> <li>• Function of stratification</li> <li>• Indian caste system— origin and characteristics</li> <li>• Positive and negative impact of caste in society</li> <li>• Class system and status</li> <li>• Social mobility —meaning and types</li> <li>• Race— concept, criteria of racial classification</li> <li>• Influence of class, caste and race system on health</li> </ul>	<ul style="list-style-type: none"> <li>• Panel discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Objective type</li> </ul>
VI	15 (T)	Explain social organization, disorganization, social problems and role of nurse in reducing social problems	<p><b>Social organization and disorganization</b></p> <ul style="list-style-type: none"> <li>• Social organization —meaning, elements and types</li> <li>• Voluntary associations</li> <li>• Social system —definition, types, role</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Group discussion</li> <li>• Observational visit</li> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Short answer</li> <li>• Objective type</li> <li>• Visit report</li> </ul>

Unit	Time (Hours)	Learning outcomes	Content	Teaching/ learning activities	Assessment methods
			<p>and status as structural element of social system</p> <ul style="list-style-type: none"> <li>• Inter-relationship of institutions</li> <li>• Social control —meaning, aims and process of social control</li> <li>• Social norms, moral and values</li> <li>• Social disorganization —definition, causes, control and planning</li> <li>• Major social problems —poverty, housing, food supplies, illiteracy, prostitution, dowry, child labor, child abuse, delinquency, crime, substance abuse, HIV/ AIDS, COVID-19</li> <li>• Vulnerable group— elderly, handicapped, minority and other marginal group</li> </ul>		

Unit	Time (Hours)	Learning outcomes	Content	Teaching/ learning activities	Assessment methods
			<ul style="list-style-type: none"> <li>• Fundamental rights of individual, women and children</li> <li>• Role of nurse in reducing social problem and enhance coping</li> <li>• Social welfare programs in India</li> </ul>		
VII	5 (T)	Explain clinical sociology and its application in the hospital and community	<b>Clinical sociology</b> <ul style="list-style-type: none"> <li>• Introduction to clinical sociology</li> <li>• Sociological strategies for developing services for the abused</li> <li>• Use of clinical sociology in crisis intervention</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Group discussion</li> <li>• Role play</li> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Short answer</li> </ul>

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# Chapter 1. Introduction

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The most distinct feature of a human life is its social character. All human beings have to interact with each other to survive. Aristotle, the great Greek philosopher remarked that man is a social animal. While both nature and necessity urge a man to live in a society, his behavior is primarily determined by various forces both physical and social.

French philosopher ‘Auguste Comte’ widely recognized as the ‘Father of sociology’ with his general approach to the study of human society laid the foundation to the science of sociology during the 19th century. He first coined the term sociology in the year 1839 (**Figure 1.1**).

The term “sociology” is derived from the Latin word “socius” meaning companion or associate or society and the Greek word “logos” meaning science or study. Etymological meaning of the term sociology is thus the study of society or science of society.

**Figure 1.1. Auguste Comte (1798–1857)**



Sociology is the systematic study of social events, social organizations, social behavior and human groups. It examines patterns of social interactions, social relationships, social processes, institutions, groups, norms and values that preserve and change them. As a field of study, it deals with family, gangs, business firms, political parties, schools, religions and labor unions. It is concerned with poverty, conformity, technology, discrimination, illness, alienation, overpopulation and community. It also focuses on the influence of social relationships upon people's attitudes and behavior and how societies are established.

Though a new entrant to the family of social sciences, the importance of this study has increased considerably as it deals with social problems, social relationships and social behavior. The methodology, scope and approach have

considerably developed and attempts are now being made to study each social problem scientifically and objectively, thus eliminating subjectivity to the maximum extent possible.

## Definitions

Sociology has been defined by different sociologists in different ways considering various aspects of a society in their definition. It is very difficult to give a single definition that would encompass all aspects of the society. To get a clear understanding below are some definitions proposed by some famous sociologists.

- Sociology is the science of social phenomena “subject to natural and invariable laws, the discovery of which is the object of investigation”.

—**Auguste Comte**

- Sociology deals with the behavior of men in groups.

—**Kimball Young**

- Sociology is concerned with the study of social life and its relationships to the factors of culture, natural environment, heredity and groups.

—**Ogburn**

- Sociology is the science of society or of social phenomena.

—**Lester Ward**

- Sociology is the study of the relationship between man and human environment.

—**HP Fairchild**

- In the broadest sense, sociology is the study of human interactions and inter-relations, their conditions and consequences.

—**Morris Ginsberg**

From the wide variety of above definitions, it can be concluded that sociologists are not unanimous about the meaning of sociology. It shows that there is a continued controversy about the nature and scope of the subject. However, it is abundantly clear that sociology is concerned with human relations and social institutions.

### **Nature of sociology**

1. Independent science
2. Social science not a natural science
3. Positive science not a normative science
4. Pure science not an applied science
5. Abstract science not a concrete science
6. Science of generalization not a particularizing science
7. General social science not a special social science
8. Both a rational and an empirical science



# NATURE OF SOCIOLOGY

Sociology is a branch of knowledge having its own characteristics. Robert Bierstedt (1957) listed the following main characteristics of sociology in his book “The social order” (**Box 1.1**).

1. **Sociology is an independent science:** Sociology is treated as an independent science with its own subject matter, theories and methods. It is not treated or studied as a branch of any other science.
2. **Sociology is a social science, not a natural science:** As a social science it deals with human beings and social phenomena. It concentrates on a man's social behavior, social activities and social life. It is closely related to other social sciences like anthropology, political science, psychology and economics.
3. **Sociology is a positive science, not a normative science:** Sociology studies things “as it is” and not “as it ought to be”. It does not make any value-judgments or decide the directions in which sociology ought to go. It concerns with what it is like but does not concern with what it should be or what it ought to be.
4. **Sociology is a pure science, not an applied science:** The main aim of pure science is acquisition of knowledge while that of an applied science is its application or utilization. Sociology does not deal with practical works. It simply observes the society in a theoretical way and studies the factors underlying various social phenomena. It never determines questions of public policy or recommends any legislation. However, the knowledge acquired by a sociologist is of great help to the administrators, legislators, social workers and citizens.
5. **Sociology is an abstract science, not a concrete science:** Sociology studies the society in general and does not confine itself to the study of particular events. It studies abstract forms of human events and their patterns such as marriage, religion, family, group, etc.
6. **Sociology is a science of generalization, not a particularizing or an individualizing science:** Sociology tries to determine general laws or principles about human interaction and association, structure of human groups and societies. It tries to make generalizations on the basis of the study of some selected events. It does not study social phenomena from a particular angle.
7. **Sociology is a general social science, not a special social science:** The area of inquiry of sociology is general, not specialized. It is concerned with economic, religion, social activities in a general way.
8. **Sociology is both rational and an empirical science:** There are two broad ways of approach to scientific knowledge. Empiricism is an approach that emphasizes experience and the facts that result from observation and experimentation. Rationalism stresses on reasoning and logical inferences. An empiricist collects facts where as a rationalist coordinates and arranges them. Sociologists avail both empirical and rational resources.

# SCOPE OF SOCIOLOGY

Scope means subject matter or area of study. It is difficult to study a science systematically unless its boundary or scope is determined precisely. The scope of a subject can usually be discussed under the limits of its operations/applications and branches and subject matter with which it deals.

## Limits of its Operations and Applications of Sociology

Sociology as a science has its own scope or boundaries. There is no one opinion about the scope of sociology. There are two main schools of thought as regards to scope of sociology: (1) Specialist or formalistic school and (2) Synthetic school. There is a good deal of controversy about the scope of sociology between the two schools. Formal school of thought believes that scope of sociology should not be generalized, while the synthetic school believes that sociology should study the society as a whole (**Table 1.1**).

**Table 1.1. Scope of sociology**

<b>Specialist school</b>	<b>Synthetic school</b>
<ul style="list-style-type: none"> <li>• Scope of sociology should not be generalized but confined to the study of certain specific aspects of the society</li> </ul>	<ul style="list-style-type: none"> <li>• Sociology should study the society as a whole and that its scope is very vast</li> </ul>
<ul style="list-style-type: none"> <li>• Some of the exponents of this school of thought are Max Weber, Vier Kandt, George Simmel, Vone Wiese</li> </ul>	<ul style="list-style-type: none"> <li>• Some of the exponents of this school of thought are August Comte, Sorokin, Emile Durkheim</li> </ul>

## 1. Specialist or Formalistic School

The supporters of this school believe that the scope of sociology should not be generalized but confined to the study of certain specific aspects of the society. It should deal with social relationships, activities and processes of socialization. Exponents of this school wish to keep the subject pure and independent. The views of this school regarding scope of sociology are:

- Sociology should deal with interpretations of social behaviors only.

—**Max Weber**

- Sociology should confine itself to the study of formal behavior and not the actual behavior of people in the society.

—**Alfred Vierkandt**

- Society is a collection of psychic interactions between individuals and not just a collection of individuals.

—**George Simmel**

- Sociology is a special science and is more important than general sociology.

—**Vone Wiese**

## 2. Synthetic School

The supporters of this school believe that sociology is a general science and that its scope is very vast. It should study the society as a whole and not confine itself to the study of only limited social problems. The views of this school regarding scope of sociology are:

- The scope of sociology should be considerably widened as the study of one aspect of a society can led to misleading results. All aspects of the society are inter-linked to each other as are the parts of a human body.

—**August Comte**

- Scope of sociology should be general and not narrow. It should study the society as a whole. In the modern times no social science can remain isolated by ignoring other subjects of study.

—**Hobb-House and Sorokin**

- Sociology is a systematic science with manifold interactions. It is concerned with general facts of social life.

—**Sorokin**

- Sociology is a science of collective representation.

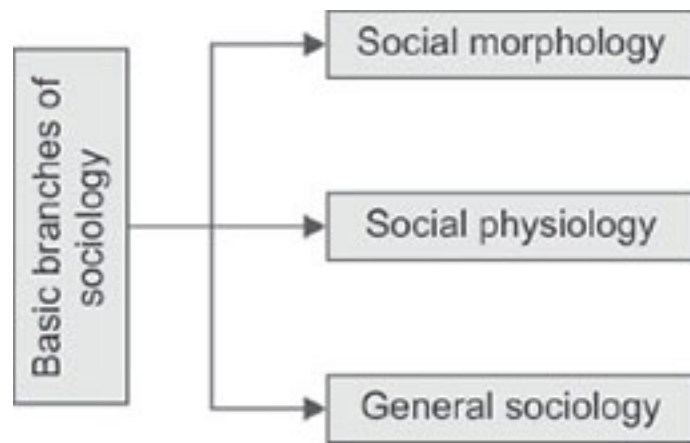
—**Emile Durkheim**

# BRANCHES OF SOCIOLOGY

According to Emile Durkheim (1858-1917), sociology has three principal divisions (**Figure 1.2**):

1. **Social morphology:** It studies the geographical aspects of a society such as how the density of population can affect a society.
2. **Social physiology:** It studies the influence of dynamic processes in a society such as how religion, morals, law, economics and political aspects can affect a society.
3. **General sociology:** It studies general social laws and the process and interaction of human beings with a goal to improve day-to-day activities of the society.

**Figure 1.2. Basic branches of sociology**



## **New branches of sociology**

1. Historical sociology
2. Sociology of knowledge
3. Criminology
4. Political sociology
5. Sociology of religion
6. Sociology of economy
7. Rural sociology
8. Urban sociology
9. Sociology of demography
10. Sociology of law
11. Industrial sociology
12. Medical sociology

Due to evolution of societies and their relationship with the environment new branches are continuously emerging. Some of them are **(Box 1.2)**:

1. **Historical sociology:** It focuses on how societies developed through history. It studies how and when different social groups or organizations originated, their social structure and how they were shaped by complex social processes.
2. **Sociology of knowledge:** It studies the relationship between human thought and the social context within which it arises. It indicates that our knowledge is the product of social phenomena. This means our knowledge is always influenced by society.
3. **Criminology:** It studies the criminal behavior of individuals or groups and different aspects of criminal behavior such as its origin, nature, extent, causes, consequences, control and prevention.
4. **Political sociology:** It studies the interrelationship between society and politics. It includes the study of different political ideologies, their origin, development and functions. Various activities and behavior of political parties are studied in this branch.
5. **Sociology of religion:** It studies the structure of religion in the social system and the influence of religion and religious constitutions in the social system.
6. **Sociology of economy:** It studies the economic activities of a society such as production, distribution, consumption and exchange of goods and services.
7. **Rural sociology:** It studies the rural life in a scientific way. It focuses on the pattern of life in rural people such as their behavior, beliefs, culture, tradition, norms, values, etc. It also studies social institutions, social structure, social processes, etc., of a rural society.
8. **Urban sociology:** It studies the way of life among urban people. It focuses on social organizations or institutions, social structure, and social interactions of urban society. It also studies the social pathology of urban society such as crime, corruption, robbery, beggary, unemployment, prostitution, environment, pollution, etc.
9. **Sociology of demography:** It studies the size, composition, density, distribution and measurement of population. It determines factors of population change and its trend.
10. **Sociology of law:** This branch of sociology is related to moral order of the society. It studies rules, regulations, law and order in the society.
11. **Industrial sociology:** It studies the different industrial organizations and their inter-relationships with institutions of the society.
12. **Medical sociology:** It deals with application of sociological perspectives and methods in the study of health issues in societies with a focus on the sociocultural milieu that is related to health and illness.

## Subject Matter of Sociology

Sociology being a recent science, the sociologists in their attempts to enrich knowledge of sociology developed its own subject matter through different approaches from time to time. Subject matter of sociology is diverse ranging from crime to social organization, family to state, divisions of race to common culture and from stability to radical change. A general outline of the field of sociology is as under:

- **Sociological analysis of human culture and society:** Sociological analysis being the main concern of the subject, it attempts to provide an analysis of the human society and culture with a sociological perspective. While displaying a keen interest in the evolution of the society an attempt is made to reconstruct the major stages of the evolutionary process. An effort is also made to analyze the factors and forces responsible for the historical transformation of the society.

- **Analysis of primary units of social life:** Sociology has put a lot of thought into the study of primary units of social life. It deals with social acts, social relationships, individual personality, groups, communities, associations, organizations and population. The subject matter also ranges from the intimate family to the hostile mob, from organized crime to religious cults, from the division of race, gender and social class to the shared beliefs of common culture, from the sociology of work to the sociology of sport.
- **Development of social institutions:** Sociology has been concerned about the origin, development, structure, function, changes and challenges of a wide variety of social institutions like family, kinship, religion and various other economic, political, legal, educational, scientific, recreational, welfare, aesthetic institutions.
- **Focus on human interactions:** Sociology focuses on human interactions—mutual and reciprocal, associated feelings, attitudes and actions. Sociological enquiry is on people as social beings and their activities change in relation to one another. Attention is on the way people structure their relationships, form, sustain and change social ties.
- **Focus on fundamental social processes:** Fundamental social processes such as co-operation and competition, accommodation and assimilation, social conflict including war and revolution, communication including opinion formation, expression and change, social control and deviance including crime, suicide, social integration and social change have assumed importance in sociological studies.
- **Focus on research:** Sociology has placed a great premium on methods of research as contemporary sociology has evolved from simply being philosophical and idealistic to being more rational and empirical. Sociologists are directing their efforts on formulating concepts, propositions and theories.
- **Emergence of new branches:** Many new branches such as sociology of knowledge, sociology of medicine, sociology of law have emerged.

Thus, the scope of sociology is very wide. It is not only a general science but also a special science. The subject matter of all social sciences is society. What distinguishes them from one another is their viewpoint. Economics studies society from an economic viewpoint; political science studies it from political viewpoint while history studies it from a historical viewpoint. It is neither possible nor essential to delimit the scope of sociology.

## SIGNIFICANCE OF SOCIOLOGY IN NURSING

Sociology is the study of human relationships and institutions. It plays a significant role in the field of medicine and nursing with the common goal of preventing illness and restoration of health. While sociology emphasizes on the study of society, community and people, nursing as a profession emphasizes on assisting individuals, families and communities in attaining and maintaining optimal health and functioning.

The study of sociology is essential for healthcare professionals as it allows them to better comprehend the social conditions responsible for various health problems. It also helps them understand the causal relationship between the disease and the social condition.

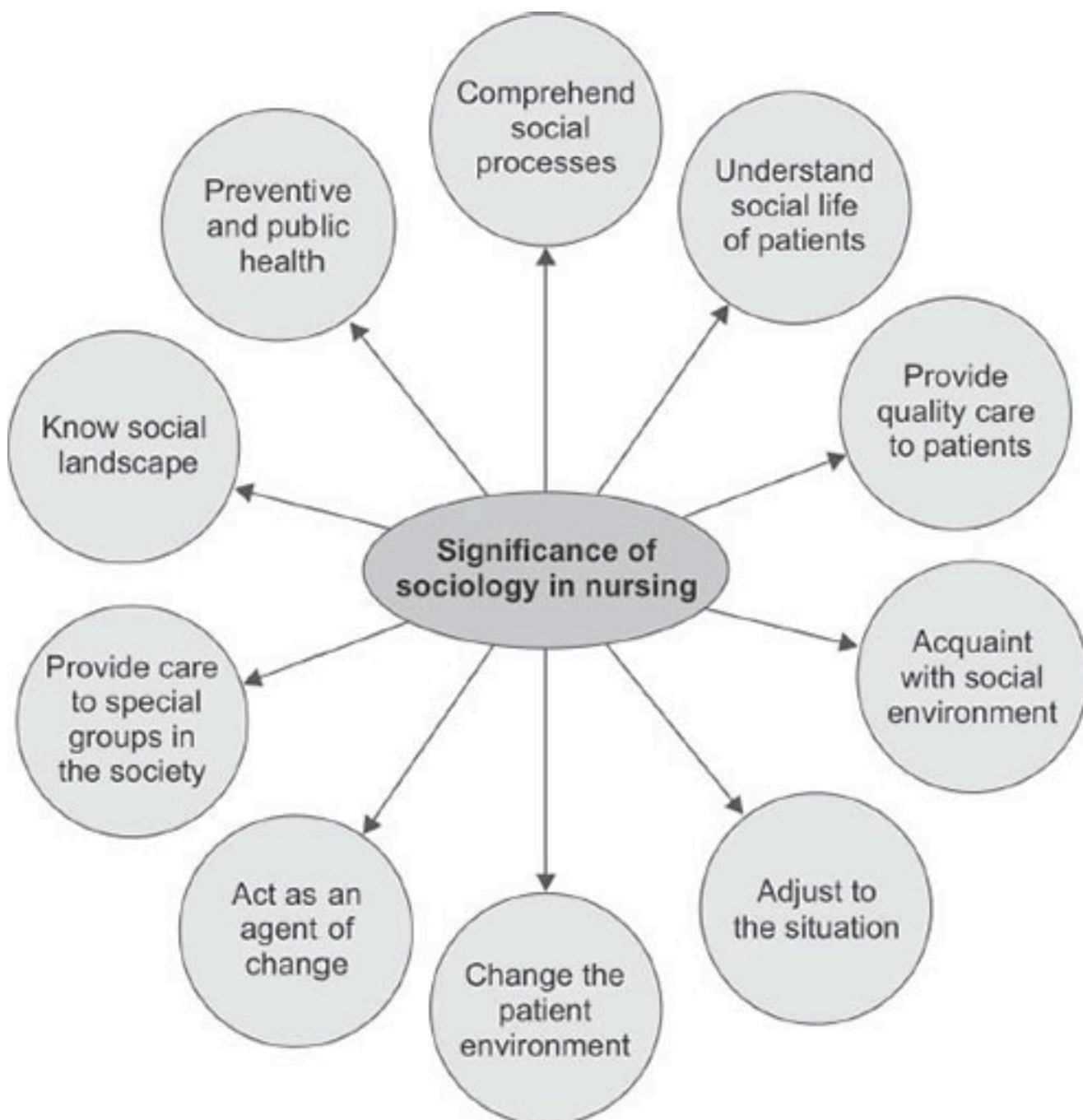
Study of sociology helps nurses in the following ways (**Figure 1.3**):

### 1. Comprehend social processes

- A nurse can better position herself by understanding the characteristics of social relationships within the community, factors such as economic status, political influences, moral values, religious practices and the impact of their complexities on healthcare services.
- A study of subject sociology provides her with an insight into the prevalent social practices, superstitious beliefs, family structure, community and the society. All these factors are important for planning and implementing nursing care.

- It also helps to understand social stressors which affect patient adversely.

**Figure 1.3. Significance of sociology in nursing**



## 2. Understand social life of patients

- Health is in a major way determined by customs, beliefs and traditions both social and cultural. A nurse needs to recognize these social determinants of health as individuals from diverse social groups experience the world differently. This will allow her to perceive the subjective experiences of patients accurately. Sociology thus offers a valuable base of knowledge for nursing practice.

- Many socioeconomic factors and pressures like status, stigma, cultural taboos and customs may be playing on the patient's health adversely. A nurse with awareness of these factors can provide better care to patients.
- An understanding of the strata of society the patient comes from gives a clear hearing of the patient's thoughts and feelings which in turn helps her in providing comprehensive care to patients.
- Sociology enables nurses to understand the attitude of persons towards medical care, barriers of communication, and interpersonal components of disease process.
- Sociology allows nurses to understand the cause and meaning of patient behavior and gain greater insight into human problems as related to illness.
- A fine understanding of the inter-relationships between socio-economic variables and the health parameters helps the nurse in identification and control of various diseases.
- Study of sociology makes her aware of the factors contributing to positive outcome and the barriers to treatment and rehabilitation.
- It helps in recognizing community health resources and facilities available for individuals.
- All healthcare professionals including nurses must have an understanding of their patient's social background if they have to deliver the best services possible. Nurses must understand who their service users are and who they are likely to be caring for so as to ensure delivery of best caring experience. Sociology as a subject provides this understanding and is thus capable of constituting valuable theoretical knowledge.

### **3. Provide quality care to patients**

- Sociology being a study of social facts enables the nurses to relate to the client as a whole. Community nurses are required to deal with the family and other related problems such as housing, economic status, social isolation and psychosocial disturbances among patients. A proper perception of the above factors helps her provide comprehensive care to patients.
- An awareness regarding the social support available for a patient helps the nurse plan for rehabilitative care.
- Sociology empowers the nurses in meeting the challenges they will encounter while providing patient care.
- An awareness of the social distribution of health provides nurses with a broad understanding of the health issues associated with individuals from different social backgrounds and the kind of patients they are likely to come in contact with. The benefits are evident when attention is paid to the locality where the nurse is employed.
- An understanding of each individual patient's social context provides a significant insight into their healthcare experience. While seeing the world from patient's perspective the nurse is able to employ the required skills and practice depending upon the social backgrounds they come from.

### **4. Acquaint with the social environment**

- A proper understanding of the social environment helps a nurse provide better care for improving the patient condition.
- It helps the nurse to perceive behaviors, conflicts, inter-personal relationships, hierarchies and group dynamics among various people working in the hospital.
- It helps to build interpersonal relationships between patients, medical personnel and other healthcare providers.

### **5. Adjust to the situation**

- Knowledge of sociology helps the nurse adjust to various situations in the hospital environment.
- Sociological knowledge promotes a better understanding of the patients and co-workers among nurses.

#### **6. Change the patient environment**

- Medical sociology while recognizing the significance of social forces in health takes into account such forces while organizing public health programs so as to change the behavioral pattern. Medical sociology investigates health and medical issues from an independent sociological perspective.
- Sociology allows the nurses to develop a critical understanding of the social circumstance the individuals are in and the forces and pressures which threaten their health. This provides them with an opportunity to promote social change.

#### **7. Act as an agent of change**

- A nurse with a capacity to heal or make the patient feel better is not only treating his illness but also improving the quality of their lives.
- Armed with an understanding of how society works and its impact on health, nurses can become a powerful force advocating for a fairer society to eradicate the social factors contributing to poor health and uneven distribution.
- Knowledge of sociology prepares the nurse for impending challenges, and impart such knowledge to patients thus allowing them to confront their own challenges.
- Patients are empowered to challenge their situation, enhance their own wellbeing both in terms of individual lifestyle changes and more radically by changing the system responsible for causing the health inequality.

#### **8. Provide care to special groups in the society**

- A patient with physical handicap should be understood in the context of his social milieu. Psychological, social and vocational handicaps of disabled people and patients are often related with false attitudes of people.
- Knowledge of sociology helps nurses recognize social needs of special population (children, aged, physically challenged, mentally impaired, HIV/ AIDS patients) and provide them suitable care.

#### **9. Know social landscape**

- All regions have social characteristics because of their being dominated by certain social groups and social issues. For example, a hospital in a backward area can expect a higher proportion of patients from lower social classes, single mothers, ethnic minorities and alcohol addicts along with the effects of poverty such as poor diet and substandard housing. Nurses need to be aware of the social make-up of the locality within which they are more likely to be caring for and the problems they are more likely to encounter as professionals.

#### **10. Preventive and public health**

- Preventive medicine attempts to control and manage development and distribution of ill health before individuals become susceptible to it. Having prior knowledge of subject sociology provides nurses with a greater understanding of individuals and the factors contributing to their ill health.
- By understanding the social circumstances from which ill health arises and how social groups are affected in different ways, community nurses can develop a more detailed knowledge of the lifestyle of different social groups. Through this knowledge the nurse can subsequently offer advice on changes the patients and service users should make within their own environment to improve health.



## **Review Questions**

### **Long Essays**

1. Define sociology. Describe in detail the scope of sociology.
2. Write a brief note on significance of sociology in nursing profession.
3. Describe the nature of sociology. How does sociology help in nursing profession?

### **Short Essays**

1. Explain nature of sociology.
2. Describe various branches of sociology.
3. Relevance of study of sociology for a nurse.

### **Short Answers**

1. Medical sociology
2. List the three important divisions of sociology
3. Define sociology

### **Multiple Choice Questions**

1. Sociology is derived from which of the following two words?
  - a. Socius and logos
  - b. Societus and logos
  - c. Science and logos
  - d. Socitus and logos
2. Which of the following is a formal school of thought in relation to scope of sociology?
  - a. Sociology should study the society as a whole
  - b. Scope of sociology should not be generalized
  - c. Scope of sociology is generalized
  - d. Sociology is a general science not a special science
3. Which of the following is a synthetic school of thought in relation to scope of sociology?
  - a. Sociology should study the society as a whole
  - b. Scope of sociology should not be generalized
  - c. Scope of sociology is generalized
  - d. Sociology is a general science not a special science
4. Medical sociology deals with:

- a. Application of sociological methods in the study of health issues
- b. Geographical aspects of society in relation to health
- c. Application of psychological methods in the study of health issues
- d. Application of sociology methods in the study of social relations

5. Social physiology deals with:

- a. Interactions of a society
- b. Geographical aspects of a society
- c. Social laws of a society
- d. Dynamic aspects of a society

**ANSWER KEY**

1. a	2. b	3. a	4. a	5. a					
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# Chapter 2. Social Structure

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# INTRODUCTION

Sociology is the scientific study of society. It focuses on understanding the relationship between individual life and social processes. These concepts include society, community, association and institution.

## BASIC CONCEPTS OF SOCIETY

Man is a social animal. He lives in a society which is an aggregation or collection of individuals. These individuals are associated with each other through the relationship of kinship, marriage, neighborhood, caste, occupation, religion, politics, parties or peers. They possess common interests or objects, have mutual interactions and structurally formed relations. These relationships do not occur at random but are rather patterned. Sociologists thus define society as a pattern of social relationships formed through interaction of its members.

### Meaning and Definition of Society

- The word society is most fundamental to sociology. It is derived from the Latin word “socius” meaning companionship or fellowship. Society is a network based on social relationships between people.
- Society is the aggregate of people living together in a more or less ordered community.
- Society is the group of people living in a particular region and having shared customs, laws and organizations.
- Society is a web of social relationship.

—**Maclver**

- Society is an organization of people whose associations are with one another.

—**Horton and Hunt**

- Society is a complex of organized associations and institutions within the community.

—**GDH Cole**

- Society is a collection of individuals united by certain relations or modes of behavior which mark them off from others who do not enter into these relations or who differ from them in behavior.

—**Giddings**

There are two types of definitions for a society: functional and structural.

1. Maclver, Lapiere, Cooley and Leacock have given the functional definition. According to their point of view a society is defined as a complex of groups in reciprocal relationship, interacting upon one another enabling human organisms to carry on their life-activities and helping each person to fulfill his wishes and accomplish his interests in association with his fellows.
2. Ginsberg, Giddings, Cole and Cuber have given the structural definition. According to structural point of view society is the total social heritage of folkways, mores and institutions, of habits, sentiments and ideals.

### Characteristics of Society

In order to understand the society in a broader perspective, it is necessary to examine the basic characteristics of society. Following are the basic characteristics of a society (**Box 2.1**):

1. **Group of people:** For establishment of social relationships, a group of people is necessary. Without a group of people, no society could be formed. It is the first requirement of society. Society is characterized by a group of

individuals having common interests and probable distinctive culture and institutions. Members of a society can be from different ethnic groups.

### **Characteristics of society**

1. Group of people
2. Likeness
3. Differences
4. Interdependence
5. Division of labor
6. Co-operation
7. Conflict
8. Mutual awareness and interaction
9. Control
10. Culture
11. General functions
12. Dynamic

1. **Likeness:** Likeness refers to similarities. Society is an aggregate of individuals who share a sense of similarity. Members in a society have similarities with regard to their needs, ideals, values, etc. This similarity among members in a social group is the primary basis for their mutuality. No society can come into existence unless its members feel that they are like one another. Likeness is the important element that strongly stimulates the group feelings in bringing men, women and children together. Members of the family and kin group, persons belonging to the same village or small town and members of the same caste generally have this feeling of likeness. Likeness is the link-up for mutuality. Intimacy and association among members is impossible without an understanding of each other. This understanding depends on the likeness which each of them captures in the other.
2. **Differences:** Sense of likeness is not always sufficient. Differences like diversity or variation are very much part of the society. Members of the society differ from one another in terms of caste, class, occupation and education, etc. Differences exist even within the family as regards gender, age, personality, outlook, interests, capacities, tendencies and personal preferences. People pursue different activities because of these differences. They do not imply mutual conflict but instead complement each other in a way that family stability is maintained and society further strengthened. These differences are subordinated to likeness which is quite essential for maintaining social harmony.
3. **Interdependence:** Members in a society mutually interact with each other and depend on one another for the fulfillment of their needs. Neither can an individual perform all functions on one's own nor can he satisfy his desires in isolation. Therefore, individuals depend on each other to live comfortably. Each individual in the society seeks fulfillment of needs by the aid of the other. For example, in a traditional village different group of workers such as carpenters, cobblers, sweepers, conductors, drivers, plumbers, etc., can be seen performing their own tasks yet depending on each other to fulfill their daily needs. Similarly, in a family each member depends on the other for satisfaction of one's own needs. As the society advances, interdependence among people also increases. Today, not only individuals are interdependent upon one another but so are communities, social groups, societies and nations.
4. **Division of labor:** It involves the assignment of specific work to each individual. As a single individual cannot perform all functions in a society, the work on hand has to be divided among all the available members. For example,

the task of producing clothes is shared by a number of people like farmers, spinners, weavers, dyers and merchants. The division of work is usually based on sex, education, profession, ethnicity, caste or class. Similarly work at home is divided and shared by the father, mother and children. Division of labor, leads to specialization. Division of labor and specialization are the hallmarks of a modern society. It is possible only by way of co-operation.

5. **Co-operation:** Co-operation refers to mutually working together for attainment of a common goal. It is a basis of our social life. No society can continue or exist unless the members co-operate with each other. Unless people co-operate with each other they cannot lead a happy life. People satisfy their needs and fulfill interests through joint efforts. People may have direct or indirect co-operation among themselves. Co-operation is obtained at every level in the society. If co-operation exists between members of a family they can lead a happy life. If members of the society do not work together for common purposes they cannot lead a peaceful and comfortable life.
6. **Conflict:** Relationships may also have an element of conflict. Groups can enter into conflicting relationships if their interests are opposed to each other. Not only co-operation but conflict is also necessary for the formation of a society. Conflict acts as a cementing factor for strengthening social relations. Both co-operation and conflict coexist in a healthy society.
7. **Mutual awareness and interaction:** The first condition for calling a set of individuals a society is the awareness among them about each other. It is only when individuals are aware about the presence of others that they can form a social relationship. Interaction is a reciprocal contact between two or more individuals. In a society, members are in continuous interaction with each other. An individual is a member of the society as long as he engages in a relationship with the other. Social interaction is made possible because of mutual awareness.
8. **Control:** In a society conflict, tension, and rebellion exist along with co-operation and competition. Clash of economic, political and religious interests is common in a society. These are to be controlled and behaviors of people regulated. A society has its own ways and means of controlling the behavior of its members. Formal and informal social control agencies help in control of the individual behavior. The formal means are law, legislation, police, court, etc. Informal means of social control are customs, traditions, folkways, mores, etiquettes, etc.
9. **Culture:** Every society is unique because it has its own way of life termed as culture. Culture is the social heritage of man. It includes our attitudes, morals, values, beliefs, customs, traditions, ideals, institutions, legal systems, economics, sciences and philosophies. Each society has its distinct culture which is the identity and civilization of that society. Culture and society go together. What distinguishes one society from the other is culture. It is an element of society without which the society is incomplete. Culture shapes behavior of the members of the society and binds them in a meaningful way.
10. **General functions:** Each society has some common functions. These are reproduction, rearing and socialization of children, meeting their basic needs, survival, protecting the members from natural and manmade disasters, effective communication and setting up of common values. The way these functions are performed vary from society to society.
11. **Dynamic:** Society is not static; it is continuously fluctuating and dynamic. No society can ever remain constant for prolonged lengths of time. Changeability is an inherent characteristic of the human society. Old men die and new ones are born. New associations and institutions may come and old ones may die. The existing ones may undergo changes to adjust with demands of time or they may give birth to new ones. Changes may take place gradually or abruptly.

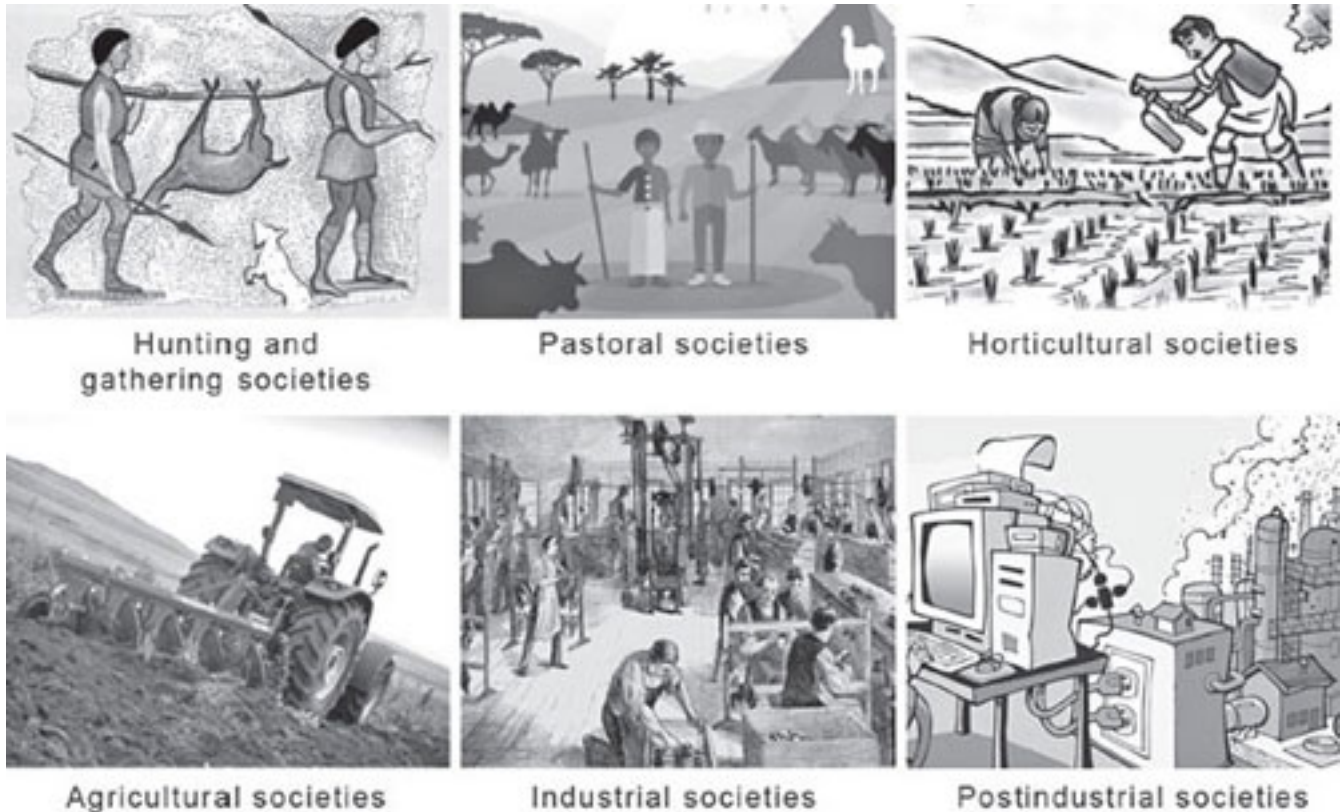
## Types of Societies

Sociologists and anthropologists have classified societies into six basic types based on economy and technology (Figure 2.1).

1. **Hunting and gathering societies:** Majority of these societies existed in the past about 2,50,000 years ago. These are the oldest ones of which very few of them are remaining today. People in these societies hunted for food and gathered plants and other vegetation. To ensure their mutual survival everyone was expected to help find food and

also share the food they found. Sharing of food is a key norm in hunting and gathering societies. Societies were small; people were peaceful and moved from place to place in search of food and water.

**Figure 2.1. Types of societies**



2. **Pastoral societies:** Pastoral societies emerged around 12,000 years ago. People in these societies raised and herded sheep, goats, camels and other domestic animals. Animals were their major source of food and a means of transportation. These societies were able to produce surplus goods and also store food for future use. To find better grazing land for their animals pastoral societies often had to move. In these societies, families with more animals were considered wealthier and more powerful than families with fewer animals. Traders, healers, spiritual leaders, craft people and people from specialty professions found a place in these societies.
3. **Horticultural societies:** These societies relied on cultivating fruits, vegetables and plants. They first appeared on different parts of the planet about the same time as pastoral societies. People from these societies used hoes and other simple hand tools to raise crops. Depletion of land resources and dwelling water supplies forced them to migrate making them mobile. In these societies families with more land were treated wealthier and powerful. In both horticultural and pastoral societies wealth led to dispute and even fighting over land and animals. These people tended to be more aggressive.
4. **Agricultural societies:** These societies used technology to cultivate crops over a larger area. Sociologists used the phrase *Agricultural Revolution* to refer to the technological changes during this period.
  - These societies grew greater number of crops leading to an increase in food supplies which in turn led to a larger population than in earlier societies.
  - This surplus food resulted in emerging of towns converting them into trade centers.
  - During this period various rulers, educators, craftsmen, merchants and religious leaders emerged.



- Agricultural societies became wealthier and a higher degree of conflict and inequality persisted.
  - Greater amount of social change emerged in agricultural societies. For example, in hunting, pastoral and horticultural societies women shared labor equally with men and enjoyed higher social status.
  - In agricultural societies food stores improved and women took on lesser roles and became more subordinate to men.
  - As villages and towns expanded, a system of rulers with high social status appeared.
5. **Industrial societies:** These societies emerged in the 1700s and used factories and machines to produce goods. Sociologists refer to this period as *Industrial Revolution*. During this period productivity increased, means of transportation improved to transfer products from one place to another. Great wealth was attained by people who owned factories. Industrial societies were wealthier than agricultural societies and had a greater sense of individualism and lower degree of gender equalities. Industrialization brought about changes in almost every aspect of the society.
- Technological advances improved people's health and expanded their life span.
  - Urbanization emerged as places to find jobs in factories.
  - Public education via schools became the norm.
  - Political institutions changed into modern model of governance.
  - Cultural diversity increased along with greater social mobility.
  - Social power moved into the hands of business people and government officials, leading to struggles between industrialists and workers.
  - Labor unions and welfare organizations emerged in response to these disputes and concerns over worker's welfare.
  - Industrial revolution led to bureaucratic forms of organization, complete with written rules, job descriptions, impersonal positions and hierarchical methods of management.
  - Urbanization changed social life by creating less traditional society, riots, urban violence, environment pollution, etc.
6. **Postindustrial societies:** These societies emerged in the 19th century with a greater emphasis on information technology and service jobs. This period replaced *Industrial Revolution* with *Information Revolution* (information society). Higher education was deemed important in these societies for gaining economic success. The key to wealth and power seemed to lie in the ability to generate, store, manipulate and sell information. This society was built on digital technology and non-material goods.

In human history, people lived in preindustrial societies characterized by low production of goods and rising unemployment in cities. Sociologists believed that a society becomes more concerned with welfare of all members of the society. They hoped that the postindustrial society will be less characterized by social conflict as each one works together to solve societal problems through science.

## BASIC CONCEPT OF COMMUNITY

According to sociologists, community is a group of people living together within a bounded geographical territory, interacting with one another and sharing common values, beliefs and behaviors. Religious community, cast community

and professional community are few examples of a community. Members in a community as a group follow a social structure within a society. Community should have common social ideas, traditions and a sense of togetherness.

## Meaning and Definitions of Community

- The word community has been derived from two Latin words ‘com’ and ‘munis’—‘com’ meaning together and ‘munis’ meaning to serve. Thus, community means to serve together.
- A small or large group living together in a definite part of the territory sharing basic conditions of common life is known as community.
- Community is a local grouping within which people carry out full round of life activities.

### —Horton and Hunt

- Community is an area of social living marked by some degree of social coherence.

### —Maclver

- Community is a collection of people within a geographic area among whom there is some degree of mutual identification, interdependence or organization of activities.

### —Eshleman and Cashion 1983

- Community is ‘an organic, natural kind of social group whose members are bound together by a sense of belonging created out of everyday contacts covering the whole range of human activities.

### —Ferdinand Tonnies

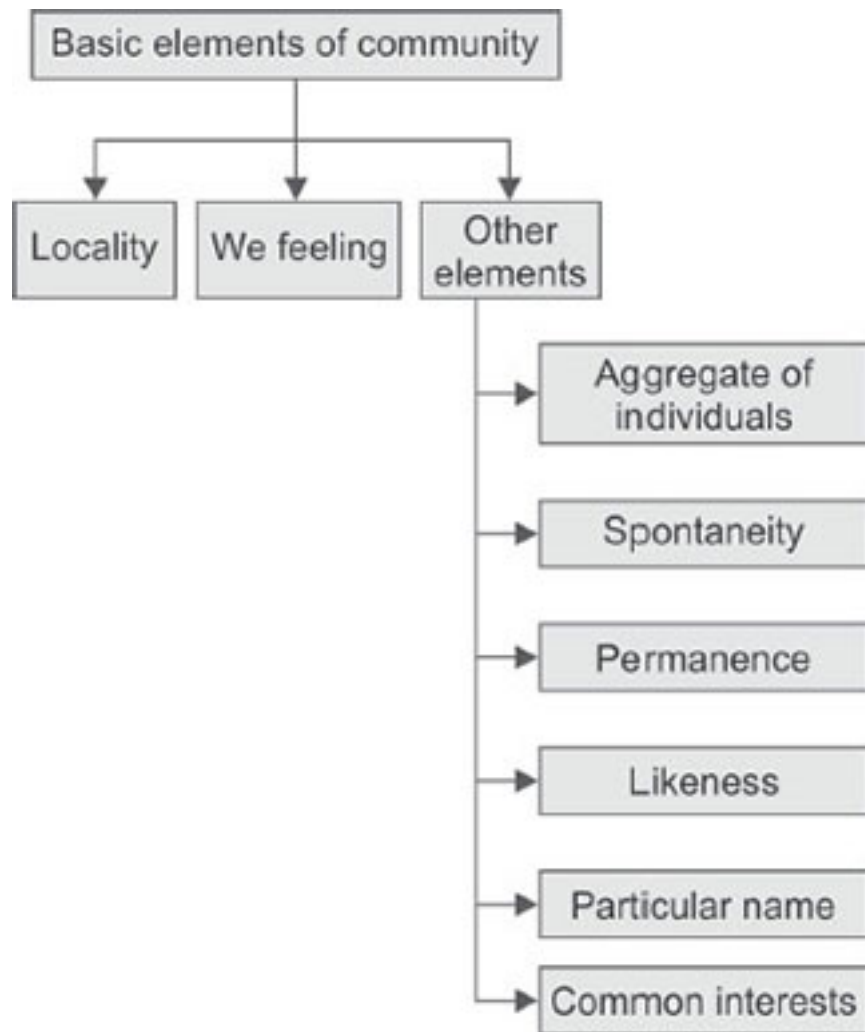
- Community is a group of people living in a contiguous geographic area having common interests and activities and functioning together in the chief concerns of life.

### —Osborne and Neumeyer

## Basic Elements of Community

According to Maclver and Page the two main elements of community are (**Figure 2.2**):

1. **Locality:** It implies territorial area. A group of people constitutes a community when they reside in a definite locality, share common soil and a common way of life. Unless a group of people live in a particular locality they cannot establish social relations and generate we-feeling among themselves. Living in the same locality encourages people to share a sense of belongingness, develop social contacts, provide safety and security. Locality continues to be the basic factor of community life.

**Figure 2.2. Basic elements of community**

2. **We-feeling/community sentiment:** It implies a feeling of belonging together. In a community, living together creates common memories, cultures and traditions. The individual starts identifying his interests with a larger social group. This leads to the we-feeling. To create a community the sentiment of common living must be present among the residents of the locality. Communities do not have fixed boundaries to demarcate who belongs to which community. An individual instead of belonging to one community belongs to multiple varying communities which sometimes overlap. However, modern transportation and internet have made the world a very connected place and lessened the coherence and intensity of community sentiment. Members of the community develop a we-feeling due to their mutual interdependence. They contribute to the progress of the community by participating in its activities. Community controls the behavior of its members. Obedience to community rules brings uniformity among the members.

3. Other elements of community are:

- **Aggregate of individuals:** Community consists of a group of people. When a group of people share the basic conditions of common life they form a community.
- **Spontaneity:** Community as a group of people is created spontaneously over a long period of time. A community is not deliberately or purposely created by an act of will. It is a natural force that acts behind the origin and

development of communities. Various factors like customs, traditions and religious beliefs bind the individual together.

- **Permanence:** Community is a durable social group and continues as long as members are present. It includes a permanent life in a definite place.
- **Likeness:** In a community there is likeness in language, customs, norms, traditions, etc., among the members. According to AW Green “a community is a cluster of people living within narrow territorial radius who share a common way of life.
- **Particular name:** Every community is usually associated with a specific name. For example, based on linguistic condition people living in Karnataka are called Kannadigas; those living in Tamil Nadu are called Tamilians.
- **Common interests:** In a community all members have common and collective interests. Newmeyer says, community is a group of people living in a delimited geographical area, having common interests and activities and functioning together in their concern of life.

## Differences Between Society and Community

The basic elements and behavior patterns of both community and society are distinctive. The differences between society and community are listed in **Table 2.1**.

**Table 2.1. Differences between society and community**

Society	Community
It is a web of social relationships	It consists of specific group of individuals living in a particular area with the ‘we-feeling’
It is an abstract concept—society is a network of social relationships which cannot be seen	It is concrete concept—community is a group of people living in a particular locality that can be seen as a group and located
Society has no definite boundary. It is universal and pervasive. Society goes beyond territorial boundaries. For example, Indians spread across the world feel that they are a part of the Indian society	Community has a definite geographical boundary
A society has many communities and deals with a wider concept. Most societies comprise of multiple communities, varying in size, physical appearance, organization and specialized functions	A community is small in size and mostly a part of the society
In a society, relationships are impersonal, superficial and transitory. A sense of unity is not essential and the we-feeling may or may not be present	In a community human relationships are intimate and enduring. The sense of belongingness is strong with the members feeling close to each other. They react sharply if any criticism is directed towards them as a member of that community. The ‘we-feeling’ is essential in a community
In a society members have policy, public opinion, contractual solidarity and individual will	In a community, members have faith, customs, natural policy and a common will
In a society common interests and objectives are not necessary	In a community common agreement of interests and objectives is necessary

# BASIC CONCEPT OF ASSOCIATION

An association is a group of people coming together and getting organized for the fulfillment of a specific aim or purpose. Modern societies are characterized by the presence of numerous associations. These are formed to carry out different functions like a sports association for athletics welfare or a music association for recreational purpose.

## Definitions of Association

- Association is an organization deliberately formed for the collective pursuit of some interest or set of interests which its members share.

—**Maclver**

- An association is a group of social beings related to one another by the fact that they possess or have instituted in common an organization with a view to securing a specific end or specific ends.

—**Ginsberg**

- Association is usually a working together of people to achieve some purpose.

—**Bogardus**

### Basic elements of association

1. Group of individuals
2. Thoughtfully established
3. Has specific objective or aim
4. Has formal rules and regulations
5. Membership is voluntary
6. Survives as long as it has members

## Basic Elements of Association

For an association to be constituted following characteristics must be met (**Box 2.2**).

1. **Group of individuals:** An association consists of group of people deliberately formed and organized for the purpose of achieving a particular aim or objective or goal. It is a concrete form of organization of human beings where members exhibit formal relationship. It keeps members united providing a sense of concreteness. This teaches the members on how to take up different roles according to their capabilities.
2. **Thoughtfully established:** Unlike societies, associations do not exhibit natural growth. They are created by men to satisfy a specific motive or purpose. The specified number of people is decided and finalized who then work towards progress within a frame of time. The head and subordinates in the association work in tandem to meet their objective.
3. **Has specific objective or aim:** No association is formed without an aim. Each association has a general objective or aim which reveals the interests of the members and maintains the identity of their association. The success and failure of the association depends on whether it attains its objectives or not. For example, if it is a teacher's association the aim will be teachers' welfare.

4. **Membership is voluntary:** Membership is voluntary; in the sense members join the association out of their own desire. No one can be forced to participate in the activities of the association. A person does it only because he wants to do so. The association can set criteria for allowing the members to join. Once the aspirant meets these criteria, he or she is allowed to join the association. Being a voluntary action, every person is answerable for his activities and results. Members are free to withdraw their membership or even change the association if they desire to do so.
5. **Has formal rules and regulations:** All associations have certain rules and regulations based on which the members conduct their various activities. The rules are mostly written down and subject to modification. They stipulate a code of conduct and determine how the members should act in specific situations. It is also obligatory for every member to co-operate with each other for the achievement of objectives of the association. Anyone acting contrary or disowning the obligations loses his membership.
6. **Survives as long as it has members:** Associations survive even if the original members leave or expire. The only condition is that new members should join the association and replace those who are leaving.

## Types of Association

These associations are of different types and sizes formed with various objectives.

- Associations may be small or large based on size, temporary or permanent. An example of temporary association is a flood relief association. State associations are permanent associations.
- On the basis of power, associations can be categorized into autonomous or semi-autonomous. State associations are an example for autonomous institution while universities are an example for semi-autonomous institution.
- On the basis of objective, associations can be categorized as vocational or altruistic. Teachers' associations and trade associations are an example for vocational association while charitable associations are examples for altruistic association.

## Differences Between Society and Association

An association is not a society but a group within a society. The differences between society and association are presented in **Table 2.2**.

## Differences Between Community and Association

An association is not a community but a group within a community. Differences between an association and community are presented in **Table 2.3**.

**Table 2.2. Differences between society and association**

Society	Association
Society is a natural and spontaneously created social group	Association is artificial and deliberately formed for a particular purpose
Society is much older than an association and existed since man appeared on earth	Association ascended at a later stage when man learnt to organize himself for the pursuit of some particular purpose
Man cannot live in the absence of a society. Society will exist as long as man exists. Membership of a society is compulsory	A man may live without being the member of any association at all
Aim of a society is general in nature. It exists for the general wellbeing of the individual	Aim of an association is specific in nature. It is formed for the pursuit of some particular purpose(s)
Society may be organized or unorganized	Association is well organized

<b>Society</b>	<b>Association</b>
Society is marked by both co-operation and conflict.	Association is based on co-operation alone
Society is a system of social relationship. It emphasizes on relationships	Association is a group of people. It emphasizes on grouping
Society has greater endurance, continuity and a long past	Association may be short lived
Society functions through customs, traditions and unwritten laws	Association functions through rules and regulations
Society can exist as a system of social relationship	Association exists to carry out activities for attaining certain specific goals

**Table 2.3. Differences between community and association**

<b>Community</b>	<b>Association</b>
Community is a group of people living together in a particular locality. It arises spontaneously or naturally	Association is thoughtfully formed and artificially created by people
Community is organic, spontaneous and creative	Association is mechanical, artificial and held together by ties
Community is regarded as a whole because it fulfills all the needs of its members	An association is regarded as partial because it is formed for the achievement of specific purposes
There are a number of associations within a community	Association is an organization within a community
Community membership is compulsory and has a wider significance. People are born in a community	Membership is voluntary. They can withdraw their membership when they lose interest in it. People choose their association.
Community sentiment is an essential feature without which existence of a community cannot be imagined	Community sentiment is not a basic factor to form an association
It works through customs and traditions. Office is not necessary to constitute a community	It works through written code of conduct. Office bearers manage its affairs

## CONCEPT OF INSTITUTIONS

In everyday language, people use the term institution to mean an organization. For example, a hospital is called a health institution. But in sociology the concept of institution has a specific meaning. Institutions refer to established codes of conduct, rules and regulations which provide guidelines for carrying out human activities.

### Meaning and Definitions of Institution

- In every organization there are certain usages, rules and procedures. These forms of procedures are called institutions.
- Institutions are established forms or conditions of procedures characteristic of group activity.

—**Maclver**

- An institution is an organized system of relationships which embodies certain common rules and procedures and meets certain basic needs of the society.

—**Horton and Hunt**

- A social institution is a structure of society organized to meet the needs of people chiefly through well established procedures.

—**Bogardus**

- An institution is a complete organization of collective behavior established in the social heritage and meeting of some persistent need or want.

—**Colley**

**Characteristics of institution**

1. Cluster of social usage
2. Relative degree of permanence
3. Well-defined objectives
4. Having symbols
5. Has definite traditions
6. Transmitters of social heritage
7. Resistant to social change
8. Has roles and status

## Characteristics of Institution

Following are the characteristics of an institution (**Box 2.3**):

1. **Cluster of social usages:** Institutions are composed of customs, mores, rules, regulations and procedures which must be compulsorily obeyed by an individual. Institutions are the means of controlling individuals. Every member of a society is expected to follow rules, regulations and usages prevalent in that society. These can be formal or informal. If it is formal then it is codified and in most cases will have an organization responsible to see that individuals follow these rules. For example, if a person in an Indian society wants to get married the individual can do so only under one of the marriage Acts formulated by the government. There will be an agency for conducting marriage and to see that conditions needed for marriage are fulfilled. The male and female agree to perform the duties of husband and wife respectively. In cases of conflict between the partners the police and courts are available to deal with them. The totality of these processes can be called the institution of marriage in India.
2. **Relative degree of permanence:** An institution is more stable than other means of social control. It functions in accordance with cultural norms. Compared to an association, institution has a greater degree of permanence.
3. **Well-defined objectives:** All institutions have well defined objectives. For example, a marriage institution has the objective of regulating the network of social relationships and sex urge.
4. **Having symbols:** Symbols are a characteristic feature of any institution. Every institution has a symbol which may be material or non-material. Institutions gain permanency, identity and solidarity through these symbols. Members of the institution feel quite closer to each other by sharing common symbols.
5. **Has definite traditions:** Each institution has a definite tradition; it can be oral or written. Tradition attempts to bring together individuals into a functioning whole through established behavior, common symbols and objectives. Traditions when become rigid take the shape of a ritual.
6. **Transmitters of social heritage:** Through institutions individuals learn basic values of life. Institution takes the responsibility to pass on accumulated knowledge to members. It helps to conserve and transmit social culture and



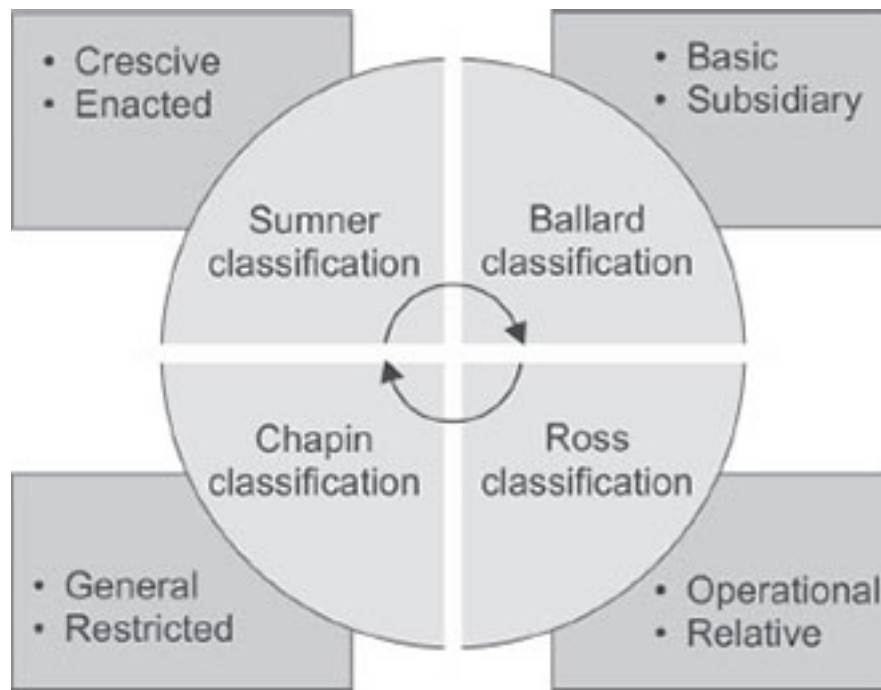
heritage along generations. It is the family that initially plays an important role in preservation of social heritage through passing cultural norms to members. A family teaches children on how to behave with others. They grow up to become good citizens who are aware of the laws and their responsibilities. Apart from family, school is the next most important institution that involves in preserving and passing on the knowledge, skills and techniques of the culture to its members.

7. **Resistant to social change:** Social institutions conserve elements in the social structure. They tend to hold firmly to the patterned behavior of the past and resist basic modifications therein.
8. **Has roles and status:** Every institution gives a particular role and status to the individuals involved in it. Role is a set of behavior expected of an individual in a particular social context. Status is the position of an individual in a society. For example, in a hospital institution those individuals who come for treatment are given the status of patients and the individuals who treat them are given the status of healthcare providers. In the role as a patient the individual has to follow hospital rules and regulations. In the role as a healthcare provider the individual has to take care of the patient and provide best treatment possible while following the laid down hospital regulations. Institutions operate through means of roles.

## Types of Institutions

Sociologists have classified institutions in several ways (**Figure 2.3**):

**Figure 2.3. Types of institutions**



Sumner classified institutions into two main types based on development:

1. **Crescive institutions:** Also called as primal institutions these are unintentional social institutions that have emerged unconsciously from the mores in a society. Its origin is unclear and cannot be dated. For example, marriage, religion, etc.
2. **Enacted institutions:** These are social institutions that have been consciously set up for achieving specific purposes. Laws in these institutions are rationally formulated. For example, banks, business institutions.

Ballard has classified institutions into two main types based on the accepted community value system:

1. **Basic institutions:** These institutions are necessary for the maintenance of social order in a society. For example, family, educational, religious institutions.
2. **Subsidiary institutions:** These are not fairly necessary for the maintenance of social order and are considered less important. For example, recreational institutions.

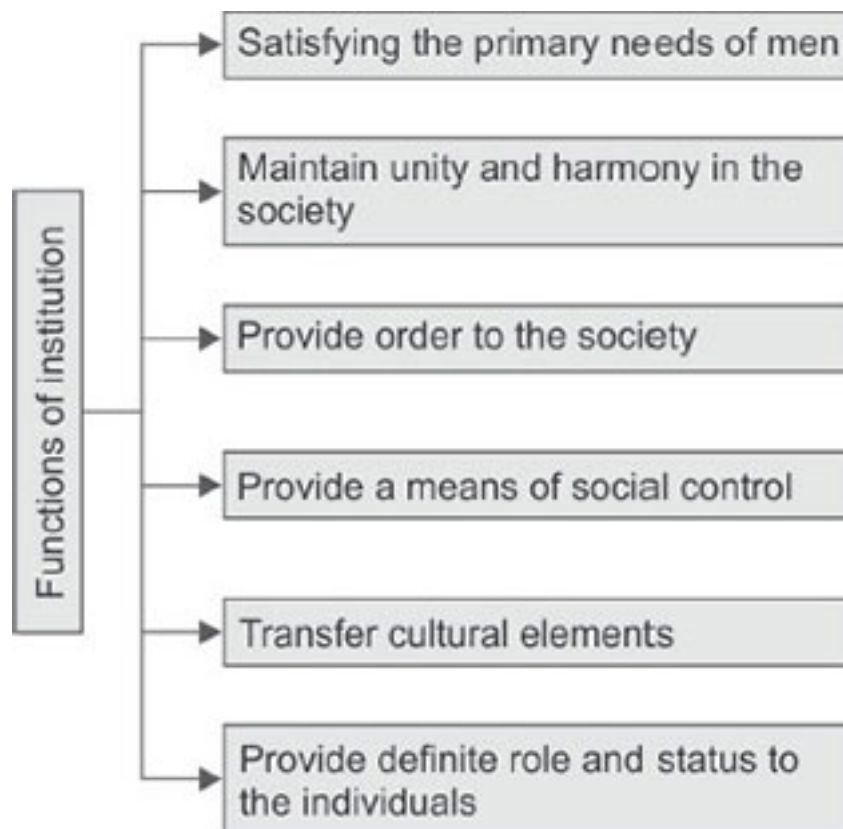
Chapin classified institutions into two main types based on their spread:

1. **General institutions:** Social institutions that are known and recognized universally. For example, religious and human rights institutions.
2. **Restricted institutions:** Social institutions that are restricted to a specific population. For example, Hinduism institutions.

Ross mentioned two types of institutions based on their function:

1. **Operational institutions:** The main function of these institutions is the organization of patterns whose practice is actively necessary for the attainment of an objective. For example, agricultural institutions, trade institutions, etc.
2. **Relative institutions:** These institutions are organized to control the customs and oversee the behavior in a society. For example, police, courts, etc.

**Figure 2.4. Functions of institution**



## Functions of Institutions

Institutions are blueprints for human action. Every society performs some essential functions to provide a nurturing environment to their members through maintenance of law and order. Various functions of institutions are presented in **Figure 2.4**.

- **Satisfy the primary needs of men:** Institutions make social interaction structured, regulated and controlled for the purpose of satisfying human needs. The primary functions are nurturing, educating, teaching moral values, helping to become self-sufficient and providing recreation. All these functions are well taken care of by institutions such as marriage, family, education, religion, economic and social institutions. These primary institutions are found in most human societies and are a basic constituent to the survival of any society. They are recognized and accepted by a society as they regulate the relationship between individuals and groups.
- **Provide a means of social control:** Institutions control basic behaviors of individuals. They introduce unity in human behavior, control their conduct and guide according to the prevailing circumstances. While controlling individual behavior the recognized and established rules, usages and traditions act as a shock absorber in the social mechanism.
- **Maintain unity and harmony in the society:** Institutions simplify the social acts of an individual by providing established ways of doing things. Besides bringing unity among members of the society, they also help the members to predict others behavior.
- **Provide order to the society:** The law enables the institutions to maintain order in the society and keep them functioning. If there were no organized ways of obtaining a livelihood, competition and conflict would arise making it difficult for the people to survive. Institutions are the foundations and pillars of a society.
- **Transfer cultural elements:** Institutions aid in transfer of cultural elements from one generation to another. They play a specialized role in the preservation of social heritage. Primary institutions such as family, schools, religious institutions inculcate basic values among the younger generation.
- **Provide definite role and status to the individual:** In a society it is through institutions that children learn their duties and parents become aware of their status.

## Differences Between Institution and Association

Differences between an institution and association are presented in **Table 2.4**.

## Differences Between Institution and Community

Differences between institution and community are presented in **Table 2.5**.

**Table 2.4. Differences between an institution and association**

Institution	Association
Institution has a set of rules and procedures. For example, marriage, political party	Association is a group of people organized for a specific purpose. For example, family, state
Institution is an abstract concept of organized habits and a standardized way of doing things. It has no form and as such cannot be seen	It is a group of people organized for the purpose of fulfilling a need. It has form and is concrete
Institution evolves primarily and grows naturally	Associations are formed deliberately out of necessity
Institution indicates procedure of work	Association indicates membership
Every institution is based on a cultural symbol	Every association bears a particular name
Institutions fulfill all the primary and basic needs of an individual	Association is a group of people organized for a specific purpose
Institutions are relatively more permanent	It has voluntary membership
Rules of an institution are based on informal means of social control such as customs, traditions, etc.	Laws of association are formed on the basis of formal means of social control

**Table 2.5. Differences between an institution and community**

<b>Institution</b>	<b>Community</b>
Institution is an organization of social aspects such as rules, traditions and usages	Community is a group of people dealing more with the human aspects
It is a societal structure meant to fulfill some specific needs	Community is a group of people living in a particular locality with we-feeling among the members
It is abstract	It is concrete
It is concerned with one particular aspect of life	Community is concerned with the social life as a whole
It is based upon the collective activities of human beings	It is based on mutual relationships
It is born in a community	Community grows by itself

## INDIVIDUAL AND SOCIETY

The relationship between individual and society can be explained under the following three headings.

- 1. By nature, man is a social animal: Individual has a natural need to live in a social group. In almost all aspects of individual life he feels the need for a society. Biologically and psychologically he is compelled to live in a society.**
- 2. Necessity urges an individual to live in a society: Society creates opportunities for the all-round development of individual personality, fulfills all his needs and provides security.**
- 3. Individual lives in a society for his mental and intellectual development: An individual can never develop his personality, language, and culture by living outside the society. Every individual takes birth, grows, lives and dies in a society. He cannot live without a society.**

The main aim of a society is to promote happy life for its individuals. It ensures harmony and co-operation among individuals despite their occasional conflicts and tensions. If a society helps the individuals in numerous ways, the men also contribute to the society by their wisdom and experience. In a well-ordered society there is a close relationship and an everlasting harmony between the individual and the society. They are inter-related, interconnected and interdependent. They do not exist independent of each other. The relationship between the two is bilateral in nature.

## PERSONAL DISORGANIZATION

When individual behavior deviates from the social norms it is called personal disorganization. A disorganized person is one who fails to meet the requirements of the society in which he lives.

### Meaning and Definition

- Personal disorganization refers to breakdown in institutional control and group agreement.
- Any variant behavior which disturbs the integration of the attitude system within the personality represents personal disorganization.
- Personal disorganization represents behavior upon the part of the individual which deviates from the culturally approved norms to such extent as to arouse social disapproval.

—Mowrer

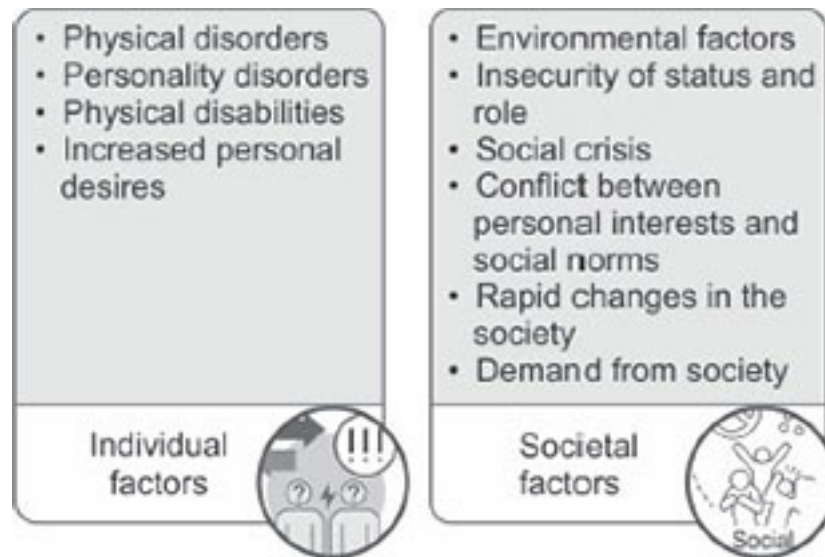
- Personal disorganization is a condition or process in which the person has not stabilized his behavior around major roles. Such disorganization may be transitional or continuous.

—EM Lemert

## Causes

An individual and society are closely related when they both are disorganized. Failure of the individual to adjust himself to the society may be due to factors inherent in the individual and the society he lives in. Various causes related to personal disorganization are categorized into individual and societal factors (**Figure 2.5**).

**Figure 2.5. Causes of personal disorganization.**



### Individual Factors

1. **Physical disorders:** Physical disorders prevent an individual from integrating into the society. For example, physical illnesses such as chronic disorders, injuries, life threatening illnesses lead to maladjustment with the society disabling him from overcoming his disadvantages.
2. **Personality disorders:** Individuals with personality disorders may have strong complexes which impede their successful adjustment in the society. For example, compulsive homosexual behavior.
3. **Physical disabilities:** Due to abnormal physical complexes (congenital abnormalities, low IQ) individuals in the society may be unable to make proper adjustments. One with a down syndrome or mongolism features cannot perform the expected societal roles or adjust successfully with other members of the society.
4. **Increased personal desires:** In a modern society individual's desires have increased manifold. At times some desires remain unsatisfied giving rise to frustration. Repeated frustration may lead to lack of confidence in one's ability to achieve his goals. He feels less efficient and less worthy than others. Stressful situations and frustrating moments alter the emotional status of the individual. All these lead to personal disorganization.

### Societal Factors

1. **Environmental factors:** These include situations like economic distress, conflict, contradiction and confusion in social relations with family, economic world, religious or recreational institutions which may bring disorganization in an individuals' life.
2. **Insecurity of status and role:** Every individual in a society seeks security. When security is threatened the individual experiences a lack of recognition and acceptance from the members of the society. When there is a lack of recognized and accepted status it further results into disorganization.

3. **Social crisis:** Crisis situations in a family or society such as loss of property, death of an earning family member, natural calamities, such as earthquake, tsunami, etc., precipitate crisis and cause personality disturbances. Certain natural calamities may force people to leave their residence and migrate to another social environment.
4. **Conflict between personal interests and social norms:** Individual interests keep changing with time and transformation in the society. Usually, every individual is in conformity with the social norms and behaves within limits set by the society. Sometimes man commits a violation of the social norms due to personal compulsions. When there is a conflict between man's needs and societal norms, the individual is unable to control himself and begins indulging in antisocial acts such as alcoholism, prostitution, fraud, murder, rape, etc.
5. **Rapid changes in the society:** Rapid changes in the society drive new ideas and standards while the older ones continue to persist. Such situations render the individual helpless making him incapable of coping with the new situation. This may encourage him to perform negative or immoral acts, fall victim to a mental disorder or in extreme cases commit suicide.
6. **Demand from society:** Human society is complex, competitive and contradictory. Distinct groups with diverse moral and cultural backgrounds create a notion of what is right and what is wrong. This extreme demand on the individual causes confusion. He fails to find the right way of social behavior and relapses into abnormal behavior.

## Forms of Personality Disorganization

Various forms of personality disorganization are:

- **Physical disorganization:** Alcoholism, drug addiction, prostitution, sexual offenders are examples of physical disorganization.
- **Mental disorganization:** Mental health is the foundation for physical health. Mental illnesses, suicide are examples of mental disorganization.
- **Social disorganization:** Juvenile delinquency, crime are examples of social disorganization.

## Stages of Personal Disorganization

Personality disorganization results in social disapproval. It may be mild or violent. Accordingly, the individual either responds positively or negatively to social disapproval and reacts in different ways.

- In the first approach individual experiences mild social disapproval and responds positively. This form of personal disorganization does not disturb the social order much.
- In the second approach the individual faces violent social disapproval and yet responds positively.
- In the third approach wherein the individual's response to social disapproval is subjective, the person flies into an individually defined inner world. He becomes entangled in the development of mechanisms that further isolate him from the web of social relations.

Queen and Mann described three stages of personality disorganization:

**First stage:** In the first stage, the individual experiences a problem and tries to find a solution. But if the individual fails to find a solution, he enters the second stage.

**Second stage:** If there is no satisfactory solution for his problem the individual is unable to adjust and enters the next stage of disorganization.

**Third stage:** In this stage the individual loses his stability and is unable to adjust to the society. He experiences a physical or mental breakdown which may ultimately lead to insanity or suicide.

Consequences of personal disorganization result in family disorganization, loss of productivity and danger to health and safety. Efforts may be made to resolve the problems of those who are at risk and provide them congenial atmosphere.

# SOCIAL GROUP

Sociology is a science of social groups. Social groups are concrete units of a society that are an aggregation of persons who share common interests and exhibit all the characteristics of a society. Individuals in a society are always involved in several forms of interaction taking place between persons having communally linked identity. These are the key building blocks of social life. These identities play an important role in forming social groups. Some groups are formed naturally while others are organized for a particular purpose.

## Meaning and Definitions

- A social group consists of two or more people who regularly interact on the basis of mutual expectations and share a common identity.
- A social group is two or more humans who interact with one another, share similar characteristics and have a collective sense of unity.
- A social group is any collection of human beings who are brought into social relationships with one another.

### —Maclver and Page

- Whenever two or more individuals come together and influence one another they may be said to constitute a social group.

### —Ogburn and Nimkoff

- Social group is a social unit consisting of a number of individuals interacting with each other with respect to common motives and goals, an accepted division of labor, established status relationships, accepted norms and values with reference to matters relevant to the group and development of accepted sanctions such as raise and punishment when norms were respected or violated.

### —Muzafer Sherif

## Characteristics of Social Group

In a social group people interact with one other on a regular basis and have some degree of cohesion. Characteristics shared by members of a group include interests, values, ethics, morals, social background or kinship ties. Some of the characteristics of a social group are (**Box 2.4**):

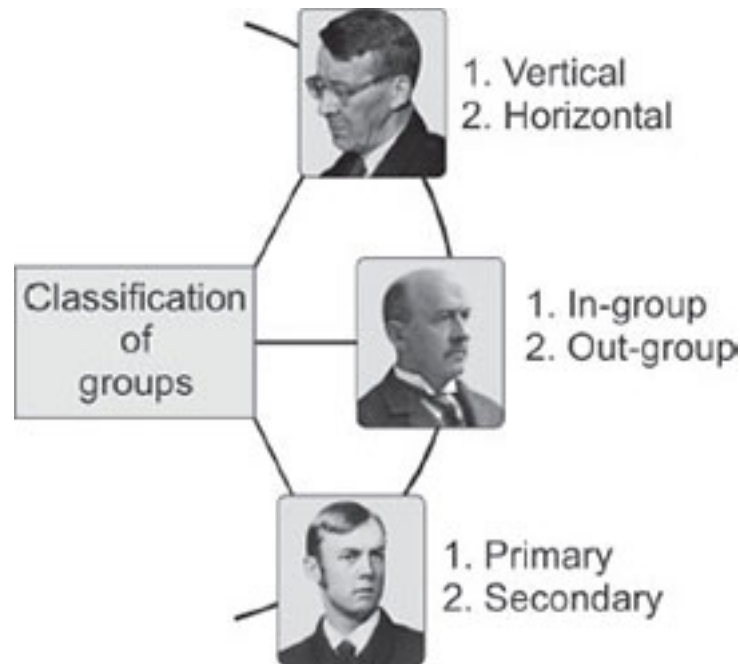
1. **Group of individuals:** As a basic pre-requisite at least two persons need to be present for a group to exist. Number of members in each group may vary in size from two to several hundred or millions.
2. **Meaningful interaction:** The most important feature of a social group is meaningful interaction among the members with a definite purpose.
3. **Mutual awareness:** Each member recognizes that he is a part of the group and aware about each other. Mutual awareness makes them respond and behave in a particular way that influences each other.
4. **Reciprocity:** Members of a group are reciprocally related to each other. They stimulate each other and respond meaningfully to any common stimulus. Members are aware of the roles and responsibilities as well as the privileges resulting from group membership.
5. **Sense of belongingness:** There is a sense of belonging and we-feeling among the members of a group that is exhibited through common ideas, interests, values, goals and activities.
6. **Having rules and regulations:** Every group is organized structurally and functionally. Each group has its own rules and regulations which the members are expected to follow. They also possess specific rules for behavior, interaction, language and use symbols to communicate.

7. **Common goals and interests:** Members of a group often share common goals and interests. They work together to achieve goals.
8. **Nomenclature:** Each group is known by a name.

**Characteristics of social group**

1. Group of individuals
2. Meaningful interaction
3. Mutual awareness
4. Reciprocity
5. Sense of belongingness
6. Having rules and regulations
7. Common goals and interests
8. Nomenclature

**Figure 2.6. Classification of groups**



## CLASSIFICATION OF GROUPS

A society is made up of groups. The number of groups in each society is countless. Each individual belongs to more than one group. Various sociologists have classified groups in different ways on the basis of size, nature, quality of social interaction and degree of intimacy and range of group interests (**Figure 2.6**).

1. **Classification by Sorokin:** Sorokin classified social groups into vertical and horizontal groups based on size.



- a. *Vertical groups*: These are large groups consisting of members from all walks of life such as nations, religious organizations, political parties, etc.
  - b. *Horizontal groups*: These are smaller divisions belonging mainly to one social class such as occupational groups of doctors, engineers, nurses, etc.
2. **Classification by Sumner**: Sumner classified social groups into in and out groups based on the quality of interaction among its members.
- a. *In-groups*: These are social groups to which an individual feels he or she belongs to and believes to be an integral part of. He thus expresses his loyalty to the group. Examples are family, peer group, etc.
  - b. *Out-groups*: These are social groups with which an individual does not wish to identify himself and does not believe to be an integral part of. The individual does not identify with the out-group. For example, Pakistanis are an out group for Indians.
3. **Classification by CH Cooley**: Cooley classified social groups into primary and secondary groups based on the nature of relationship.
- a. *Primary group*: It is an important component of social structure in any society. In this, the group members have face to face contact and exhibit intimate relationship. For example, family and friends' group.
  - b. *Secondary group*: It is a formal and institutional relationship. In this, the group members have an indirect interaction and exhibit less intimate relationship. People choose such groups according to their interest. For example, neighbors, colleagues, political party, trade unions, etc.

## Characteristics of Primary Group

- **Small size**: A primary group is usually small in size.
- **Intimate relationships**: Members have face to face interaction and strong emotional ties. Members share close, personal, direct and long-lasting relationships.
- **Stable in nature**: Members spend long periods of time together and share activities and culture. Members care for each other and share a strong emotional bond.
- **Similar practices**: Members follow similar culture and activities.
- **Social control**: Primary groups are controlled by informal social norms and emotional bondages. For example, control of family members over family affairs.

## Functions of Primary Group

- Helps in fulfilling physical, psychological and social needs of the individual.
- People come across these groups at an early stage of their life. These play an important role in the development of their personal identity.
- Provides emotional warmth, love, security, assurance, companion and comfort in good and bad times.
- Group members provide love, security and companionship to one another. There is an exchange of implicit items such as love, caring, concern, support, etc. This provides a strong sense of belongingness.
- Facilitates socialization

- Relationships formed in primary groups are often long lasting
- Provide a source of support and encouragement

## Characteristics of Secondary Group

- **Large size:** A secondary group is usually large in size.
- **Less emotionally attached:** Members are less emotionally attached to each other as compared to that in a primary group. Emotional ties are weaker as the members do not identify much with their group nor feel loyal to it. There is no physical closeness or face to face interaction among the members.
- **Relationships are temporary:** Relationship among members is temporary and lacks stability. Secondary groups are formed with definite objectives and goals. Members of the committee meet infrequently and for only a short period of time. These have very little influence on their personal identity as most individuals become a part of it in their later lives.
- **Social control:** Social control is through formal means of laws and codes of conduct. For example, political party, trade unions, etc.

## Functions of Secondary Group

- Secondary groups are formed to perform various functions. Purpose of the group relates more to a task than the relationship.
- Secondary group satisfies the changing needs of a society and individual
- Rules formed by the group increases its efficiency

## Differences Between Primary and Secondary Groups

The difference between primary and secondary groups is based on the nature of relationship between their members. The main differences between primary and secondary groups are presented in **Table 2.6**.

**Table 2.6. Differences between primary and secondary groups**

Component	Primary group	Secondary group
Group size	Usually small in size and area	Usually large and widespread
Nature of relationship	Members have close, face to face, personal and informal relationship	Members have indirect, impersonal and formal institutional relationship
Goal	To fulfill needs of its members	To achieve specific objectives
Focus	Group focus is on relationship	Group focus is on the task
Duration of interaction	Permanent and persists over time	Short or long-term depending on the condition
Nature of interests	Diffused	Specific
Social control	Through informal means such as folkways, mores, values, customs, etc.	Through formal means such as laws, code of conduct, rules and regulations of the organization
Significance	Greater significance	Lesser significance
Communication	Direct, quick and effective	Indirect

Component	Primary group	Secondary group
Member's role	Stable	Interchangeable
Examples	Family, friendship group, roommates of hostel, etc.	Sports team, political party, trade unions, clubs, neighbors, etc.

Society is composed of various groups. They are different in terms of social interaction, size and nature, degree of intimacy and arrangement of group interests.

## SOCIAL PROCESSES

Man lives in a society. It is not possible for him to live in isolation. Due to his sociable nature various relationships are established around himself. He performs various social activities to meet his needs and roles. While performing these social activities he comes in contact with others. This transforms the action of the individual into interaction which is simply an action done in response to another action. It is the essence of social life. Interaction between individuals and groups occurs in the form of social process.

In a society, individuals continuously come in contact with one another. They co-operate and compete with each other for fulfilling their aims and needs. Hence social processes are continually found in a society.

### Meaning and Definitions of Social Processes

- Social processes refer to forms of social interaction that occur over and over again. Through social processes individuals and groups interact and establish social relationships.
- The term social process refers to repetitive form of behavior which is commonly found in social life.

#### —Horton and Hunt

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

#### —Morris Ginsberg

### Elements of Social Processes

Following are the essential elements of social processes:

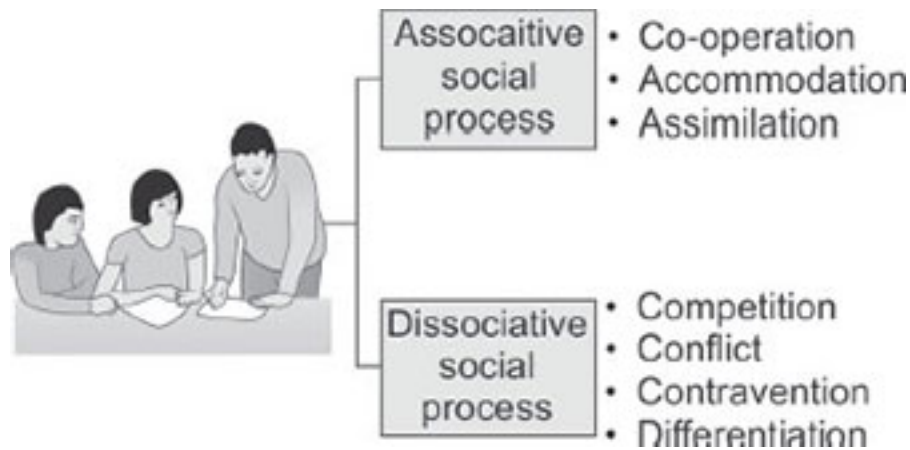
- Sequence of events
- Repetition of events
- Relationship between events
- Continuity of events
- Special social results

### Forms of Social Processes

German sociologist, George Simmel has classified social processes into associative and dissociative processes (**Figure 2.7**).

1. **Associative social processes:** Also termed as integrative or conjunctive social processes these are positive processes essential for the integration and progress of the society. Major types of associative processes are co-operation, accommodation and assimilation.
2. **Dissociative social processes:** These are also termed as disintegrative or disjunctive social processes. Though these processes hinder the growth and development of the society their absence results in the stagnation of the society. Major forms of dissociative social processes are competition, conflict, contravention, differentiation.

**Figure 2.7. Forms of social processes**



## CO-OPERATION

It is one of the most basic, universal and continuous social processes. The term co-operation is derived from two Latin words, ‘co’ meaning ‘together’ and ‘operari’ meaning ‘to work’. Hence co-operation means working together or joint activity for the achievement of common goals or shared rewards. Co-operation is a goal oriented social process wherein individuals or groups work collectively for the achievement of common goals or objectives. For example, Indians irrespective of their caste, creed and religious differences fought unitedly against the British to gain independence.

### Definitions

- Co-operation is a process by which individuals or groups combine their effort in a more or less organized way for the attainment of common objective.

—Fair Child

- Co-operation is a form of social interaction wherein two or more persons work together to gain a common end.

—Merrill and Eldrege

### Characteristics of Co-operation

The co-operation process involves two important elements: common purpose and organized effort. Co-operation may be found in small groups as well as large groups. Some of the important characteristics of co-operation are (Box 2.5):

#### Characteristics of co-operation

1. Associative process

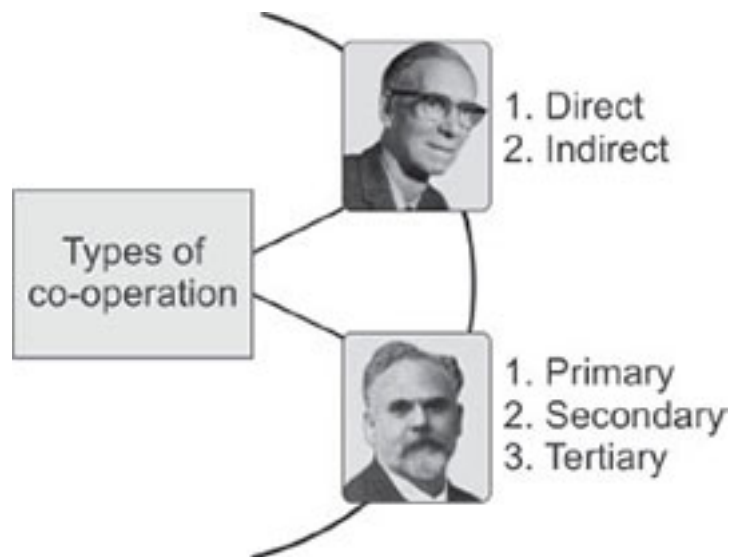
- 2. Continuous process
- 3. Personal process
- 4. Conscious process
- 5. Universal process
- 6. Common goals
- 7. Organized effort

1. **Associative process:** It is an associative process of social interaction which takes place between two or more individuals.
2. **Continuous process:** It is a continuous process and as such there should be continuity in collective efforts.
3. **Personal process:** In the process of co-operation individuals and groups meet personally and work together to achieve a common goal.
4. **Conscious process:** In the process of co-operation individuals and groups work together consciously.
5. **Universal process:** Co-operation is a universal process as it is found across all groups, societies and nations.
6. **Common goals:** Common goals are better achieved by co-operation. It is essential for the welfare of both an individual and society wherein all participants are benefited by attaining their goals.
7. **Organized effort:** It is a process of social interaction based on the organized efforts of individuals and groups.

## Types of Co-operation

Co-operation has been classified differently by various sociologists. Maclver and Page have classified co-operation into direct and indirect types. AW Green has classified co-operation into: primary, secondary and tertiary types (**Figure 2.8**).

**Figure 2.8. Types of co-operation.**



1. **Direct co-operation:** In this form of co-operation there is a direct relationship between individuals and groups. It provides social satisfaction and makes difficult tasks easy. This type of co-operation is voluntary. Example, co-operation between wife and husband, teacher and student, those working or worshipping together.
2. **Indirect co-operation:** In this form of co-operation individuals contribute indirectly for the achievement of a common goal. It is based on the principles of division of labor and specialization of functions. In the present day society, indirect co-operation plays an important role as the age of technology requires specialization of skills and functions. For example, to construct a house mason, carpenters, plumbers, electricians engage in specialized activities. They perform separate jobs to achieve a common goal, i.e., construction of the house.
3. **Primary co-operation:** In this form of co-operation each member is conscious about common welfare. The reward for which everyone works is shared or meant to be shared with every other member of the group. Achievement of group interests includes the recognition of individual interests too. This form of co-operation is mostly found in primary groups such as family, neighborhood, friends, etc.
4. **Secondary co-operation:** In this form of co-operation individuals co-operate with each other for the achievement of self-interest. It is characterized by disparity in interests between individuals. It does not provide equal benefit to all its members. It is found in secondary groups such as religious groups, educational groups, political groups, etc.
5. **Tertiary co-operation:** In this form of co-operation various social groups interact with each other. Under certain situations these groups make voluntarily adjustments with each other. Attitude of these groups co-operating with each other is purely opportunistic. For example, in an election two political parties with different ideology may co-operate with each other to defeat the rival party.

## Importance of Co-operation

- Co-operation is the most basic form of social process without which a society cannot exist. It leads to social order and harmony.
- Man can fulfill his basic needs such as food, clothing and shelter by co-operation. He can also fulfill many psychological needs such as security, safety, love and affection. Even spiritual needs of the individual remain unsatisfied without co-operation of his fellow members.
- Development of harmony in a society is possible by fulfilling common goals. This can be achieved through co-operation.
- An individual cannot attain his goals without the co-operation of other members in the society.
- Co-operation is the foundation for building an individual's social life. Continuation of the human race requires the co-operation of men and women for reproduction and upbringing of children.
- Societal progress in science, technology, agriculture, industry and transportation can be achieved through united activities or co-operation.
- In a democratic country co-operation has become a necessary condition for collective life and activities.
- Co-operation is the process of integration which provides solutions for many national and international problems.

## ACCOMMODATION

The term accommodation is used by sociologists to describe adjustment of hostile individuals or groups. It is a process of adjusting oneself to the new environment by making necessary internal adjustments to social situation and overcoming difficulties faced by them.

Accommodation is achieved by an individual through the acquisition of behavior patterns, habits and attitudes which are transmitted to him socially. It is a process of resolution of conflicting relations between individuals and groups. Sumner has described accommodation as antagonistic co-operation.

## Definitions

- The term accommodation refers particularly to the process in which a man attains a sense of harmony with his environment.

### —Maclver and Page

- Accommodation is a process of developing temporary working agreements between conflicting individuals or groups.

### —Horton and Hunt

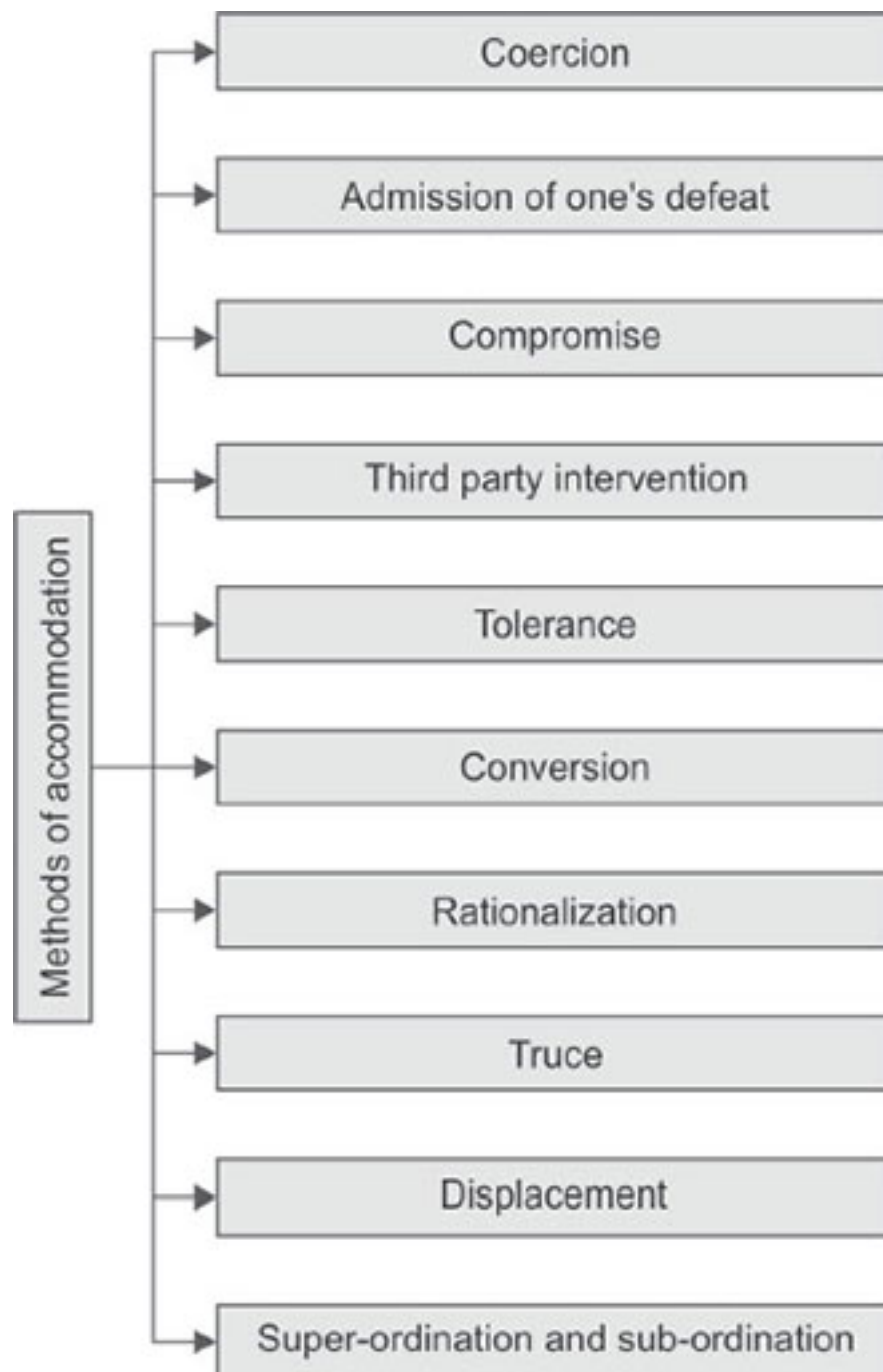
- Accommodation is the process by which competing and conflicting individuals and groups adjust their relationship to each other in order to overcome the difficulties which arise in competition, contravention or conflict.

### —Gillin and Gillin

## Forms or Methods of Accommodation

Accommodation may be brought about in many ways. Some are deliberately planned while others are an unplanned product of group interaction. It may take a number of forms. The most important forms of accommodation are presented in **Figure 2.9**.

1. **Coercion:** It refers to the use of threat or force to end a conflict. In this form of accommodation the will of the powerful party is imposed on the weaker party who yields to the demands and interests of the stronger party out of fear. This is applicable to conflicting parties that are unequal in strength where resistance is either useless or impossible.

**Figure 2.9. Methods of accommodation**

2. **Admission of one's defeat:** This method of accommodation is coercive in nature. It is applicable between conflicting parties of unequal strength. The weaker party submits to the demands and interests of stronger party out of fear.
3. **Compromise:** It refers to the adjustment of opposed wishes wherein each contender sacrifices voluntarily a part of his demands to avoid conflict. This form of accommodation is applicable between conflicting parties of equal strength. It requires a conscious effort and is similar to consensus.



4. **Third party intervention:** In this method a third party attempts to resolve the conflict between two parties when they are unable break the deadlock on their own. In this form of accommodation the contending parties are mostly of equal strength. It may take the form of arbitration, mediation or conciliation.
  - In arbitration decision of the third party is binding on the contending parties.
  - In mediation decision of the third party is not binding upon the contending parties. Acceptance of advice or suggestion is up to the contending parties. The mediator simply acts as an advisory agent.
  - In conciliation third party attempts to persuade the contending parties to come to an agreement.
5. **Tolerance:** In this form of accommodation the conflicting groups accept each other's right to differ without actually demanding a formal settlement. No concession is made with each party holding on to its position while respecting the opposition's viewpoint. It is mostly seen as an alternative to open conflict where compromise is unacceptable and agreement not absolutely necessary. It is based on the principle of 'Live and let live'.
6. **Conversion:** In this method one of the contending parties accepts and tries to adopt the views of the other to resolve conflict. The term conversion is generally used in religious context. It may also occur in political and other fields.
7. **Rationalization:** In this method the contending party withdraws from conflict by citing plausible excuses or explanation for one's behavior rather than acknowledging the real defect in one's own self. There is an attempt to provide some sort on the explanation to justify his action.
8. **Truce:** It is an agreement to cease the challenge for a definite or indefinite period of time. The intention is to provide both the contending parties enough time to review the situation in the light of new proposals or suggestions. It is temporary in nature usually giving way to a more permanent form.
9. **Displacement:** This form of accommodation involves termination of one conflict by replacing it with another. The use of 'scapegoat' is a popular displacement technique where the problem of a group is blamed on an individual or a minority.
10. **Super-ordination or sub-ordination:** It is a form of accommodation which deals with simultaneous superiority (super-ordination) and sub-ordination. It involves a decisive form of reciprocity between the two people involved. The maze of relationships is a complex series of subordinations in which one or the other is subordinated based on the situation they are jointly involved in.

## Importance of Accommodation

- Accommodation enables people to work together and make social relationships possible.
- Society cannot continue with open conflict. Accommodation is one of the best methods to resolve conflict.
- Since conflict disturbs social integration, disrupts social order and damages social stability, accommodation is essential to check conflict and maintain co-operation in group living.
- It not only reduces or controls conflict but also enables the individuals and groups to adjust themselves to changed conditions.
- As Burgess remarks: Social organization is the sum total of accommodation to past and present situations.
- Accommodation helps for group living.

## ASSIMILATION

Assimilation is a form of social adjustment. It is a process by which individuals belonging to different cultures are united into one. It is concerned with mutual cultural diffusion, absorption and incorporation of culture by another. For example, husbands and wives with different cultural backgrounds often blend and share a common culture.

Every meeting of a group is an opportunity for mutual interchange of culture. A contact between two groups inevitably affects both. The weaker culture usually borrows from the stronger group and the dominant culture becomes the common culture of the two interacting cultures.

## Meaning and Definition of Assimilation

- Assimilation is a process of mutual cultural diffusion through which persons and groups come to share a common culture.
- It is a process of complete merging and fusion of two or more cultures into a single common culture.
- Assimilation is the fusion or blending of two previously distinct groups into one.

### —Young and Mock

- Assimilation is the social process whereby attitudes of many persons are united and thus develop into a united group.

### —Bogardus

## Characteristics of Assimilation

Characteristics of assimilation are presented in **Box 2.6**.

### Characteristics of assimilation

- Slow and gradual process
- Two-way process
- Associative process
- Unconscious process

- **Slow and gradual process:** Assimilation is a slow and gradual process that takes a long time for cultural diffusion. As an individual begins to share the expectations of another group he slowly acquires the new set of values.
- **Two-way process:** It is based on the principle of give and take. Assimilation takes place when groups of individuals borrow cultural elements from each other and incorporate them into their own culture.
- **Associative process:** Assimilation occurs when there is a direct contact between groups.
- **Unconscious process:** Individuals and groups discard their original cultural heritage and acquire new set of values through an unconscious manner.

## Advantages

- Strengthens social relationships.
- Amalgamates different groups.
- Helps to discard cultural differences and make people more functional.
- Reduces group conflict by blending different groups into larger culturally homogenous groups.
- Reduces rivalry and conflicts among large groups.

## Disadvantages

- Leaning of individuals and groups towards other cultures may not suit the mainstream culture.
- The process of assimilation may lead to different cultural groups losing their individual cultural identity.

## Factors Conducive for Assimilation

The following factors promote assimilation (**Figure 2.10**):

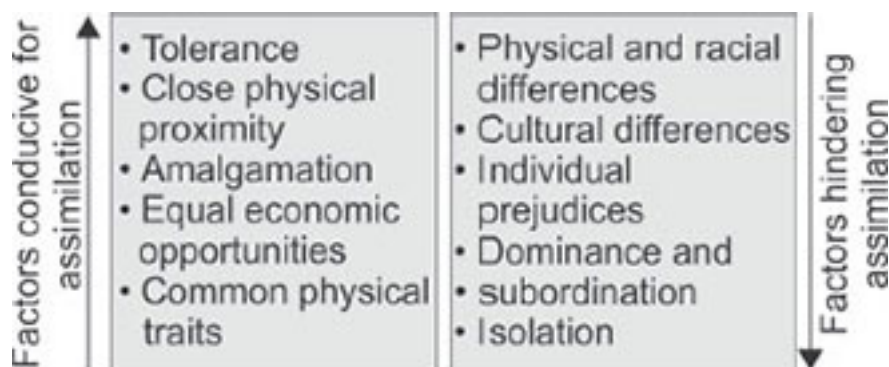
- **Tolerance:** Tolerance helps individuals to come together. The process of assimilation is possible only when individuals are tolerant towards cultural differences.
- **Close physical proximity:** Close physical proximity plays an important role in promoting assimilation. Assimilation takes place only when people are in close contact.
- **Amalgamation:** Amalgamation promotes assimilation. Without biological amalgamation complete assimilation is not possible.
- **Equal economic opportunities:** People of all groups must have equal economic and social opportunities for promotion of assimilation.
- **Common physical traits:** Common physical traits and cultural similarities among people of different culture promote assimilation process.

## Factors Hindering Assimilation

The following factors hinder assimilation process (**Figure 2.10**):

- **Physical and racial differences:** Differences in physical characteristics are often used as a means of discrimination among groups. This hinders assimilation.
- **Cultural differences:** Cultural, language and religious differences hinder the assimilation process.
- **Individual prejudices:** Prejudices are barriers to assimilation.
- **Dominance and subordination:** Assimilation does not develop among people of dominant and subordinate groups. Sense of superiority and inferiority makes intimate relations difficult. Hence assimilation is retarded.
- **Isolation:** Not only physical isolation but also mental isolation can hinder assimilation.

**Figure 2.10. Conducive and hindering factors of assimilation**



Assimilation is the slow process of cultural adoption and adjustment on the part of individuals.

## COMPETITION

Competition is a modified form of social struggle for possession of money, goods, status, love or power, etc. It occurs whenever there is an insufficient supply of material or non-material goods.

### Definitions

- Competition occurs when demand out turns supply.

—Ogburn and Nimkoff

- Competition is the striving of two or more persons for the same goal which is limited so that all cannot share it.

—Biesanz and Biesanz

- Competition is a contest to obtain something which does not exist in quantity sufficient to meet the demand.

—ES Bogardus

### Characteristics

Important characteristics of competition are presented in **Box 2.7**.

#### Characteristics of competition

1. Impersonal struggle
2. Universal
3. Continuous and dynamic
4. Constructive or destructive
5. Cause for social change
6. Unconscious process

1. **Impersonal struggle:** Competition is not directed against any particular individual or group. Park and Burgess defined competition as an interaction without social contact.
2. **Universal:** Scarcity is an inevitable condition of social life and hence some sort of competition is found in all societies.
3. **Continuous and dynamic:** Competition stimulates achievement by raising the level of aspiration threatening failure and promising success. It also adds an element of rivalry.
4. **Constructive or destructive:** Fair competition is conducive to economic as well as social progress. Unfair competition may also lead to frustration and conflict. It may cause emotional distress.






5. **A cause for social change:** Competition provides individuals with better opportunities to satisfy their desires encounter new experiences and get greater recognition.
6. **Unconscious process:** It is an unconscious impersonal struggle.

## Forms of Competition

Various forms of competition are presented in **Figure 2.11**.

1. **Economic competition:** Competition for economic benefits refers to competition for a job, promotion or salary, etc. It also includes competition in the market among the producers, sellers and consumers.
2. **Culture competition:** This form of competition occurs when two or more cultures try to establish their superiority over another culture. For example, religious competition between Hindus and Muslims.
3. **Social competition:** It is a competition to improve one's social status. It can be to achieve educational status, a well-paid job or high status in the society.
4. **Political competition:** It is the competition for greater political power. Political parties compete among themselves to form the government.
5. **Racial competition:** It occurs when one race tries to establish its superiority over the other. Example, competition between the white and black races.

**Figure 2.11. Forms of competition**

<p>Economic</p>	
<p>Culture</p>	
<p>Social</p>	
<p>Political</p>	
<p>Racial</p>	

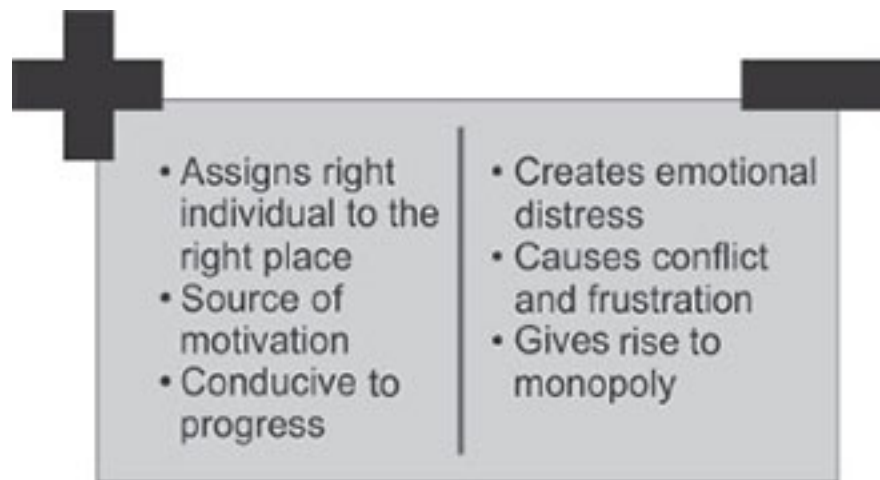
## Functions of Competition

Competition performs both positive and negative functions (**Figure 2.12**).

## Positive Functions

- **Assigning right individual to the right place:** Competition helps to determine the status and location of individual members in a system of hierarchy. Through competition each individual is selected and placed in his proper place.
- **Source of motivation:** Competition motivates individual to obtain recognition or win an award. It stimulates achievement by increasing the level of aspiration. It spurs the individuals and groups on to exert their best efforts.
- **Conducive to progress:** Fair competition provides individuals better opportunities to satisfy their desires. It is competition that has made inventions and discoveries in different fields possible.

**Figure 2.12. Functions of competition**



## Negative Functions

- Unfair competition may create emotional distress; develop unfriendly and un-favorable attitudes among people.
- It creates conflict and frustration
- Unlimited competition gives rise to monopoly

Both competition and co-operation must exist in the society.

## CONFLICT

Conflict is a deliberate intent to oppose. It is a non-associative social process observed when an individual or a group seeks to attain its own end. It is a personal activity opposed to co-operation.

## Definitions

- Conflict is a social process in which individuals or groups seek their ends up directly challenging the antagonist by violence or threat of violence.

—Gillin and Gillin

- Conflict is the deliberate attempt to oppose, resist and coerce the will of another or others.

—AW Green

## Characteristics

The characteristics of conflict are listed in **Box 2.8**.

1. **Conscious activity:** It is a deliberate attempt to oppose. Individuals or groups harm the other party knowingly.
2. **Personal activity:** Conflict is a personal activity. Conflicting parties know each other personally.
3. **Intermittent and brief duration:** Conflict takes place occasionally but not as a continuous process. It occurs all of a sudden. It is of a brief duration and temporary in character. It tends to grow more and more bitter as it proceeds.
4. **Universal:** Conflict is an ever present process in all human societies.
5. **Emotional:** Conflict is loaded with impulsiveness of emotions. It gains force and then bursts open.

## Causes of Conflict

- According to psychologists the innate instinct for aggression in man is the main cause of conflict.
- The individual differences in physical and psychological attributes may lead to conflict among human beings.
- Cultural differences among groups leads to conflict.
- Differences of opinion and interests among the people and groups leads to conflict.
- Social change leads to conflict

## Effects of Conflict

Conflict has both positive and negative effects.

### Characteristics of conflict

1. Conscious activity
2. Personal activity
3. Intermittent and brief duration
4. Universal
5. Emotional

## Positive Effects

- Conflict plays an important role in the development and spread of culture.
- Sometimes conflict may lead to peace through victory of one contestant over the other. Issues are resolved at least temporarily.
- Conflict strengthens morale, unity, and cohesion within the group.
- Conflict leads to redefinition of the value system and creates a new consensus.



- Theorist Coser, 1956 stated that conflict is necessary for the progress of the society.

## Negative Effects

- Conflict disrupts social unity and co-operation.
- Presence of conflict within a group or society makes it difficult to agree upon or achieving group goals.
- It diverts members attention from group objectives
- It may lead to antagonism, violence or threat to peace

Horton and Hunt, 1964 listed effects of conflict as under (**Table 2.7**).

**Table 2.7. Positive and negative effects of conflict**

Positive effects	Negative effects
Defines issues	Increases bitterness
Leads to resolution of issues	Leads to destruction
Leads to alliance with other groups	Disrupts normal channel of co-operation
Keeps groups alert to members interest	Diverts members' attention from group objectives

## Types of Conflict

Various types of conflict are:

1. **Overt and covert conflict:** Overt conflict has some manifestations shown in hostile action. Covert conflict is primarily invisible as it may exist in the form of tension, dissatisfaction, and rivalry.
2. **Personal and corporate conflict:** Personal conflict occurs within the group due to hostility and jealousy. Corporate conflict occurs among the group within a society or between societies.
3. **Temporary and perpetual conflict:** A conflict occurring among individuals at a shop, theater or on a street is called temporary conflict. A conflict occurring between two rival groups is called perpetual conflict.
4. **Direct and indirect conflict:** In a direct conflict people pursue to attain goals by restraining, injuring or destroying one another. In an indirect conflict obstruction is created to restrain the rival from achieving his goals.

Simmel, 1955 has distinguished conflict into four different types: war, feud or fictional strife, litigation, conflict of impersonal ideals.

1. **War:** Simmel attributed war to a deep seated antagonistic impulse in man. War is a kind of group conflict. It is the only means of contact between alien groups.
2. **Feud:** It is an intra-group form of conflict which may arise because of injustice alleged to have been done by one group to the other.
3. **Litigation:** It is a judicial form of conflict wherein a party declares its claims to certain rights on the basis of objective factors.
4. **Conflict of impersonal ideals:** It is a conflict carried on by individuals not for themselves but for an ideal. In such a conflict each party attempts to justify truthfulness of its own ideals.

Gillin and Gillin has mentioned five types of conflict: personal, racial, class, political and international conflicts.

In the Indian context, main forms of conflict are communal, caste, regional, rural and urban, class, inter group, reservation conflicts, gender conflicts, etc.

## **ISOLATION**

It is a state or process in which persons, groups or cultures lose or do not have communication or co-operation with one another often resulting in an open conflict.

Social isolation describes the absence of social contact and cutoff from normal social networks.

### **Meaning**

Social isolation is characterized by an absence of social interactions, social support and engagement with wider community activities or structures.

### **Characteristics**

It is characterized by loss of mobility, staying at home for lengthy periods of time, absence of social support and community involvement, little or no communication with family members and friends.

Isolation can be voluntary or involuntary. An individual isolates voluntarily due to illness or disability. Isolation can also be involuntary when imposed through marginalization or discrimination by families or communities.

Isolation can manifest over short periods or extended periods of time linked to a triggering event, disease or behavior.

### **Causes for Social Isolation**

- Long-term illness
- Unemployment
- Disability
- Health issues
- Transformation issues
- Economic struggles
- Domestic violence
- Bereavement

### **Effects of Isolation**

- Poor mental health
- Negative health outcomes
- Poor quality of life
- Alcoholism
- Suicide

Socially isolated people may lack friends and often feel lonely or depressed.

## SOCIALIZATION

Socialization is the learning of social values and roles by its members. It is the process through which individuals imbibe norms, customs, values and roles of the society he lives in and acquires necessary skills to perform societal roles.

### Definitions

- Socialization is the process by which an individual learns to conform to the norms of the group.

—**WF Ogburn**

- Socialization consists of complex processes of interaction through which an individual learns habits, beliefs, skills and standards of judgment that are necessary for his effective participation in social groups and communities.

—**Lundberg**

- Socialization is a process whereby original nature is transformed into human nature and an individual into a person.

—**HT Majumdar**

- Socialization is the process of working together of developing group responsibility, of being guided by the welfare needs of others.

—**Bogardus**

### Importance of Socialization

- Socialization is essential for individual's survival and human development. It trains the individual to perform social roles and teaches basic discipline. It inducts the individual into the social world.
- It helps to develop self-identity. The individual learns to place oneself in relation to the others in a society.
- Conformity to societal norms provides group identification and a sense of solidarity.
- It enables a society to replicate itself by relaying its culture from one generation to the next.
- Internalization of social norms enables the individual to perform roles accordingly and maintain social order and control.
- It helps the members to support and maintain social structure.

### Characteristics of Socialization

Following are the main characteristics of socialization (**Box 2.9**):

**Characteristics of socialization**

1. Acquired formally and informally
2. Gradual and continuous process

3. Product of interaction between heredity and environment
4. Often predictable
5. Unique process

1. **Acquired formally and informally:** Socialization can be acquired both formally and informally. Children learn cultural norms, values, customs, and roles informally through family. Formal socialization however happens through direct instruction and education in schools and colleges.
2. **Gradual and continuous process:** Socialization is a lifelong process. It is continuous from birth to death. It occurs in an orderly manner and follows a certain sequential order. The rate and speed of development may however vary in individual cases.
3. **Product of interaction between heredity and environment:** Both heredity and environment play an important role in the socialization process. Heredity provides necessary innate characteristics while environment provides factors like home conditions, social organizations, nutrition and climate in which the individuals move and live.
4. **Often predictable:** Each phase of human life has certain common traits of socialization. The rate of socialization for each child is fairly constant. Accordingly, psychologists are able to predict at a very early age the range within which the child is likely to fall.
5. **Unique process:** No two children are identical in the socialization process. Each child is unique in acquiring socialization skills due to their individual differences. These differences are a result of the interaction between hereditary and environmental factors. All children do not reach the same point of socialization at the same social age.

## Process of Socialization

The process of socialization denotes social development of an individual. It includes acquiring socially approved ways of behavior, roles and attitudes. It is a lifelong learning process by which a child learns to conform to the norms of the group or society. It is also a process of internalization and reception. Through socialization process the individual maintains social order.

The direct socialization process begins soon after the birth of the child. After birth, the life of a child passes through different stages during which it comes into contact with different people, groups and institutions. During this process of contact at different stages the individual learns many aspects which help him in socialization.

## Factors Influencing Socialization Process

There are certain factors like child instincts, urges and capacities that influence the process of socialization. According to sociologists four factors are important in development of socialization (**Figure 2.13**).

1. **Biological characteristics:** An individual is born with senses, brain, basic instincts, emotions, and general innate tendencies. His socialization occurs based on these biological characteristics. In the absence of these socialization does not occur.
2. **Social interactions:** It is only through social interaction that an individual learns language, behavior, and norms of the society. It transforms him from a biological being to a social being.
3. **Definite outcome of social interactions:** Socially approved behavior can be learned by meaningful interactions.
4. **Approval and disapproval of outcome:** Every interaction and action is followed by an outcome. If the outcome is approved the specific action is continued and if disapproved the particular action is discontinued.

Figure 2.13. Factors influencing socialization process

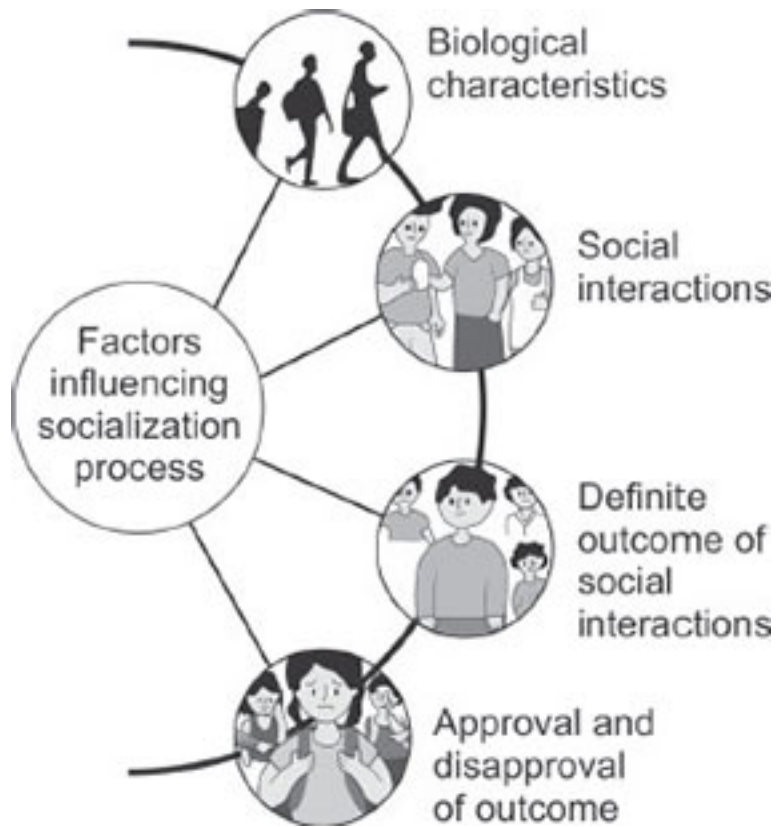
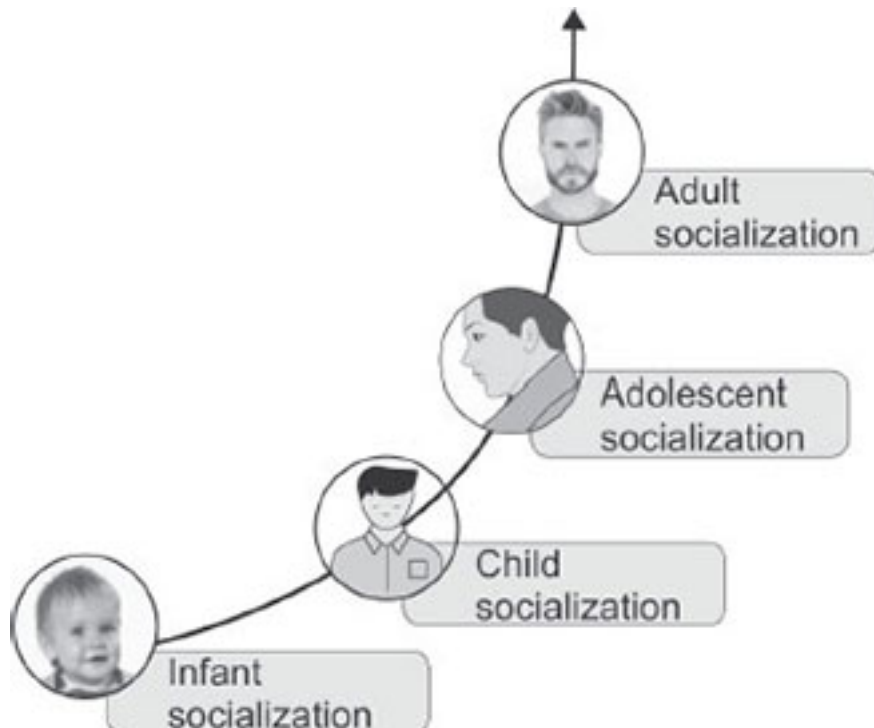


Figure 2.14. Stages of socialization process



## Stages of Socialization Process

Socialization takes place in four stages (**Figure 2.14**):

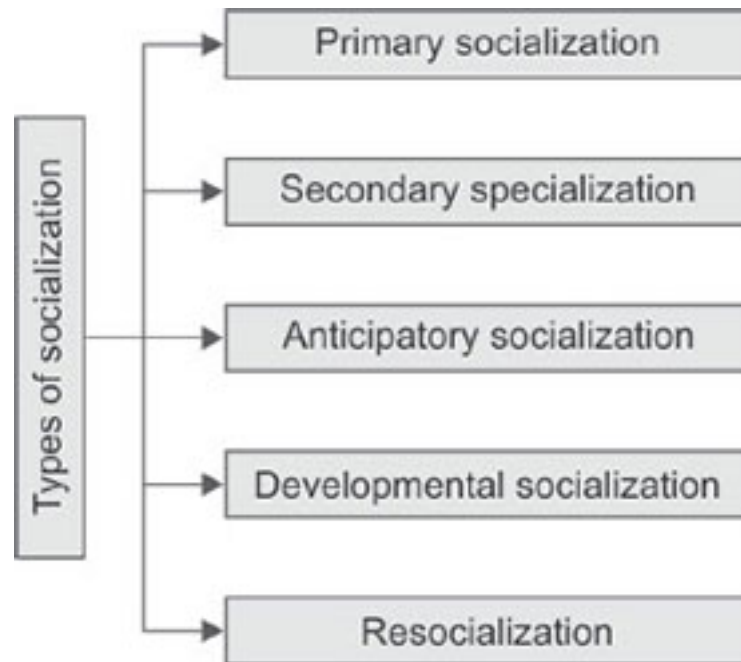
1. **Infant socialization:** It is the first stage of socialization. After its birth the infant first comes into contact with its parents followed by other family members. Socialization proceeds from a simple to a complex process. Initially it takes place within the simple limited social world. Up to the age of three or four years the child's world is limited to its family alone. During this stage family is the main source of socialization. The child learns to walk, utter words, eat and comes in contact with other members of the family. Gradually the child's social world is broadened as it confronts various things, learns to adjust, develop self and understand the relationship with other family members.
2. **Child socialization:** During this stage the child comes into contact with members outside its family such as neighbors, play mates, etc. On being admitted to school the child begins communicating with schoolmates and teachers. The child's behavior is influenced by books, schoolmates, teachers and interaction with playmates.
3. **Adolescent socialization:** During this stage, friends, schoolmates, teachers, sports, books and recreation matter the most to the child. The process of socialization differs in rural, urban and tribal areas. In tribal and rural areas life is very close to nature. They learn more about seasons, nature and folk traditions.
4. **Adult socialization:** During this stage the individual is associated with various trades and professions. He is also greatly influenced by education, occupation, circle of friends, marriage, etc. This stage is very important due to the wide circle of agents of socialization and the many roles he adopts as an adult.

In all these stages socialization takes place through imitation, suggestion, identification and developing language. Imitation is copying the action of others. Suggestions from others influence behavior. The process of identification makes an individual sociable. Language moulds the personality of an individual.

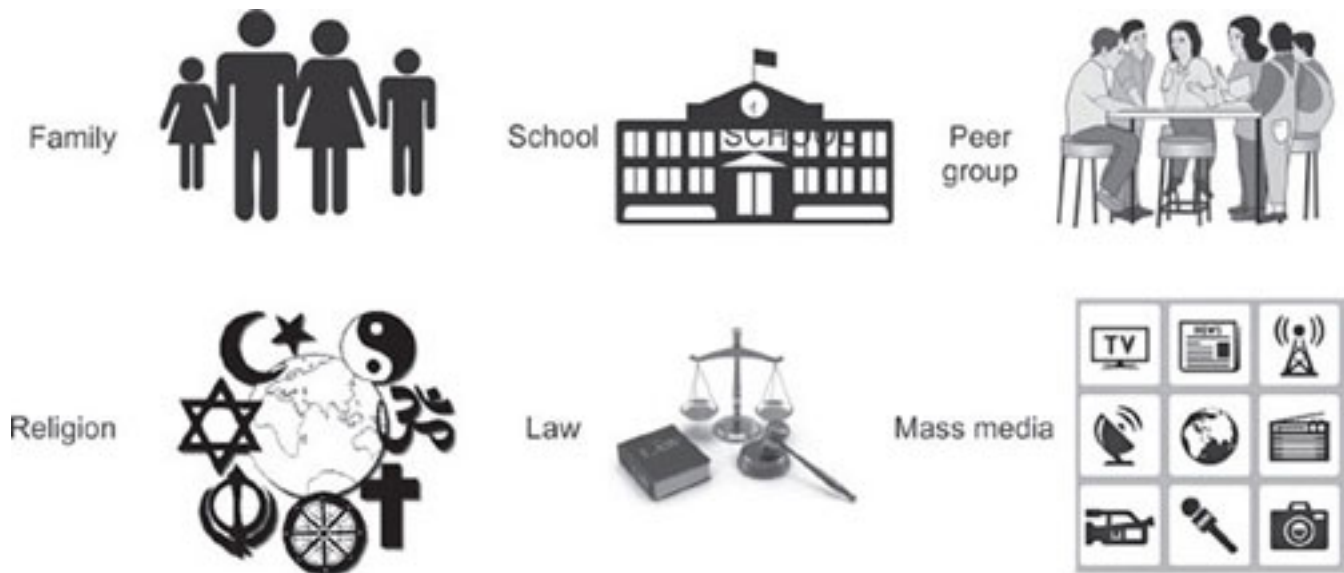
## Types of Socialization

According to typology there are five main types of socialization (**Figure 2.15**):

1. **Primary socialization:** The fundamental form of socialization is called primary socialization. This stage begins with the birth of a child and ends with the formation of a mature personality. It is the most crucial stage of socialization for later development as it deals with the harmonious physical and mental development of the child. During this stage, the child learns fundamental laws of life, rules of behavior, norms, attitudes, values and roles appropriate to individuals as members of a particular culture. It is mainly influenced by the immediate family and friends. During this phase family, friends, teachers and peers take an active part in shaping the behavior of the individual.

**Figure 2.15. Types of socialization**

2. **Secondary socialization:** This process starts when the child begins to interact with other social environment than the family. This stage continues from childhood to the entire life of the individual. During this stage the individual personality is strengthened, a series of positions and roles acquired and integrated with various groups, organizations and institutions. Formal institutions take an active part in secondary socialization such as educational institutions, formal structures and professional organizations. The process of socialization is not achieved instantly but gradually influenced by factors such as family, school, peer group, work, religion, mass media, etc.
3. **Anticipatory socialization:** This form of socialization prepares the individual for future positions and roles. The individual ‘rehearses’ for future positions, occupations, and social relationships. This stage occurs anywhere between childhood and adulthood. During this phase the individual not only imbibes the group culture but also the culture of a group he expects to join in future. A definite style of communication is formed by the people from nearest surrounding. He begins to understand the nuances of building a relationship with the society in future. At this point the individual has essentially figured out the skills learnt, begins to apply them in society and actively use them which have by now become a habit.
4. **Developmental socialization:** It occurs during adulthood. By the end of the previous stages the individual would have acquired the necessary skills, developed the required attitude and established goals for future that have prepared him for the position which he is likely to hold as an adult. Now as an adult individual he is encountered with new roles and situations such as marriage, job, employment that will require new expectations and obligations. In this stage new learning combines with the old one to continue the process of developmental socialization. The individual develops social skills and focuses on reaching maximum heights of social development. He determines which skills he will need, which ones must be eliminated and which ones will be developed over a long time.
5. **Resocialization:** It is the process of learning new roles while discarding the previous ones. During this period, the individual discards habits developed over the past years and accepts new ones as a part of transition in one’s life. He refuses to follow the usual style of communication and building relationships with people. He now builds on a new model of behavior on which he will rely. Sometimes when an individual alters his group and becomes a part of the new group he abandons his old way of life. Such situations compel the individual to abandon the old values, norms and beliefs. To adjust to the new group, he learns the values, norms and beliefs of the new group. This process of learning a new way of life is called re-socialization.

**Figure 2.16. Agencies of socialization**

## Agencies of Socialization

During the socialization process an individual comes into contact with different groups, institutions and individuals from whom he learns a lot and socializes. Some of the important agencies of socialization are described below (**Figure 2.16**):

1. **Family:** Family is the first group that a child comes into contact with. It plays an outstanding role in the socialization process. It is an intimate group that is physically and emotionally close to the child. It is the center of the child's life as the infant is totally dependent on others. Family has informal control over its members. It uses both reward and punishment to imbibe what is socially required from a child. It teaches morals, cultural values and attitudes. Child learns language, speech, love, affection, co-operation, tolerance and sacrifice from family members. Family nurtures and moulds his character. It inculcates right attitudes, beliefs and values among individuals. Family thus continues to exercise influence on the individual throughout his life.
2. **School/educational institutions:** It is the second most important agency of socialization. Between the age of three and five the child enters a school. Educational institutions not only help the child in learning language and subject matter but also instill the concept of time, discipline, team work, co-operation and competition. The school uses reward and punishment methods to mould the character. At school the child's relationship with the teacher moves from nurture to performance of tasks and skills. The interaction with teachers and classmates at school is very important for the child's socialization. A school with healthy atmosphere, well planned system and adequate infrastructure plays an important role in molding the child as a good citizen.
3. **Peer group:** A peer group is a social group of friends and associates with similar age, interests and social positions. After family and school, peer group is the most important agency of socialization. Peer group are at the same stage of socialization and hence interact freely and spontaneously among each other. Individuals learn important lessons of life such as mutual co-operation, understanding, language, sharing, and sacrifice from their peer group. They reinforce behaviors that are stressed by parents and teachers. It is said that a person is known from the friends he keeps. This shows the importance of friends and peers in one's life.

Children form peer groups as early as first or second grade itself. The influence of peer group peaks during the adolescent period. During this period peer group influence is more than that of their parents. They are heavily influenced by their peers when it comes to dressing, hobbies, drug use, etc. Peer group provides social rewards like praise, attention and prestige to individuals.



4. **Religion:** It is another important authoritative agency of socialization. Being the earliest form of social institution religion has long influenced human life by drawing on the beliefs and patterns of behavior. Parental participation in religious activities is the most influential part of religious socialization. The child sees his parents going to a temple or a church and becoming a part of various religious ceremonies. Religious sermons and preaching shape the ideas of an individual and help develop philanthropic attitudes among the people thereby bringing social cohesion and solidarity. Religion not only exercises control over individual behavior but also socializes him from the very beginning by inculcating basic values as per the norms of the society. It continues to mould the beliefs, attitudes and personality of individuals in a society.
5. **The state/legal system:** As an authoritarian agency of socialization the state makes laws for the people and lays down the modes of conduct expected of them. These are not only meant to guide their conduct but also mould their personality. It is compulsory for the people to obey these laws failing which the state has a right to give out a punishment by legal means. It socializes the individual by developing the education system and prescribing the modes of behavior.
6. **Mass media:** It includes television, radio, films, newspaper, magazines, books, etc. Mass media reaches out to a large number of people without personal contact between sender and receiver. These are important socializing agents. They affect people's attitudes and opinions, and encourage specific values and behavior. These are instruments of social power which play a very important role in the socialization process of their viewers, readers and listeners. The values learnt from mass media are courage, dedication, loyalty, virtue, etc.

Every individual tries to adjust with its environment. If he is unable to adjust he becomes a social defiant and is made to fall in line by the efforts of the group of which he is a member. This process of adjustment is termed as socialization.

## SOCIAL CHANGE

Society does not remain the same but is constantly changing. It is an important law of nature which is accepted as inevitable. Social change refers to any significant alteration in human interactions, relationships, behavioral patterns, cultural values, norms, social institutions and structures. Social changes occur over time and are responsible for many changes in the society such as change in living conditions, attitudes and beliefs and often have long term effects. The effects of social change include industrial revolution, changes in social movements in civil rights, abolition of slavery and feminist movement.

### Meaning and Definition of Social Change

- Social change is the transformation of culture and social institutions over time.
- Social change refers to alterations or modifications in structure and functioning of society over a period of time.
- Social change refers to changes that occur in the structure and functioning of the social system such as change in social structures, institutions, roles performed by individuals, social relationships among people, pattern of social interactions, values and norms and functioning of different groups and institutions.
- Social change refers to an alteration in the social order of a society.

—**JJ Macionis**

- Social change refers to a process responsive to many types of changes. It includes changes in man-made conditions of life to changes in the attitudes and beliefs of men and to changes that go beyond the human control to the biological and physical nature of things.

—**Maclaver and Page**

- Social changes are variations from the accepted modes of life whether due to alternation in geographical conditions, in cultural equipment's composition of the population or ideologies whether brought about by diffusion or inventions within the group.

—Gillin and Gillin

- Social change is a term used to describe variations in or modifications of any aspect of social processes, social patterns, social interaction or social organization.

—ME Jones

## Nature of Social Change

- **Social change is universal:** No society is static as all societies are vulnerable to change. It occurs in all facets of society at all times and is spread over both time and space.
- **Social change is continuous:** Change is a continuous phenomenon and never ending. It occurs in social life each day. Individuals adapt to these changes.
- **Speed and rate of change is not uniform:** Social change though universal in nature, is either slow or rapid and may vary from place to place. This variation is related to various interrelated factors. The process of social change is much faster in modern times when compared to the ancient times. For example, in pre-industrial era the speed of social change was slow as compared to the industrial period. This was due to new modes of thinking, more innovations, discoveries and availability of mass media. A society isolated from other societies changes at a slow rate while that with adequate contact with other societies changes rapidly.
- **Social change may be natural or planned:** Social change may occur naturally or intentionally in a planned manner. For example, change in living style is natural but implementation of small family norm is planned. Minor changes that take place in the lives of individuals and small groups may not be considered as a social change. Social change is regarded as a collective and remarkable change that affects majority of the society or the group.
- **Follows a chain-reaction pattern:** Social change is contagious like an infectious disease. A change in one aspect of life may lead to a series of changes in its other aspects. For example, industrialization resulted in weakening of the domestic system of production such as the cottage industries. Establishment of large-scale industries provided ample opportunities for women to work in industries, become economically independent, and free themselves from bondage and control of men. This industrialization also resulted in urbanization, implementation of small family norms, rural urban migration, formation of new laws, norms and regulations. The chain of change went on till it affected the whole social life.
- **Definite prediction of social change is not possible:** Social change is largely unpredictable. It is difficult to make any prediction about the exact forms of social change due to interplay of innumerable number of uncontrolled variables in social change. A particular event may produce a certain effect at a definite point of time and a totally different effect at another point of time because of its interaction with varying conditions. This makes it quite difficult to have a definite prediction about the future change.
- **Social change may be due to interaction of various factors:** Social change takes place due to the interplay of multiple factors. Sociologist, M Ginsberg says social change is the consequence of a number of factors involved and not just a single specific factor. For example, industrialization occurred due to various factors such as unemployment, poverty, increased population, newer inventions, changes in the environment, etc.

## Factors Affecting Social Change

Several factors have been identified by sociologists that are responsible for social change. These are (**Figure 2.17**):

- **Biological factors:** Biological principles of natural selection and struggle for survival transform the society steadily and continuously. The quality of population is related to interplay of heredity and environmental factors.
- **Economic factors:** Man in his struggle for living and survival is involved in various economic activities such as production and distribution which result in beneficial outcomes. For example, green revolution expanded the rural economy thereby creating wealth and large amounts of disposal income with the public. This in turn brought many social changes in spending behavior, life style pattern, institutions and position of the world.
- **Environmental factors:** Environmental factors like climate change, floods, earthquake, drought and other natural calamities have a huge impact on economic and health status of the individual and society. These events transform the lifestyle of people and affect social relationships. Sometimes natural disasters cause large scale migration of people. All these factors play a major role in social change.
- **Psychological factors:** Innate psychological nature of the human being propels him to discover, innovate and explore new areas for novel experience. As a result most traditions, customs and values undergo a transformation invariably leading to social change. Attitudes and values of members in the society associated with the concept of change may either facilitate or hinder change. A traditional bound attitude hinders social change.

**Figure 2.17. Factors affecting social change**

- **Cultural factors:** Culture is a major cause for social change. Culture transforms constantly with new ideas and techniques and with modification and changing of old ways. Change occurs with adaptation in response to the environment. Changes in culture invariably lead to changes in social relationships. Technology alone cannot bring changes in society unless supported by favorable culture. Culture provides pace and direction to social change. Cultural factors vary from generation to generation as they bring about a change in the society.
- **Discoveries and inventions/technological factors:** Discoveries and inventions of material objects and non-material ideas serve as an important force for social change. Inventions in computer technology, medicine, surgery, mass

media and space have affected life styles, attitudes, values and behavior of individuals across societies. Inventions produce new objects, ideas and social patterns that bring modification in social life and cultural traits. For example, machines and equipment made our lives much easier, broke regional barriers by providing quick and easy modes of communication and conveyance. All these are regarded as significant factors in social change.

- **Conflicts, war and conquest:** No society is free from conflicts. Every social system has some degree of conflict of interest. Any effort to resolve its conflicts would result in some form of change. For example, unemployment, poverty, prostitution, beggary, etc., create social conflict. If these problems are tackled with the aid of societal laws or regulations it contributes to social change. In society much change has occurred as a result of wars. The winning society imposes a new political social and economic system on the losing society. This leads to social change.
- **Changes in population:** Changes in population such as birth rate, death rate and migration influence social change in a society. For example, population explosion influenced the introduction of the small family norm.
- **Political and ideological factors:** New religious ideas, philosophies and political ideas influence change. For example, the rise of Buddhism and communism influenced thought and human mind and changed their attitudes and values of life. Ideas like equality, liberty, communism, socialism and democracy, etc., became a powerful force for bringing social change.
- **Legislations:** Legal regulations play an important role in planned social change. For example, legislations against untouchability, child labor, child marriage, increasing the age of marriage, property rights of women are few measures which have brought radical changes in society.
- **Education:** It is one of the most powerful factors for social change. Education can transform the society by providing opportunities for newer experiences that allow an individual to adjust to the emerging needs of the changing society. Education provides right conditions and attitudes for social change.

## Aspects of Social Change

Social change involves harmonious blending of changes among various aspects of the society. These aspects include:

- **Economic aspects:** It includes changes in trade market, business, agriculture, and materialistic attitudes.
- **Political aspects:** It involves changes in political power and administration of the state.
- **Religious aspects:** It includes changes in religious institutions.
- **Moral aspects:** Changes in moral values, ideas, beliefs, etc.
- **Cultural aspects:** Changes in cultural values, traditions, customs, etc.
- **Science and technology aspects:** Changes in scientific discoveries and inventions.
- **Relationship aspects:** Changes in mode of socialization, social relationships and a basic change in personality structure of individuals.

## Process of Social Change

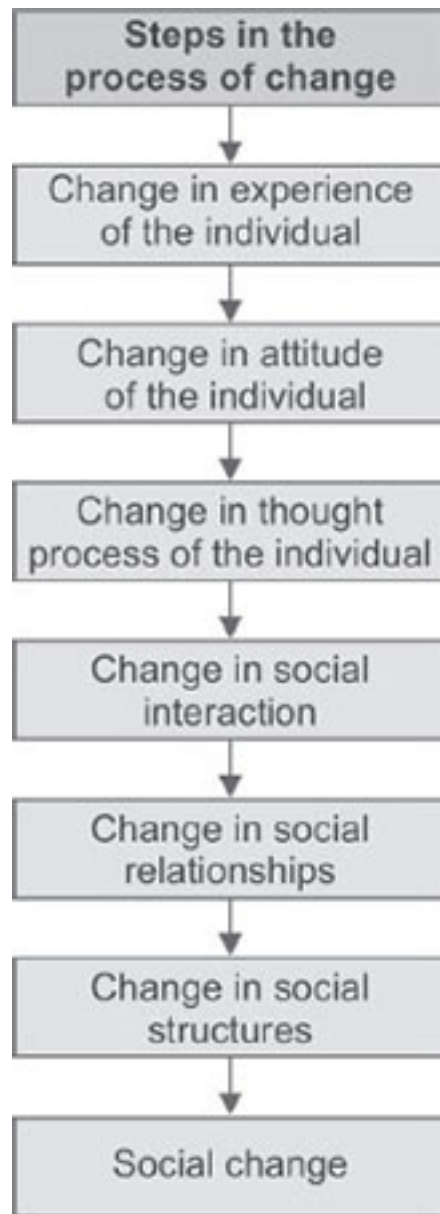
Social change in a society is essential for providing solutions to specific problems. On the other hand, social change may also come with social problems to that society. Social change may originate in any institution bringing about changes in other areas. This process of social change can be described as evolution, revolution, progress or development.

- **Social evolution:** Evolution is a form of systematic societal change. It is a sequence of interrelated changes in a system with a gradual transition from simple to complex. Evolution is associated with an inherent change not only

in size but also in structure. It is mostly an irreversible process and follows a unilinear direction. Social evolution involves adjustment in a step-by-step manner and is associated with social institutions, laws, norms, values and social structures. It transforms the current social life rather than replace it.

- **Revolution:** This form of change is sudden and abrupt. It brings about a quick and hurried change in the existing social order. It mostly aims at liberating people from an oppressive rule. It gets rid of the leading cause of discontentment thus putting an end to their social, cultural and economic suffering.
- **Progress:** It is a change in certain direction mostly towards a desired goal. Social change occurring in a desired direction is termed as progress. It is associated with both material and non-material prosperity. A change can be termed as progress only if it fulfills the desired aim.
- **Development:** It is a path of planned social change considered desirable by members of the society. It depends upon the socio-cultural background, geographical and political situation of the society. It is a value based concept which considers the socio-cultural and economic needs of a given society, region and people. It is contextual and relative in nature and varies from society to society. Development can happen in any field such as agriculture, health, education, technology, etc. Many programs are launched for the development of rural folk, farmers, weaker sections and the downtrodden.

The impact of a proposed change on the social system clearly depends on the type of change.

**Figure 2.18. Process of social change**

### Steps in Process of Social Change

Social changes occur over time. Various steps involved in the process of social change are presented in **Figure 2.18**.

- Initially the individual experiences a change due to discoveries, inventions or technology.
- The change may also happen through assimilation, acculturation or planned or guided change.
- Assimilation process involves a situation where two societies are in contact with each other with the weaker society being subsumed into the stronger one.
- Acculturation involves two societies having contact with cultures of each other converging over time leading to cultural homogeneity.

- Guided change occurs when community development programs initiate socio-cultural change.
- This experience influences his attitude and values of life.
- It acts as a powerful force to change his thought process. New inventions bring a transformation in the existing social life.
- Thought process encourages change in social interaction and social relationships.
- Ultimately a change in the social structure occurs through diffusion and transmission process.
- During the transitory period of social change old patterns of social life clash with newly emerging patterns creating a strain in social life. Newer elements gradually get fused into older patterns either by replacement or modification or transformation of old ones. The process of change becomes a synchronization of old and new that help the social structure to maintain itself. All these factors lead to social change.

Social change is brought about by a number of factors such as biological, economical, environmental, psychological, cultural, discoveries, inventions, technology, conflict, war, pollution, political, ideological, legislations and educational factors. The process of social change includes westernization, modernization, secularization, sanskritization and social mobility.

- **Westernization:** The British brought new technology, institutions, knowledge and beliefs to our country. All these produced long-lasting changes in the Indian culture which later on became the main source of social change in India. Sociologist MN Srinivas introduced the term 'Westernization' to explain changes that have taken place in the Indian society and culture due to western contact. Westernization refers to the blind imitation of the social ways and values prevailing in western countries. It means adoption of western values. Westernization in India can be observed in all fields of society viz. social, economic, political, cultural, religious and educational. Westernization impacted widening of modern education, education for all, abolition of sati system and slavery practices positively. Indians realized the worth of liberty and freedom.
- **Industrialization:** It is a process by which an economy is transformed from an agricultural one to the one based on industry and machine manufacturing of goods. Individual manual labor is replaced by mechanized mass production. Application of science and technology in industry led to introduction of novel ways of working and living. This led to wide spread use of chemical fertilizers, improved seeds, mechanical devices, pesticides, etc. Thus, industrialization in India is responsible for social change.
- **Modernization:** Modernization is the transformation of a traditional, rural, agricultural society to a secular, urban, industrial society. It brings desired changes in material as well as non-material culture including the way of life. It makes positive changes in the social, economic, industrial, technological, cultural, moral, religious and educational system. It also impacts on values, motivations, achievements and aspirations of the individual. Basically, it is a value change, significant institutional modification and improvement.
- **Secularization:** It is a process of cultural transition in which religious values are gradually replaced with non-religious values whereby religious thinking, practice and institutions lose social significance. Individuals within secular society may still practice a religion at an individual level. Decisions about religious matters are personal and family based. Religion does not have a large impact on society as a whole.
- **Sanskritization:** It is the process of upward mobility. In this process an individual belonging to a lower caste tries to augment his position in the caste hierarchy by practicing the customs, rituals, ideologies and way of life of the higher caste system. Lower castes try to imitate the life-styles of upper castes to raise their social status. Cultural mobility is very common in the Indian social system. Thus, a lower caste or scheduled tribe person follows the Brahminical style in his way of living. It could take a long period of time, sometimes a period of one or two generations. Sanskritization helped in the upliftment of weaker sections and their gaining secular power.
- **Social mobility:** It refers to the movement of individuals or groups in social positions over time. There is a shift in an individual's social status from one status to another. It may include changes in health status, literacy rate, educational status, etc. Social mobility can either be vertical or horizontal. In vertical mobility, movement of individuals or



groups can be either upward or downward from one socio-economic level to another. For example, changing a job or marriage. In horizontal mobility, movement of individuals or groups from one position to another is limited to the same social level. Social mobility happens over time and provides people with better standards of living and greater social interaction.

## SOCIAL CHANGE—ROLE OF A NURSE

- A nurse can play the role of change agent in improving the health aspects of individual, family and community at various health institutions and community.
- Nurses are responsible for the change that takes place in patients and community. Their interventions and communication trigger positive behavioral and attitudinal changes in patients.
- Nurse as an agent of social change can directly or indirectly effect the change process through intentional interventions into the life of the patients or community people.
- Nurse's role as a change agent is not limited to the hospital setting and their patients. In communities where communicable and non-communicable diseases are highly prevalent and people not aware of their role in maintenance of health or lack ideas on good health habits, the community health nurse can act as a change agent.
- Through health education and role modeling of healthy behavior nurses have the potential and opportunity to act as agents of change for their families, patients and communities. They also act as a role model by being healthy and practicing safe health habits.
- A nurse has the opportunity and responsibility to expand her role to assess and diagnose social health problems and offer interventions.
- A nurse can develop a conducive environment for planned change by overcoming resistance and organizing forces for positive growth.
- With an understanding of societal functioning and its impact on health, nurses can advocate for an impartial society to eradicate the social factors contributing to poor health and uneven distribution of services.
- A nurse can empower the patients to challenge their situation, improve wellbeing by modifying their life style and change the system responsible for causing health inequality.

## STRUCTURE AND CHARACTERISTICS OF RURAL, URBAN AND TRIBAL COMMUNITY

Community includes a group of people living within a geographical area and sharing basic conditions of common life. Community members are conscious of their unity and act collectively in an organized manner. The Indian society is broadly divided into rural, urban and tribal societies based on socio-economic characteristics and geographical locations. To understand the Indian society one is required to obtain knowledge on urban, rural and tribal societies. American Sociologist Louis Wirth first used the terms rural and urban communities.

### Characteristics of Rural Community

Villages are considered as rural communities. Some of the main characteristics of rural communities are as follows:

- **Low density population:** Villages are characterized by low density population as the number of people living in villages is few with most of them residing in their own farms.
- **Agricultural occupation (Agrarian society):** The main occupation of people in rural community is agriculture though a few people are engaged in non-agricultural activities.

- **Non-formal social interaction:** In rural areas, the social relations are predominantly personal, durable, sincere and informal. Social bonds are based on close personal ties of kinship and friendship.
- **Live in natural environment:** People in rural areas are close to nature. They live and work in a natural environment.
- **Less social mobility:** Social mobility is low. Very rarely do they change their place of residence and profession.
- **Simple division of labor:** In a rural community the number of professions is limited with agriculture being the dominant profession. It is characterized by simple division of labor and very little specialization of functions.
- **Caste as social stratification:** Rural communities are stratified more on caste and less on class basis.
- **Homogeneity:** Social life in rural areas is simple due to similar social conditions, common occupation and common lifestyle. Rural communities are more homogeneous in nature.
- **Mechanical solidarity:** Solidarity exists in rural areas as people lead a similar and organized social life. Solidarity in rural community is mechanical. It is characterized by homogeneity of values and behavior, strong social constraint and loyalty to traditions and kinship.
- **Joint families:** In rural areas individuals mostly reside in joint families.
- **Informal means of social control:** Informal means of social control such as traditions, norms, values are used to control the behavior of people.

## Institutional Structures in Rural Community

Institutional structures refer to organizations with policies, programs and administrative powers. They affect the life of local communities in various ways. Institutional structures can be classified into three types:

1. **Governmental organizations:** Various state government departments such as health, revenue, forest, irrigation, public works and general administration and autonomous organizations like electricity boards, police departments exercise direct control and take all decisions related to working conditions of rural community.
2. **Non-Governmental organizations:** Most villages may have Mahila Mandals and committees for managing the affairs of local activities.
3. **Statutory and public institutions:** Co-operative organizations like Gram panchayat and Gram sabha are involved in agricultural processing and marketing. Milk co-operative societies have been set up in many rural areas. National Bank for Agriculture and Rural Development and Regional Rural Banks have been set up for providing a greater impetus for bank activities in rural areas.

## Major Health Problems Among Rural Community

Rural people in India have their own beliefs and practices regarding health. They practice magico-religious practices and traditional medicine systems in contrast to allopathy medicine. Some of the main causes for health problems among rural community are:

- **Living in unhygienic conditions:** Poor sanitation and waste disposable facilities, lack of safe drinking water, use of pesticides produce a resistant strain of malaria.
- **Lack of health facilities:** Inaccessibility of healthcare facilities, under developed transportation, non-availability of qualified medical practitioners, lack of proper health education, etc.
- **Faulty health practices:** High influence of cultural and social norms related to health and nutritional status, faulty feeding habits, practicing indigenous medicine and magical practices for treatment, etc.

- **Other causes:** Poverty, illiteracy, ignorance, lack of transportation, faulty health habits (substance abuse), lack of health insurance, greater exposure to environmental hazards such as chemicals used for farming, declining population, economic stagnation, disproportionate number of elderly, adverse weather conditions, epidemics, etc.
- **Causes for maternal mortality:** Poor nutrition status, early marriage and early pregnancy, low hemoglobin levels, deliveries conducted by untrained traditional birth attenders, fewer or no antenatal check-ups.

Major health problems among rural community can be classified into communicable and non-communicable diseases:

- **Communicable diseases:** Majority of rural deaths are caused due to infectious and communicable diseases. These include diarrhea, cholera, amoebiasis, typhoid fever, hepatitis, worm infestations, tuberculosis, whooping cough, pneumonia, measles, malaria, filariasis, skin and zoonotic diseases, etc.
- **Non-communicable diseases:** Non-communicable diseases prevalent among rural people are mostly due to protein energy malnutrition, anemia, vitamin A deficiency and iodine deficiency, agricultural and environmental related injuries and diseases such as mechanical accidents, pesticide poisoning, snake, dog and insect bites, addiction problems, hypertension and heart ailments, etc.

Healthcare infrastructure in rural area comprises of sub-centers, primary health centers (PHC) and community health centers. A sub-center with one male and female healthcare provider is located for every 5,000 population. Primary health center is a referral unit for 6 sub-centers with 4 to 6 beds. One PHC is located for every 30,000 population with a medical officer, qualified nurses and paramedical staff providing the services. Community health center (CHC) is a 30 bedded hospital with specialized services. One CHC is located for a population of every 1.20 lakh population.

## Characteristics of Urban Community

Cities and towns of India make up the urban communities with about 31% of the total population. The main characteristics of urban community are as follows:

- **High density population:** With more number of people moving to towns and cities population density is increasing in the urban community. Urban areas are overcrowded and continuously expanding.
- **Non-agricultural occupation:** Most of the occupations in urban areas are mostly associated with industries, manufacturing, trade, transportation of goods, commerce service, etc. Working individuals are engaged in full time jobs who normally leave home in the morning and come back only in the evening. As greater numbers of people are migrating to urban societies there is not enough work for all. This has led to an increase in unemployment in urban communities.
- **Formal social interactions:** Urban social life relations are short-lived/transitory, impersonal, formal, casual, reciprocal, superficial and usually practical. The feeling of oneness is missing as individuals normally remain occupied with their own lives.
- **Manmade environment:** Urban areas are surrounded more by manmade environment and are isolated from nature.
- **High social mobility:** The rate of social mobility is higher in urban areas. Due to expansion of education, technology and industry people keep changing their professions, residences and social life.
- **Complex division of labor:** Due to diverse social conditions the urban community has a large number of professional activities.
- **Class as social stratification:** The basis of urban life is class rather than caste and social class depends on economic status.
- **Heterogeneity:** Cultural heterogeneity is commonly found due to migration of large number of people to urban areas. It refers to people of diverse nature with different races, castes, professions, classes and political parties living together.

- **Organic solidarity (cohesiveness):** Based on complexity in social life, solidarity in urban community can be treated as being organic. It is characterized by heterogeneity of values, complex division of labor, diversity in occupation and roles.
- **Nuclear families:** In urban areas, individuals mostly reside in nuclear families and family disintegration is considered an important feature.
- **Formal means of social control:** In urban societies formal means of social control such as law, legislations and policies are necessary to control the behavior of people.

## Institutional Structures in Urban Community

Urban communities witness a wide variety of organizations as compared to rural communities. This is because urban areas are a hub for industries. Institutional structures can be classified into three types:

1. **Governmental organizations:** A number of governmental organizations undertake urban community functions. These include revenue department, general administration, town planning, industries, etc.
2. **Non-governmental organizations:** Urban communities have a number of non-governmental organizations such as the chambers of commerce, merchant association, religious bodies, social organizations, student organizations, women's group, etc. These play an important role in urban setting. Political parties and social work organizations are other notable organizations in urban communities.
3. **Statutory and public structures:** The most important structures are municipality, co-operative societies and credit co-operative bodies that play a role in the urban setting.

## Differences Between Rural and Urban Communities

Wirth (1938) distinguished urban and rural society based on three basic characteristics. These are population size, density and heterogeneity. Major differences between rural and urban communities are presented in **Table 2.8**.

**Table 2.8. Differences between rural and urban community**

Rural community	Urban community
Low density population	High density population
Agricultural occupation	Non-agricultural occupation
Non-formal social interaction	Formal social interactions
Live in natural environment	Live in manmade environment
Less social mobility	High social mobility
Simple division of labor	Complex division of labor
Caste as social stratification	Class as social stratification
Homogeneity	Heterogeneity
Mechanical solidarity	Organic solidarity
Joint families	Nuclear families
Informal means of social control	Formal means of social control

## Major Health Problems Among Urban Community

The urban population in India is increasing rapidly. The health condition of this population is worse than those in rural areas. Main reasons for poor health among urban populations are:

- **Rapid urbanization:** Due to rapid urbanization a great number of people migrate to cities. As these migrants do not get a respectable place to stay, they generally settle down as clusters in cities. These clusters grow into slums.
- **Increased slums:** In slums the living conditions are very poor. Acute water storage, poor water supply, poor sanitation, poor waste management, under provision of public open spaces for recreation and exercises, poorly constructed houses, overcrowding, etc. lead to deterioration of their condition from bad to worse with passage of time. Many communicable diseases spread faster in slums due to the dense population in cities.
- **Fast paced life style:** The current life style in cities is fast paced with sedentary jobs, stressful environments and unhealthy food habits. These factors predispose to non-communicable diseases.
- **Stress and frustration:** In cities personal relations and primary group have broken down. It causes tremendous mental pressure and tension. This leads to psychological problems such as suicide, anxiety disorders and other mental illnesses. Odd hours of work lead to a stressful environment and unhealthy food habits.
- **Other causes:** Crowded roads, extreme weather events such as heat waves, storms and floods

The health problem in urban community can be broadly classified into:

1. **Diseases primarily related to slums:** Water born, vector born and air pollution related diseases such as diarrheal diseases, acute respiratory diseases, tuberculosis, dengue, HIV and sexually transmitted diseases.
2. **Diseases primarily related to sedentary life style:** Diabetes, hypertension, cancer, obesity, heart diseases. Work stress, unhealthy life style and polluted food intake lead to various kinds of cancer.
3. **Diseases related to odd hours of work:** Any job with odd working hours leads to stressful environment, mental health disorders and substance abuse.
4. **Other diseases:** Road traffic accidents, injury and violence.

Healthcare infrastructure in urban areas consists of community health centers and primary health centers. Urban community health centers (UCHC) are set up as a referral facility for every 4 to 5 urban PHCs. These are set up for every 2.50 lakh population and for every 5 lakh population in metros with 100 beds. Primary health centers are set up for every 50,000 population. U-CHCs provide primary healthcare facilities and inpatient services.

## Characteristics of Tribal Community

A tribe is a group of people usually living in a hilly forest or well demarcated areas. They are absolutely illiterate, usually dark and weak, engage in hunting, occupy a common general territory, whose marriages always take place among themselves, speak a common language and practice a common culture as a tribe. The tribal community in India is known as Scheduled Tribe or ST under Article 366(25) of the Constitution of India. In India there are 212 tribes spread over 14 states.

A tribe is a group people in a primitive or barbarous stage of development acknowledging the authority of a chief and usually regarding themselves as having a common ancestor.

### —Oxford Dictionary

According to TB Naik following are the features of a tribe:

- Should have least functional interdependence within the community
- Should be economically backward
- Members of the tribe should be comparatively isolated geographically
- Have a common dialect

- Be politically unorganized with community panchayat being influential
- Have its own customary laws.

## Characteristics

- **Locality:** A tribe is a regional community living in a hilly or forest area. It has a definite geographical territory that is relatively isolated or semi-isolated compared to other social groups. For example, Sema Naga reside in Nagaland, Khasa live in Assam, Soligas in Mysore, Bhils in Madhya Pradesh, etc.
- **Occupation:** Tribes practice hunting, gathering, animal husbandry and crop cultivation.
- **Culture:** Cultural homogeneity is the main characteristic of tribal community. They have their own culture, folklore, belief system and language. However, they do not have a script of their own. Members of the tribe speak a common language which generates a sense of communal unity among them. It sets them apart from other tribes.
- **Religion:** They have their own religion and deities (Gods and Goddesses). Their forms of religion are animism, animatism, totemism and naturism. Animism is worshiping the soul or ancestors; animatism is worshiping any non-living body such as stone or wood; Totemism is worshiping a tree or animal; naturism is worshiping natural objects like river, sun, moon, etc.
- **Economy:** Their economy is dependent on barter exchange as they lack a monetary economy. They are economically self-sufficient and satisfied with meeting their present needs without a worry of their future requirements.
- **Political system:** Each tribe has its own political organization that maintains harmony. They manage their law-and-order system through family and kinship ties. Earlier they had a stateless political system without any tribal chief. Later on, the state system came into existence with a chief being nominated or elected who negotiated with the political power of the state. Today they have become a part of the local administration.
- **Relationships:** Tribal societies are simple societies as their relationships are primarily based on family and kinship ties. They have a strong ethnic identity with a sense of belongingness to their own community. The major cause of sense of belongingness in the tribe is the tie of blood relationship between its members arising out of common ancestry. Kinship bonds play an important role in tribal organization.

## Institutional Structures in Tribal Community

Tribals do not possess any form of government, court or a judicial system. However, each tribe has its own political system. The tribal chief exercises an authority over the members with chieftainship normally being hereditary. For example, Santhai an advanced tribe has a village council, the members of which are democratically elected.

The Panchayat Raj system, co-operative bodies, educational institutions and market structures are now slowly being formed in tribal areas. In many tribal areas social work organizations and NGOs have made important contributions in the field of education and health.

## Major Health Problems Among Tribal Community

Tribals follow traditional healthcare system. Herbs, plants, flowers, seeds, animals and other naturally available substances are the major basis of treatment. Their medical practice has a touch of religion, faith, supernatural and magic. Many customs, beliefs, traditions, values and practices are connected with health and disease. In most of the tribal communities there is a wealth of folklore associated with health beliefs.

Tribal communities are highly disease prone due to the following reasons:

- **Live in unhygienic conditions:** Poor sanitation and waste disposable facilities, lack of safe drinking water.

- **Lack of health facilities:** Inaccessibility of basic health care facilities, under developed transportation, non-availability of qualified medical practitioners, lack of proper health education, etc.
- **Faulty health practices:** Irrational beliefs related to health and nutritional status, faulty feeding habits, practicing indigenous medicine and magical practices for treatment, etc.
- **Other causes:** Poverty, illiteracy, ignorance, lack of transportation, faulty health habits such as extensive consumption of country brewed liquor, uncontrolled drinking at social and religious functions, etc.
- **Causes for maternal mortality:** Poor nutrition status, low hemoglobin levels, unhygienic and rude practices of parturition (birthing).

Health problems among the tribal community can be classified into communicable diseases, non-communicable diseases and genetic disorders.

- **Communicable diseases:** Communicable diseases prevalent among the tribals include tuberculosis, hepatitis, sexually transmitted diseases, malaria, filariasis, diarrhea, dysentery, jaundice, parasitic infestation, viral and fungal infections, conjunctivitis, scabies, measles, Whooping cough, skin diseases, tetanus, leprosy, HIV/AIDS, etc.
- **Non-communicable diseases:** Non-communicable diseases prevalent among the tribals include cirrhosis of liver (due to excessive drinking of country made alcohol), hypertension, chronic respiratory diseases (due to excessive smoking), oral cancer (due to regular betel nut chewing), nutritional disorders such as malnutrition, anemia, goiter, avitaminosis, etc. accidents, animal bites, etc.
- **Genetic disorders:** Common genetic disorders among Indian tribals include sickle cell anemia, thalassemia, glucose-6-phosphate dehydrogenase (G6PD), night blindness, etc.

## Healthcare Facilities for Tribals

Primary healthcare infrastructure provides first level of contact between the population and healthcare providers. It is through this primary healthcare system that all health and family welfare programs are implemented. It provides integrated promotive, preventive, curative and rehabilitative services to the tribal populations. Despite tremendous advancement in the field of preventive and curative medicine, healthcare delivery services in tribal communities are still very poor.

# IMPORTANCE OF SOCIAL STRUCTURE IN NURSING PROFESSION

- Nursing is focused on caring patients, their families and whole community to maintain optimal health. The core of nursing profession is to take care of people not only when they are ill but also when they are healthy.
- Today community involvement is getting due attention as life-style changes continue to play a significant role in morbidity and mortality even before the occurrence of illness.
- In the present-day society, social factors are becoming a major concern influencing human health.
- As nurses of 21st century, they have duties and responsibilities to maintain a dynamic balance with the ever-changing needs of the health of our society.
- To maintain abreast with these societal needs, professional nurses must understand the concept of society.
- Since nurses are working in a community they have to understand the societal needs and related human organizations such as community, association and organizations where they are working.

- According to Porter's 'the activity of nursing inevitably involves the social interaction of human individuals. As a consequence, if nurses are to do their job properly, they require an understanding of the nature of those interactions, and of the context in which they take place. In other words, they require knowledge of sociology'.
- Health is determined by biological, psychological and social factors. Nurses therefore need to understand the social determinants of health.
- In the context of sociology, nurses study not only a person in general but his existing world such as social environment, communities, social relationships and social interactions. It allows nurses to understand the patient, circumstances of his existence and his reaction to the surrounding environment and reality. An understanding of the cultural and social factors allows them to get acquainted with the subjective experiences of patients. This new knowledge helps a nurse to open new opportunities in patient care.
- The knowledge of sociology has a positive influence on nurse's cognizance:
  - It allows them to deal with people, understand mechanisms of society and make horizons of the problem perception wider.
  - It provides the nurse a better sense of empathy towards the patient, understand aspects like lack of social mobility, poor social class, etc.
  - It helps to gain knowledge on people groups, their customs and relationships thus facilitating comprehensive care.
  - it helps to understand communities where their future patient's live in, making nursing practice more effective.
  - It also helps to provide a basis for understanding human behavior as people are a product of their society and environment.
- This understanding provides a basis for tailoring communication skills with patients and other healthcare professionals.
- With the nurses performing the role of educators and administrators, a background in social science can facilitate a conceptual understanding of the place and profession within a broader context.

### **Review Questions**

#### **Long Essays**

1. Define society. Describe characteristics and types of society.
2. Define society. Write a brief note on agricultural society.
3. Define community. Describe basic elements of community.
4. List the basic elements of association. Differentiate between society and association.
5. Write meaning of institution. Explain characteristics and functions of institution.
6. Define personal disorganization and list the causes of personal disorganization. Explain societal factors responsible for personal disorganization in detail.
7. What is the meaning of social group? Describe characteristics and functions of primary and secondary groups.
8. What are the forms of social process? Explain in detail associative social processes.
9. What are the characteristics of co-operation? Describe types of co-operation and importance of co-operation in social process.



10. Describe various forms of competition and enumerate positive and negative functions of competition.
11. Define conflict. List the characteristics of conflict. Explain positive and negative effects of conflict.
12. Define socialization. Describe characteristics and importance of socialization.
13. What is social change? Enumerate process of social change with steps.
14. What is the meaning of rural community? Explain characteristics of rural community. Describe major health problems among rural community.
15. What is the meaning of urban community? Explain characteristics of urban community. Describe major health problems among urban community.
16. What is the meaning of tribal community? Explain characteristics of tribal community. Describe major health problems among the tribal community.

### **Short Essays**

1. What are the characteristics of society?
2. Explain various types of societies.
3. Write a brief note on agricultural society.
4. Describe industrial societies.
5. Enumerate basic elements of community.
6. Differentiate between society and community.
7. Describe basic elements of association.
8. Differentiate between society and association.
9. Differentiate between community and association.
10. Explain characteristics of institution.
11. List the various types of institutions. Explain Sumner classification of institutions.
12. Narrate functions of institutions.
13. List the differences between institution and association.
14. Explain relationship between individual and society.
15. Describe forms and stages of personal disorganization.
16. List the various classifications of social groups. Explain vertical and horizontal groups.
17. List dissociative social processes. Explain conflict in detail.
18. Differentiate between primary and secondary groups.
19. What are the characteristics of assimilation?
20. Explain the conducive and hindering factors for assimilation.
21. Enumerate most important forms of accommodation.

22. Define isolation. List the causes and effects of social isolation.

23. Explain in detail the process of socialization.

24. Enumerate types of socialization.

25. Describe various agencies of socialization.

26. What is social change? Enumerate nature of social change.

27. Explain factors affecting social change.

28. Social change and role of a nurse.

29. Nurse as an agent of social change –explain.

30. Narrate differences between rural and urban community.

31. Importance of social structure in nursing profession.

### **Short Answers**

1. Define society

2. Define community

3. List the elements of community

4. Meaning of association

5. Meaning of institution

6. Meaning of personal disorganization

7. Definition of social group

8. List the characteristics of social groups

9. Meaning of social processes

10. Co-operation

11. Accommodation

12. Importance of accommodation

13. List most important forms of accommodation

14. Assimilation

15. Competition

16. Types of conflict

### **Multiple Choice Questions**

1. The term society refers to:

- a. Group of people living in a particular region
- b. Web of social relationships

- c. Group people sharing common customs
  - d. All of the above
2. Society is the total social heritage of folkways, mores, institutions, habits, sentiments and ideas. This is a \_\_\_\_\_ view of society.
- a. Structural
  - b. Cultural
  - c. Functional
  - d. Interactional
3. There are two types of definitions for a society. These are:
- a. Structural and interactional
  - b. Functional and structural
  - c. Evolutionary and diffusive
  - d. Structural and evolutionary
4. Which of the following sociologists gave the structural view of society?
- a. Cooley
  - b. Giddings
  - c. Maclver
  - d. Lapiere
5. Which of the following sociologist gave the functional view of society?
- a. Cooley
  - b. Giddings
  - c. Maclver
  - d. Lapiere
6. Who defined society as a web of social relationships?
- a. Cooley
  - b. Maclver
  - c. Parsons
  - d. Leacock
7. Find the incorrect match:
- a. Giddings—structural view of society

- b. Maclver—society is a web of social relationships
  - c. Cooley—functional view of society
  - d. Lapiere—society is the total heritage of folkways, institutions, habits, etc.
8. In which of the following societies were animals a major source of food and a means of transportation?
- a. Pastoral societies
  - b. Horticultural societies
  - c. Agricultural societies
  - d. Industrial societies
9. What are the two main elements of community?
- a. Reside in a definite locality and have the ‘we-feeling’
  - b. Reside in a definite locality and carry out the same occupation
  - c. Reside in a definite locality and belong to the same caste
  - d. Reside in a definite locality and share similar customs
10. Which of the following is an element of difference between community and society?
- a. Group of people
  - b. We-feeling
  - c. Mutual interaction
  - d. Likeness in their needs
11. Which of the following is created by people for a specific goal/objective?
- a. Society
  - b. Community
  - c. Association
  - d. Institution
12. Which of the following is an example of an association?
- a. Ladies club
  - b. Indian society of psychiatric nurses
  - c. The Brahmin caste
  - d. Group of individuals living in a particular area
13. Which of the following has territorial basis?

- a. Society
- b. Community
- c. Association
- d. Group

14. Which of the following is an example of primary institution?

- a. Family
- b. Hospital
- c. Prison
- d. Legal system

15. Which of the following is an example of vertical social group?

- a. Doctors' group
- b. Engineers' group
- c. Nurses' group
- d. Religious group

16. Which of the following is an example of secondary group?

- a. Family
- b. Friends
- c. Peers
- d. Neighbors

17. Which of the following is a goal oriented social process where individuals work unitedly to achieve common goals?

- a. Competition
- b. Conflict
- c. Differentiation
- d. Co-operation

18. Which of the following is a process of adjusting oneself to the new environment?

- a. Co-operation
- b. Assimilation
- c. Accommodation
- d. Contravention

19. Which of the following is a process by which individuals belonging to different cultures are united into one?

- a. Co-operation
- b. Assimilation
- c. Accommodation
- d. Contravention

20. Which of the following situations gives rise to competition?

- a. When there is an insufficient supply of goods
- b. When persons or groups lose communication
- c. When two or more cultures fuse into single culture
- d. When an individual adjusts to new environment

21. Which of the following is a non-associative social process?

- a. Co-operation
- b. Assimilation
- c. Accommodation
- d. Conflict

22. Socialization is a process of:

- a. Acquiring values, beliefs and expectations
- b. Socializing with friends
- c. Assimilation and accommodation
- d. Learning to critique the culture of a society

23. The process of socialization does not include:

- a. Acquiring values and beliefs
- b. Genetic transmission
- c. Learning the customs and norms of a culture
- d. Acquiring skills

24. \_\_\_\_\_ is a process by which individuals learn to conform to the norms of the group

- a. Integration
- b. Socialization
- c. Conformity
- d. Assimilation

25.Socialization is a matter of:

- a. Learning
- b. Biological inheritance
- c. Division of labor
- d. Process of adjustment

26.Social order is maintained largely by:

- a. Division of labor
- b. Law
- c. Socialization
- d. State rules

27.The most important agent of socialization in early childhood is:

- a. Mass media
- b. Peer group
- c. Family
- d. Pre-school

28.Process of socialization that takes place at school is:

- a. Secondary socialization
- b. Primary socialization
- c. Personality development
- d. Education

29.Which of the following refers to alterations in structure and functioning of society over a period of time?

- a. Social control
- b. Socialization
- c. Social change
- d. Social disorganization

30.Which of the following denotes Westernization?

- a. Process by which economy is transformed
- b. Process of blindly imitating the social ways prevailing in western countries
- c. Process by which the traditional societies transform to an urban society
- d. Process by which cultural transition occurs

31. Which of the following denotes industrialization?

- a. Process by which economy is transformed
- b. Process of blindly imitating the social ways prevailing in western countries
- c. Process by which traditional societies transform to an urban society
- d. Process by which cultural transition occurs

32. Which of the following denotes modernization?

- a. Process by which economy is transformed
- b. Process of blindly imitating the social ways prevailing in western countries
- c. Process by which traditional societies transform to an urban society
- d. Process by which cultural transition occurs

33. Which of the following denotes Secularization?

- a. Process by which economy is transformed
- b. Process of blindly imitating the social ways prevailing in western countries
- c. Process by which traditional societies transform to an urban society
- d. Process by which cultural transition occurs

34. Which of the following denotes Sanskritization?

- a. Process by which economy is transformed
- b. Process of blindly imitating the social ways prevailing in western countries
- c. Process by which traditional societies transform to an urban society
- d. Process by which an individual belonging to a lower caste tries to imitate the life style of upper castes

35. Rural areas are dominated by which of the following occupations?

- a. Agricultural
- b. Industrial
- c. Professional
- d. Technical

36. Which of the following systems is prevalent in Indian villages?

- a. Caste system
- b. Class system
- c. Estate system
- d. Race system



37. Tribal communities mostly reside in which of the following areas?

- a. Urban areas
- b. Rural areas
- c. Hilly areas
- d. Semi-urban areas

38. Which of the following occupations are more prevalent in urban societies?

- a. Agricultural based
- b. Non-agricultural based
- c. Caste based
- d. Priestly based

39. Which of the following is the important feature of rural societies?

- a. Personal contact
- b. Anonymity
- c. Kinship
- d. Class contact

40. Urban societies have \_\_\_\_\_ economy.

- a. Monetary
- b. Agricultural
- c. Barter
- d. Exchange

41. Where can you find low density population?

- a. Urban societies
- b. Semi-urban societies
- c. Rural societies
- d. Corporate societies

42. Magico-religious health practices are common in:

- a. Urban societies
- b. Semi-urban societies
- c. Rural societies
- d. Corporate societies

43. Which of the following is not a characteristic of tribal society?

- a. Common territory
- b. Sense of unity
- c. Exogamous
- d. Common culture

44. Accommodation is essentially a process of:

- a. Adjustment
- b. Co-operation
- c. Group formation
- d. Competition

45. A characteristic feature of rural community is:

- a. Formal relationships
- b. Rational thinking
- c. Community sentiment
- d. Vast number of associations

**ANSWER KEY**

1. d	2. c	3. b	4. b	5. a	6. b	7. d	8. a	9. a	10. b
11. c	12. b	13. b	14. a	15. d	16. d	17. d	18. c	19. b	20. a
21. d	22. a	23. b	24. b	25. a	26. c	27. c	28. a	29. c	30. b
31. a	32. c	33. d	34. d	35. a	36. a	37. c	38. b	39. a	40. a
41. c	42.	43. c	44. a	45. a					

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# Chapter 3. Culture

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The term ‘culture’ is derived from a French term which in turn is derived from the Latin word ‘colere’ meaning ‘to tend to the earth and grow, or cultivation and nurture’. Culture can therefore be understood as a man-made environment with people living in the society evolving their way of life overtime. For example, Indian culture, European culture, etc.

Culture is the entire way of life for a group of people. It is one of the most important concepts within sociology and plays an important role in our social lives. It includes totality of socially transmitted behavior patterns, values, knowledge, language, traditions, rituals, religious ceremonies, techniques, skills, tools, objects, art, institutions, dressing and eating pattern, marriage customs, family life, social habits, and pattern of work and so on. Culture is associated with norms, values and traditions, learned and shared within social groups and transmitted by non-genetic means from one generation to the other. Culture forms social relationships, maintains social order, shapes our everyday actions and

experiences in the society. It is the center of society without which no society can exist. Humans in turn use culture to adapt and transform the world they live in.

## Meaning and Definition

- Culture is the pattern of learned and shared behaviors, beliefs, norms, practices of a particular social or ethnic group.
- Culture is a cultivated behavior which is socially transmitted.
- Culture is the characteristic and knowledge of a particular group of people, encompassing language, religion, cuisine, social habits, music and art.
- Culture is a collective human belief with a structured stage of civilization that can be specific to a nation or time period.
- Culture is the totality of socially transmitting behavior patterns, arts, beliefs, values, customs, lifestyles and all other products of human work and thought characteristics of a population of people that guide their worldview and decision making.

### —Purnell and Paulanka (2003)

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

### —Edward B Taylor

- Culture is the complex whole that consists of everything we think and do and have as a member of society.

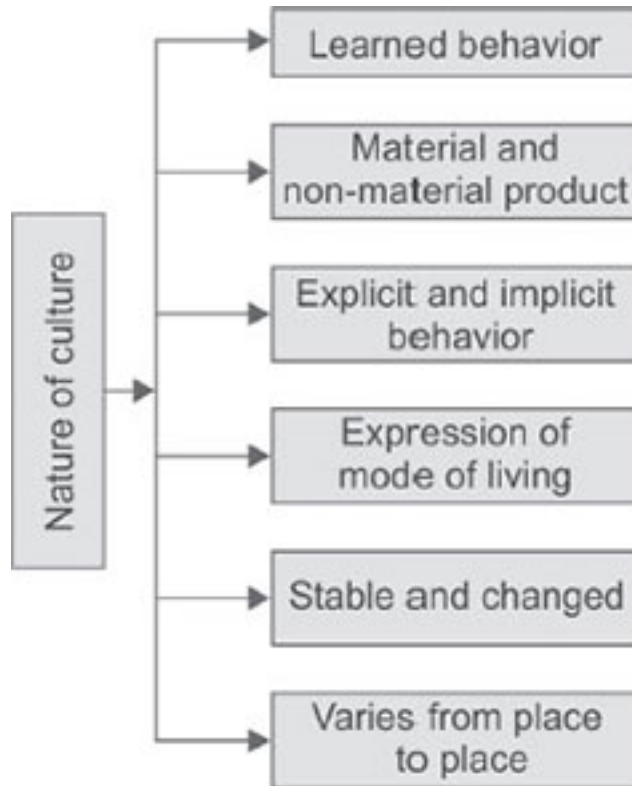
### —Robert Bierstedt

## NATURE OF CULTURE

Nature of culture can be discussed as under (**Figure 3.1**):

- **Learned behavior:** Culture includes learned behavior of a group of people that are generally considered to be a tradition of that people and are transmitted from one generation to next generation.
- **Material and non-material product:** Culture includes both material and non-material products of group life. Material culture includes objects that are related to the physical aspect of our life such as clothes, food items, tools, buildings, household goods, etc. Non-material culture refers to non-physical aspects such as ideas, ideals, language, beliefs, attitudes, values, thoughts, etc.
- **Explicit and implicit behavior:** Culture consists of explicit (explained and described) and implicit (unable to explain) patterns of behavior acquired by human beings.
- **Expression of mode of living:** Culture is the expression of our nature in our modes of living and thinking. It may be seen in our literature, in religious practices, in recreation and enjoyment.
- **Stable and changed:** Some cultural practices are stable and passed through generations without any change. Some cultural practices are changed through innovations or by adapting to new situations.
- **Varies from place to place:** Culture varies from place to place and country to country. Its development is based on the historical process operating in a local, regional or national context.

**Figure 3.1. Nature of culture**



**Figure 3.2. Characteristics of culture**



## CHARACTERISTICS OF CULTURE

Some of the important characteristics of culture are (Figure 3.2):

- **Culture is social:** Culture is a societal product and not an individual phenomenon. It originates and develops through social interaction and shared by members of the society. Individuals acquire cultural knowledge through socialization.
- **Culture has common beliefs and practices:** Members of a culture share the same beliefs, traditions, customs and practices as long as they continue to be adaptive and satisfy member's needs. Individuals are expected to follow an ideal pattern of behavior so as to gain social acceptance from people within the same culture.
- **Culture is learned:** Culture is not inherited biologically but learnt socially by an individual in the society. Individuals learn culture from family members, group and the society they live in. Learning occurs through life experiences and sharing with other members of the same culture.
- **Culture is shared:** Culture in a sociological sense is shared, believed or practiced among members of the society. Cultural norms are shared through teaching and social interactions. For example, customs, traditions, beliefs, ideas, values, moral, etc.
- **Culture is transmitted:** Culture is the totality of socially transmitting behavior patterns. Cultural values, beliefs and traditions are transmitted not through genes but by means of language from one generation to the other either formally through school or literature or informally through family. It is a one-way system in which family members pass on cultural traits to their children and so on. This process of receiving information about our culture or society is called enculturation.
- **Culture is continuous and cumulative:** Culture exists as a continuous process adding new cultural traits to it constantly. As cultural practices are transmitted from one generation to the next, more and more knowledge is added to it. Each individual in the society may add to new knowledge by figuring out solutions to existing problems. It is an ongoing process as culture evolves with time.
- **Culture varies from society to society:** Culture is not uniform in all societies. It differs with place, time, community and race. Culture demonstrates the variety that exists among groups and among members of a particular group. For example, each society has its own customs, traditions, practices and beliefs.
- **Culture provides identity:** Culture provides identity to its members through established values and shared beliefs. This identity provides a feeling of belonging and security.
- **Culture gratifies the needs of the individual:** Culture provides opportunities for satisfying the needs of an individual.
- **Culture is dynamic and adaptive:** Though culture is relatively stable, it is not altogether static. It changes over time but at different rates. Some cultural practices change when culture comes into contact with other cultures or through innovation or adaptation to new situations. Culture transforms constantly with new ideas and techniques and with modification and changing of old ways. Change occurs with adaptation in response to the environment.

## TYPES OF CULTURE

Social scientists have categorized culture into two types: material and non-material (**Table 3.1**).

1. **Material culture:** Material culture refers to manmade objects created by a society that are related to physical aspects of our life. It is concerned with the external, mechanical and utilization of objects such as tools, clothes, food items, furniture, buildings, roads, banks, parliament, currency system, etc. All these material culture helps to define its members' behavior and perceptions.
2. **Non-material culture:** These are intangible outcomes of culture. It comprises of non-physical aspects which we cannot touch, feel, taste or hold. These include words people use, language they speak, beliefs they hold, habits they have, rituals and practices they follow. It also includes our way of thinking, feeling and acting. It is easier to change the material culture of any society than the non-material part. Every culture is a product of interaction between its material and non-material aspects.

**Table 3.1. Types of culture**

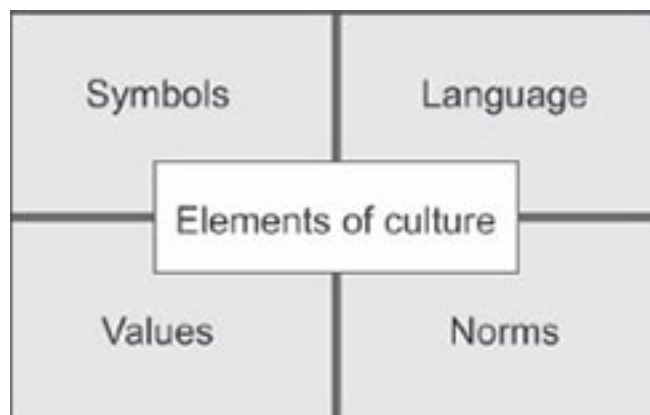
Material culture	Non-material culture
Clothing	Language
Food items	Beliefs
Furniture	Habits
Buildings	Rituals
Written records	Practices
Tools	Thinking
Weapons	Feeling
Utensils	Acting

## ELEMENTS OF CULTURE

The main elements of culture include symbols, language, values and norms (**Figure 3.3**).

- **Symbols:** Culture is a system of symbols. Symbols are anything to which people attach meaning, use to represent or express an event or situation. Symbols are used to show an event of past, present or future and communicate with others. A number of invented or artificial symbols are used in social life such as words, objects, gestures, sounds or images that represent something else rather than themselves. For example, bowing the head, whistling, winking of eyes are all symbols which express a specific object or idea. Symbolic thought is unique and crucial to humans and to culture.
- **Language:** Language is a group of words or ideas having a common meaning and linked to a social situation. It provides an access to culture as it is through language that culture is communicated and transmitted. Language is a source of communication to transmit message from one person to another. Language differs from culture to culture. It is a vehicle for carrying out complex social activities. Without language it would be impossible to develop, elaborate and transmit culture to future generations.

**Figure 3.3. Elements of culture**



- **Values:** These are essential elements of non-material culture. Values are guidelines and general road maps for our lives, decisions, goals, choices and actions. They serve as a guide for human behavior and provide a framework to judge what is right or wrong, correct or incorrect, desirable or undesirable, ethical or unethical, acceptable or unacceptable. Values are individual beliefs that motivate people to act one way or another. Values do not have a biological origin but are developed socially while living in a society.

- **Norms:** Norms are the most important concept in sociology. It refers to rules that deal with kind of behavior that is acceptable and appropriate within a culture. These are an essential element of culture derived from values and more specific than them. They are implicit principles for social life, relationships and interactions which tell us what to do, how to do, when to do and why to do something. Cultures differ widely in their norms. For example, honesty is a general value but the rule defining what an honest behavior in a particular situation is, refers to a norm. Norms are specific to a culture, time period and situation. Societal norms enforced by members of the community can exist as both formal and informal rules of behavior.
- *Formal norms:* These are written codes of conduct necessary for continuity of the organization. They are often formalized into laws and involve specific punishments for violators. Laws are an example of formal norms.
- *Informal norms:* These are implicit but unwritten standards of behavior that are not precisely recorded but agreed upon. There is a continuing consensus about these among the group members. Deviating from these may lead to a bad reputation or being talked about by others. These can be categorized into two distinct groups: mores and folkways (both terms are coined by the American sociologist William Graham Sumner).

Norms can be learnt from a variety of settings and from various people such as family, teachers and peers. There are four key types of norms with differing levels of scope, significance, and methods of enforcement. In the increasing order of significance, they are: folkways, mores, taboos and laws.

- *Folkways:* Folkways are appropriate ways of behaving and doing things that stem from casual interactions and emerge out of repetition and routines. They are most often unconscious in operation, detailed and minor instructions, traditions or rules for day-to-day life that help us function effectively and smoothly as members of a group. They have no moral significance and rarely result in serious consequences for violating them. Examples may include table etiquette, waiting in a line, dressing rules, etc. Folkways may in turn be divided into fashion and customs:
  - *Fashion:* It is a form of behavior that is socially approved at a given time, but subjected to change periodically.
  - *Custom:* It is a pattern of action shared by most or all members of a society. It is a form of social behavior that persists for a long period of time, is well established in a society and become a tradition and receives some degree of formal recognition. Custom changes at slower rate, fashion changes at a faster rate.
- *Mores:* Mores (pronounced MOR-ays) comes from Latin word 'mores' meaning customs, manners or morals. It refers to standards of behavior that are widely observed and have a great moral significance in the society. These are social norms based on cultural values considered to be crucial for existence, safety, wellbeing and continuity of the society or the group. These are stricter than folkways and often dictated by a society's values, ethics, and sometimes religious influences rather than its written laws. Violations and deviations from the set norms result in sanctions/punishments in the form of ridicule, being outcast, loss of employment or imprisonment. As such they exact a greater coercive force in shaping our values, beliefs, behavior and interactions than do folkways. Example, it is not considered acceptable to abuse drugs, steal, commit murder, practice public nudity, etc.
- *Taboos:* Taboos are very strong negative norms. These are so strong that their violation is considered to be extremely offensive resulting in extreme disgust and even expulsion from a group or society. Culture absolutely forbids them. Example, eating pork, gambling, incest, cannibalism and consumption of alcohol are a taboo in some cultures.
- *Laws:* Laws are formal, standardized norms that have been enacted by the legislature and enforced by formal sanctions. These are written codes that discourage behavior that would typically result in injury or harm to another person including violations of property rights. These may either be civil or criminal. Civil laws deal with disputes among persons or groups of people while criminal law deals with public safety and wellbeing.



**Figure 3.4. Functions of culture**

## FUNCTIONS OF CULTURE

Man is not only a social animal but also a cultural being. He is born and brought up in a cultural environment and cannot survive without it. Culture not only satisfies individual needs but goes beyond and provides emotional security. Functions of culture can be categorized into individual and group functions (**Figure 3.4**).

### Individual Functions

- **Guides behavior and regulates conduct:** Culture plays an important role in individual's life. It sets values and norms for behavior necessary to act in various situations and live in a society. It provides clues or hints which define situations and regulate individual's conduct setting standards for eating, dressing and behaving in society. It reveals whether one should prepare to fight, run, laugh or be affectionate.
- **Shapes personality:** No child can develop human qualities in the absence of cultural environment. Culture transforms a man from a biological being to a social being. He learns a way to live and satisfy his basic needs through culture. It provides an opportunity for personality development and sets a limit on its growth.
- **Provides solutions in complicated situations:** Culture provides traditional interpretations for certain situations. It helps the individual to tolerate difficult situations by providing coping skills.
- **Brings people together:** A specialized language pattern serves as a common bond for members of a particular group or subculture. Cultural experiences are opportunities for leisure, entertainment, learning and sharing experiences with others. Cultural practices bring people together.

### Group Functions

- **Transfers knowledge:** Culture transmits customs, rituals and knowledge from one generation to the other. Young generations observe cultural practices followed by their elders, imbibe them and pass them on to others.
- **Keeps social relationships intact:** Culture prepares an individual for life among a group by designing and prescribing requisite guidelines.

- **Broadens the vision of the individual:** Culture teaches an individual to think of himself as a part of the larger whole. It provides him with the concepts of marriage, family, state, nation, etc.
- **Satisfies moral and religious interests of members:** Culture satisfies the esthetic, moral and religious interests of group members.

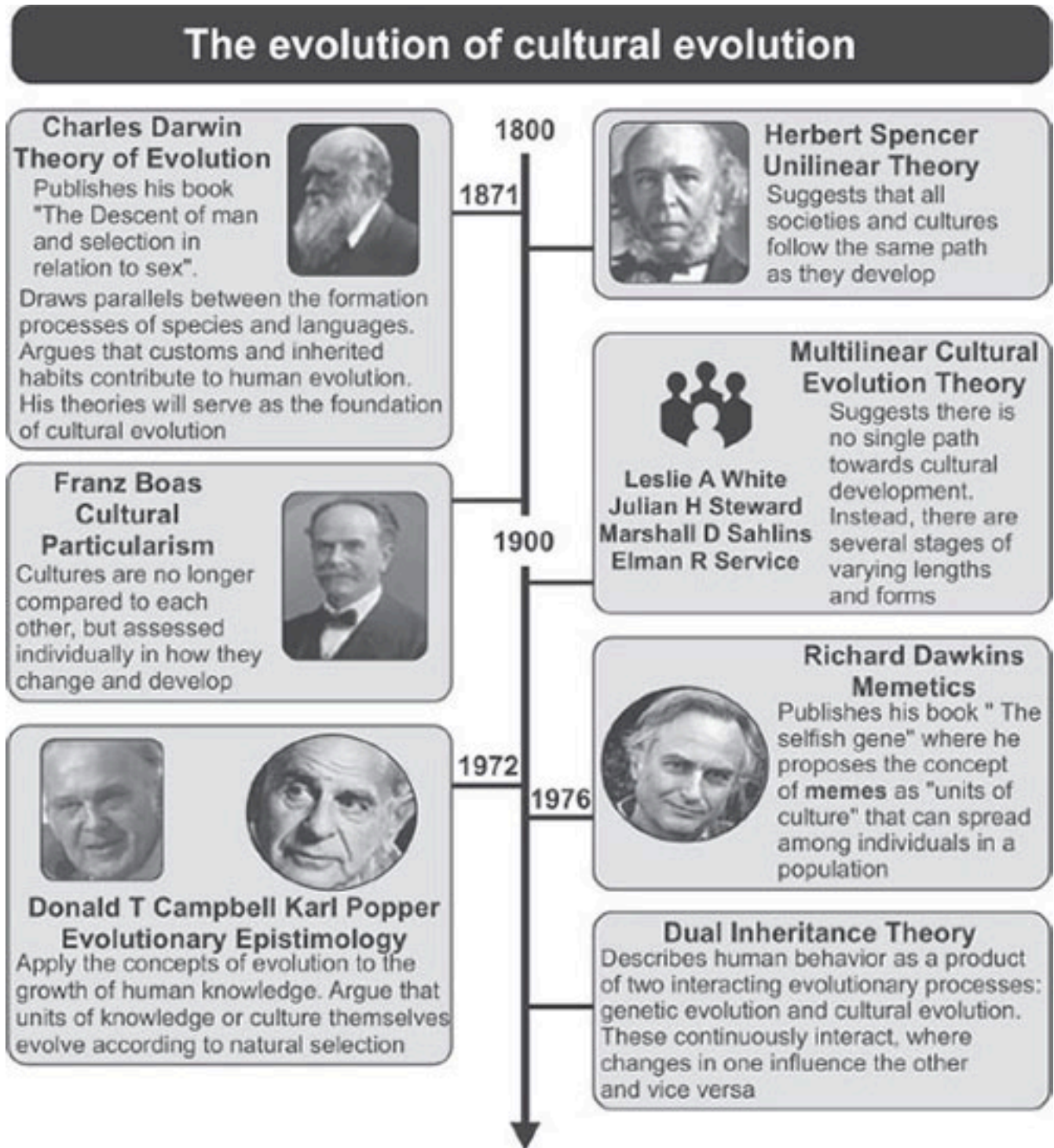
## EVOLUTION OF CULTURE

- Culture is capable of affecting individual's behavior acquired from other members of their culture through teaching, imitation and other forms of social transmission.
- Evolution of culture refers to the change in culture over time. It constitutes a system of inherited variation that changes over time in response to various directional and non-directional processes.
- The process of cultural evolution includes change in knowledge, attitudes, skills, beliefs, norms and other socially transmitted information.
- No culture remains in a permanent state of rest. Customs, beliefs and practices though may seem static, change with passage in time at different rates. Cultures undergo transformation when they come in contact with other cultures or through innovation or while adapting to difficult situations. The old ways are altered and recast with the acceptance of new ideas and techniques.
- Culture is as old as the mankind as it is limited to humans. It has evolved gradually over a period of time. While it is difficult to identify the exact point of its origin it can be safely concluded that it must have begun with man's capacity to use and create or produce tools and techniques. It differentiates mankind from other animals in the society.
- Early tools and implements used by man were mostly made of stones. They were also used by him as weapons. He gradually learnt to use fire and some forms of language. As biological evolution of man took place, culture also developed.
- This growth and development of culture was mostly due to the man's capacity to learn and the spread of complex cultural traits whose adoption created conditions favorable for accumulation and transmission of culturally transmitted behaviors.
- Cultural microevolution describes the ways in which cultural traits change within groups or societies.
- Cultural macroevolution describes long-term changes in culture at or above the level of society.

## Origin of Cultural Evolution

Over the past few centuries many approaches have evolved in an attempt to define cultural evolution. Some of the important approaches are presented in **Figure 3.5**.

Figure 3.5. Evolution of culture



## Process of Culture Change

The process of cultural growth involves invention, diffusion and transmission.

1. **Cultural inventions:** Discoveries and inventions of material objects and non-material ideas serve as a stimulus to cultural growth. Inventions bring modification in culture and cultural traits. The new cultural material and non-material cultural traits transform the existing cultural traits.
2. **Cultural diffusion:** It is the spread of one's cultural practices, beliefs or items among members of the same culture or different cultures around the world. It takes place when members of different societies come in contact with one another, for example, during migration, trade, war and missionary activities. Diffusion also takes place indirectly through mass communication media such as newspapers, television and films. Diffusion or spread of cultural traits was the primary force for human development.
3. **Cultural transmission:** It is the process by which accumulated knowledge of one generation is passed on to the next generation within societies that possess language, traits, complexes and patterns. These are transmitted in a written form or by word of mouth. When transmission of culture is imperfect some aspects of culture are lost. Cultural groups help to transmit customs and traditions and also introduce new cultural systems.

## Cultural Lag and Lead

Cultural lag is the situation in which technological advancements occur faster than the changes in rules and norms of the culture.

Cultural lag is the phenomenon that occurs when changes in material culture occurs before or at a faster rate than the changes in non-material culture.

—**Katie McClellan**

Change is inevitable in a society be it social or cultural. Social change is usually associated with cultural change which is comprised of two aspects: material and non-material. The material aspect refers to tangible parts of culture which mostly includes technology, buildings, gadgets, automobiles, clothing and everything that can be seen and touched. The non-material aspect refers to abstract ideas and intangible parts of culture which would include language, ideology, norms, values, gestures, etc. These can neither be seen or touched but can be observed in the way people behave and react to situations.

It is often observed that material culture undergoes a faster change than the non-material part as technological advancement evolves much faster in the society. Material culture diffuses more quickly in the society while non-material culture struggles to adapt and keep up with it. It takes generations for the ideas and beliefs in a society to change. This time interval between the appearance of a new trait (material culture) and the adaptation it forces (non-material culture) is termed as cultural lag, a term coined by William F Ogburn. It is thus a period of maladjustment and a cause for moral and ethical dilemma in the society. For example, with easy access to smart phones and computers children of very young age have got addicted to playing video games. Research however has recognized the increasing need to limit such gaming activities as they are adversely impacting the development of motor and social skills. Here the development of games and technology has far outpaced the development of research regarding its impact. This lag is one key reason for stunted development in early childhood.

In some less developed societies the change of non-material culture may outpace the material culture. This is termed as culture lead. For example, due to effects of globalization and rapid assimilation, people from the third world countries are accustomed to the ideology and culture of the Western world though their material culture has not kept pace with the non-material culture.

## DIVERSITY AND UNIFORMITY IN CULTURE

Some cultural characteristics are uniform across all societies in the world. This is referred to as cultural uniformity. Despite general uniformity in cultures there are many differences in cultural behavior due to various customs and norms that are unique to each society. This is referred to as cultural diversity. Examples of cultural uniformity and diversity are presented in **Table 3.2**.

## Cultural Uniformity

All human societies have their respective cultures. Not all cultures are alike but vary from each other on the basis of certain factors. However, among each society there are certain common traits with a common social, biological and geographical background which serve as a basis for similarity among all cultures. This similarity among all cultures is known as uniformity of cultures or cultural uniformity. Due to this uniformity, co-operation in political, economic, religious, educational, technological and industrial fields develops among different societies. Uniformity in culture is mostly due to the similarity of needs and availability of resources. A few examples of culture uniformity are family life, marriage, inheritance, language, housing and clothing.

## Cultural Diversity

All human societies are not alike. They vary from each other on the basis of different factors. The existence of a variety of cultural or ethnic groups within a society is called cultural diversity. It is synonymous with multiculturalism and also refers to acknowledging that all cultural expressions are valid. It also means having different cultures respect each other's differences, empowering diverse groups to contribute, and celebrating the differences, not just tolerating them. Cultural diversity exposes individuals to new tastes and experiences.

**Table 3.2. Examples of cultural uniformity and diversity**

Element	Examples of cultural uniformity	Examples of cultural diversity
Family life	Family living is common in all societies across the world. Parent-child relationship is a socialization process within the family, a commonly found trait in every culture.	Based on biological needs and availability of economic resources varying family structures have evolved. While joint and extended families are prevalent in some societies, some have nuclear families.
Marriage	It is a bond between two souls. It is a universal custom in all living human societies.	Some societies allow polygamy, polyandry. Gay marriages are also permitted in some societies.
Language	Every society in the world has a language to convey messages to others.	Each culture and society has its own distinct language. It separates one nation from the other. There is diversity in native languages from Telugu, Kannada, Tamil to Hindi, etc.
Housing	Societies across all cultures share the concept of housing and providing comfort and safety to residents.	Despite a similarity in the concept of housing across all societies, the type of house built is influenced by economic factors, weather conditions and material available for building.
Clothes	Every culture shares the concept of wearing a dress.	Most cultures have their own dress codes which give them a distinct identity. Customs, religious practices, weather conditions and economic status influence dress code.
Religion	Every society has religious organizations and religious beliefs.	Different cultures have different religions and beliefs. India is multi religious country.
Literature and art	No culture exists without literature and art.	The medium of literature and art differs from one country to another.

Element	Examples of cultural uniformity	Examples of cultural diversity
Political system	Political system has always been a part of human culture.	Political system exists in many forms such as democracy, monarchy and dictatorship.

## Cultural Elements of Diversity in India

India is considered a culturally vast and diverse country due to the existence of various cultures that provide a unique blend to India's diversity. These culturally diverse elements have given India an identity that is heterogeneous compared to any such large countries.

**Language:** India is home to most number of languages compared to any other country in the world. This diversity in language has provided India a colorful blend.

*Festivals:* Each state and region in India has its own culture and identity. Accordingly, the festivals celebrated in each state also differ from one another. The way to celebrate these festivals is also unique. Customs followed during festival celebrations provide a unique identity to the communities. These are generally transmitted from generation to generation. Example, Bihu in Assam, Onam in Kerala, etc.

**Religion:** India is home to several religions. Many foreign religions have interacted with regional cultures and formed a unique blend. Example, Zoroastrianism in India has blended with local culture in Gujarat and Maharashtra forming a unique blend known as Parsi.

**Race:** India is home to major races across the world. Various races have blended with each other over hundreds of years to give rise to the present ones. This has allowed the creation of unique races in India. Example, Indo-Aryan races.

The different cultural elements have allowed India to be seen as a country that respects all traditions and beliefs. This has repeated India's commitment towards the 'unity in diversity motto'. Thriving of various forms of diverse cultures in India has made India a living example for a tolerant country. When the world is fighting over color and language, India's acceptance of cultural diversity is a bright ray of hope. Thus, cultural diversity has an important role in shaping India's national identity which is not based on any language or religion but instead on common hopes and aspirations.

## Importance of Cultural Diversity

- Due to modernization, industrialization and urbanization in schools, workplace and the society increasing number of cultural, racial and ethnic groups are found. Interaction among these diverse groups has led to learning, understanding and facilitating collaboration and co-operation among the members.
- Learning about other cultural values helps in understanding various perspectives prevailing within the society and removal of negative stereotypes and personal bias about different groups.
- Cultural diversity supports the idea that every person can make a unique and positive contribution to the larger society despite the existing differences.
- Where diversity is recognized and respected various cultural ideas are acknowledged and valued, contributions from all groups encouraged, people empowered to achieve their full potential and differences celebrated.
- Cultural diversity helps in recognizing and respecting other cultures. It creates trust and respect and an understanding across cultures.
- Cultural diversity makes society a more interesting place to live in as people from diverse cultures contribute language skills, new ways of thinking, new knowledge and different experiences.
- Cultural diversity can be supported through relativism. It refers to understanding and judging others behavior within the context of their beliefs and values rather than in our own way.

- Cross-cultural comparisons and biases should be done away with in order to discover how diverse patterns of behavior might actually represent cultural universals.

## Significance to Nursing

Cultural diversity is significant for a nurse as it allows the nurse to:

- Understand other cultures and their elements
- Acknowledge cultural differences and contributions
- Accept and respect other cultures
- Appreciate cultural diversity among patients
- Celebrate cultural diversity rather than tolerating the differences for bringing about unity through diversity
- Encourage contribution from diverse groups to provide comprehensive care.

## DIFFERENCES BETWEEN CULTURE AND CIVILIZATION

Culture and civilization are two factors that decide nature of the society we live in. The terms ‘culture’ and ‘civilization’ are often used interchangeably. However, the concept of culture and civilization are different. The key differences between culture and civilization are presented in **Table 3.3**.

- **Culture:** The term culture is derived from Latin word “cultus”, which refers to cultivating or refining something. It is a set of traditional beliefs and values that are transmitted and shared in a given society. It reflects in our way of life, thinking pattern, speech, actions and artifacts. Culture includes art, knowledge, lifestyle, religion, art, philosophy, literature, music, dance, etc. It brings satisfaction and pleasure.

**Table 3.3. Differences between culture and civilization**

Components	Culture	Civilization
Meaning	<ul style="list-style-type: none"> <li>• Culture is a set of values that shapes societal behavior. It manifests in the way we think, behave and act.</li> <li>• Culture exists within a civilization</li> </ul>	<ul style="list-style-type: none"> <li>• Civilization refers to a process through which a region or society outstretches an advanced stage of human development. It is an improved stage of human society.</li> <li>• Civilization may comprise of several cultures</li> </ul>
Elements	<ul style="list-style-type: none"> <li>• Culture is everything about the human society.</li> <li>• Culture is the totality of traditions.</li> <li>• It includes knowledge, religion, beliefs, customs, traditions, philosophy, literature, music, dance, etc., which bring satisfaction and pleasure to many</li> </ul>	<ul style="list-style-type: none"> <li>• Civilization is the advanced level of social and human development.</li> <li>• It is a component of reality culture. It is the totality of great and little traditions.</li> <li>• It includes technology, machines, means of transportation, communication, education, advancement, etc., that are constantly progressing</li> </ul>

Components	Culture	Civilization
Measurement	Culture has no measured standard	Civilization can be measured precisely
Concept	<ul style="list-style-type: none"> <li>• It is what we are</li> <li>• It is an end</li> <li>• It is a pre-condition for civilization to develop</li> <li>• Culture evolved earlier</li> <li>• All societies have culture</li> </ul>	<ul style="list-style-type: none"> <li>• It is what we have</li> <li>• It is a means</li> <li>• Only a few societies boast of civilization</li> <li>• Civilization evolved later</li> <li>• Civilization is always advancing</li> </ul>
Represents	<ul style="list-style-type: none"> <li>• Culture is what we are or what we do in our daily life.</li> <li>• It represents the manner in which we think or do things</li> </ul>	<ul style="list-style-type: none"> <li>• Civilization is what we have or what we create by advancement of human wisdom or what we make use of</li> <li>• It represents a stage of cultural advancement</li> </ul>
Reflected in	Religion, art, dance, literature, customs, morals, music, philosophy, etc.	Law, administration, infrastructure, architecture, social arrangements, etc.
Expression	Is internal and a higher level of inner refinement	Is external and a higher level of general development, i.e., expression of state of art technology, product, devices, infrastructure and so on
Progress/change	<ul style="list-style-type: none"> <li>• Change is observed with time.</li> <li>• Old thoughts and traditions are lost with passage of time and new ones added to it.</li> <li>• These are then transmitted from one generation to another</li> </ul>	Civilization is continuously advancing, i.e., the various elements of civilization like means of transportation, communication, etc., develop day by day
Advancement	No  It is transmitted through symbols in the form of language	Yes  It is transmitted by mere language alone
Interdependency	It can exist in itself and flourish even if civilization does not exist	Civilization cannot grow and exist if it does not possess a certain culture
Existence	<ul style="list-style-type: none"> <li>• It can be tangible or intangible</li> <li>• It is perennial and has an impact on humanity as a whole</li> </ul>	<ul style="list-style-type: none"> <li>• It can be seen as a whole and is more or less tangible through its basic components</li> <li>• It is synchronous and keeps pace with the present</li> </ul>

- **Civilization:** The word civilization originated from the Latin adjective “civil”, a reference to citizen. It is a state of human society that is very developed and organized. It refers to advancement of human wisdom, includes technology and economy for making life more convenient.



According to Oxford Dictionary civilization is “the action or process of civilizing or of being civilized, developed or advanced state of human society”.

Both culture and civilization are created by human beings and expressed the way lives are led. They are a source for ideas, ideals, values and ways to live a decent and lavish life.

## CULTURE AND SOCIALIZATION

Every individual is a part of particular society which is composed of different races, religions, and ethnic groups. To be a part of society, socialization is important. It is a known fact that man is born as a biological animal but becomes a social animal only through the process of socialization. Socialization does not occur accidentally but is controlled through cultural directions. Socialization is very much influenced by the culture of an individual. Though culture varies from society to society, every society has its own distinct culture. Therefore society, culture and socialization are closely related to each other.

### Role of Culture in Socialization

Socialization is the process of social learning or cultural learning. It fits the individuals into particular forms of group life, transforming human beings into social beings and transmitting established cultural traditions. It is a continuous process whereby an individual acquires a personal identity and learns the norms, values, behavior and social skills appropriate to his or her social position. In order to survive every individual must learn accepted ways of behaving in a society termed as socialization.

Cultural learning is a process by which the individual learns fundamental cultural patterns of the society in which he lives.

- **Provides base for socialization:** Culture provides a base for socialization process by defining conditions. Through cultural conditioning one learns to walk, talk, dress, greet, develop attitudes, adjust in the society and become a normal social being. At large culture determines how members of a society think and feel. It directs their actions and defines their life and values.
- **Transforms individual:** Socialization transforms a child into a productive member of the society as per cultural directions.
- **Controls activities of the individual:** Culture guides an individual into controlling his various activities and maintain behavior patterns according to social situations.
- **Assists in socialization process:** Culture assists in socialization process by teaching cultural qualities like morality, good behavior, positive attitude, ideals and values.
- **Shapes individual attitudes:** It is culture that shapes our attitudes towards issues such as religion, morality, marriage, family planning, etc. Culture through the process of socialization helps to work for social welfare and develop a positive attitude towards all.
- **Guides the individual:** Culture through the process of socialization helps an individual decide on his career and become an important contributor to the society. Culture sets limitations on the choice to select different careers, develop, modify or oppose cultural trends. Culture through socialization process teaches an individual to be kind hearted and sympathetic towards others.

Socialization takes place in two phases—primary and secondary.

1. **Primary socialization** takes place in the family. The child learns social rules by imitating parents and responding to their approval or disapproval of good and bad behavior.

2. **Secondary socialization** takes place by interacting with social institutions such as educational institutions, peer group, media, religious organizations and work place. These institutions shape our behavior. Values, norms and practices are imbibed through these institutions. Individuals are encouraged to act in certain ways and discouraged from following other ways.

## TRANSCULTURAL SOCIETY

Transculturalism is denoted as “seeing oneself in the other”. It refers to the lifestyle of people from different cultural or national communities. It indicates movement across time, space and other cultural boundaries. In transculturalism human culture encompasses and extends across two or more cultures.

Transcultural society refers to a group of people living as a community where different culture, religion and language work together with much understanding and the principle of give and take.

### Concept of Transcultural Society

- It is a society which extends through all human cultures.
- It is the process of interaction between cultures themselves.
- There seems cultural change and fluidity which creates the condition of transfer and transition of lifestyles.
- It imposes every individual and group to adapt and adopt new values, ideas and knowledge. The West influenced Indian people by means of education system, science and technology, modern lifestyle, modern families, art and architecture.
- Transculture offers a universal symbolic color pattern on which any individual can blend colors to produce an expressive self-portrait.
- In transculturalism there is an equal exchange of two-way flow of traits between two cultural groups.
- Transculture implies a different meaning as compared to multicultural, inter-culture and cross-culture.
  - In a multicultural society people live alongside one another, with no cultural group interfering, interacting or engaging with the other.
  - In an inter-cultural society people have a deep understanding and respect for all cultures. Here each one undergoes a change as every one learns from the other and grows together.
  - In a cross-cultural society, differences are understood and acknowledged. Though it brings about an individual change, it does not lead to collective transformations. In this form of society one culture is often considered the norm with all other cultures being compared or contrasted to the dominant one.

### Formation of Transcultural Society

- It emerges when people of two or more cultures borrow certain elements from each other's cultures.
- It progresses when a community receives and acquires cultural forms belonging to another culture, assimilates and integrates them into its culture leaving aside its own cultural practices.
- In transcultural society people are free from limitations of their native culture. Elements of an alternate culture are chosen freely rather than by rules or regulations within their given cultures.

- India is a good example of transculture where people from different religions, castes and culture live together.

## Problems with Transculturalism

- Transculturalism creates conflicts between cultures leading to a dilemma in survival.
- In a transcultural society, cultural change and fluidity seem to exist creating a conflict between traditional and modern means of values and experiences.
- Every individual should make an effort to overcome their identification with specific cultures.

## Transcultural Nursing

In recent years the large number of immigrants has created a very diverse cultural population impacting the Indian population. The large number of people from diverse cultures has enforced the need for social change. This ever-increasing multicultural population in India has created a great challenge for the nurses as they provide individualized and comprehensive care.

Nurses may encounter patients from numerous cultures in daily practice. To deliver comprehensive care nurses must acquire the necessary knowledge and skills in cultural competent care. Cultural competence in nursing practice is stated as being an ongoing process with a goal of achieving the ability to work effectively with culturally diverse persons and additionally to care for these individuals with a keen awareness of diversity, a strong knowledge base and skills in transcultural nursing, and especially a strong personal and professional respect for others from various cultures (Leininger, 2002).

Leininger (1978) introduced the concept of transcultural nursing and developed culture care theory to explain cultural competency. Leininger explained that nurses had to acquire an in-depth knowledge of different cultures in order to provide care to people of various ethnicities.

Compinha-Bacote, 2002 developed a six-factor cultural competence care model to promote transcultural nursing (**Figure 3.6**).

1. **Awareness:** A nurse should be aware of her own cultural values, attitudes and beliefs. This helps the nurse to gain an insight into personal biases and prejudices towards other cultures. These prejudices must be recognized in order to avoid discrimination. A nurse should also be aware that patients may have various cultural differences.
2. **Skill:** Nurses must have the skill to conduct cultural assessments in a sensitive manner. Assessment is an effective way to obtain information on cultural practices related to health. This guides nurses in planning comprehensive care. Assessment helps the nurse to identify alternative medicines being used and become aware of the cultural practices that are in conflict with their health needs. Nurses must then try to educate their patients about therapeutic cultural practices to restore and maintain their health status.
3. **Knowledge:** A nurse should have knowledge on different points of view to accommodate patient's cultural views. Having specific knowledge of the patient's cultural perspectives enables the nurse to provide more effective and appropriate care.
4. **Encounter:** Nurses must provide care to patients from diverse backgrounds that are congruent with their cultural ways.
5. **Desire:** A nurse should be enthusiastic about learning other cultural ways and integrate them into nursing care plans.
6. **Assessment:** Nurses must perform self-assessment to determine whether they are culturally competent in their nursing care.

**Figure 3.6. Factors promoting cultural competence care**

## Advantages of Cultural Competence Care

- It helps to provide effective nursing care within the cultural confines of their patients.
- It ensures patient satisfaction and positive health outcome.
- Culturally competent care shows true respect and concern for patients. Patients are confident that they are being cared for and their cultural preferences addressed to. This provides patients with a sense of security.

## Nursing Strategies to Provide Culturally Competent Care

- A nurse should be aware of her own cultural values and practices and understand how she may differ from other cultures. She should also recognize her own biases and prejudices towards other cultures and consider how they may affect the care they provide.
- The nurse should pose open ended questions to the patients and their family so as to gain more information about their cultural beliefs and values related to health.
- The nurse should make an effort to include beliefs and practices of various cultures into nursing care.
- She should be familiar with appropriate verbal and non-verbal communication patterns such as silence, touch, eye to eye contact, distance and space within the cultural groups and use them appropriately while communicating with the patient.

- The nurse should consider each patient as a unique individual, respect the patient regardless of cultural background and by no means force, pressure, manipulate or coerce them to participate in care that conflicts with their values and beliefs.
- Learn about client cultural practices related to health, incorporate values/behaviors into the care plan.
- Encourage helpful or neutral cultural practices and discourage those that are dysfunctional or harmful to health. Suggest alternatives to harmful practices.
- Accommodate cultural dietary practices for inpatients and help families adapt cultural foods to therapeutic diets.

## **CULTURE AND ITS IMPACT ON HEALTH AND DISEASE**

Human beings are social animals with an inherent desire to conform to socially accepted norms and values. Over periods of time some of these norms became standards that all members of the community are expected to adhere to. Deviance from these standards is considered wrong or abnormal. Many of these norms have no scientific basis. While some of them actually promote healthy behaviors, some may have negative health consequences.

According to sociological perspective, illness is a deviation from social norms and values usually manifested through failure of an individual to perform his/her roles in the society. The course of illness is not only determined by biomedical factors but also by the way patients define and respond to illness. The illness perception, local understanding and cultural beliefs are core focus of medical sociology.

Not all customs and beliefs are bad. Some are based on centuries of trial and error and have positive values, while others may be harmful.

Cultural beliefs (disease specific and non-disease specific) may have a direct impact on both preventive measures and treatment seeking behavior of an individual and family health.

Illness perception is usually conceived in terms of local definition of illness, its perceived causes, vulnerability, severity and perceived modes of transmission. The response to illness often reflects a society's medical beliefs about the causes of health problems, choices of treatment options and health related concerns. Cultural values and beliefs provide people with a sense of stability and the competence to predict outcomes. It is thus important to consider cultural beliefs and practices of people while designing measures and programs aimed at improving their health.

The impact of cultural factors on health can be described under following headings:

### **Indian Cultural Beliefs and Customs Related to Causes of Illness**

People from varied cultural background often make different attributions of illness, health, disease, symptoms and treatment. Each culture has specific ideas about health which are often transmitted from parents to children. Culture affects our health beliefs and behaviors. Some of the common cultural beliefs in India towards etiology of illnesses are:

- Smallpox and chickenpox are considered as wrath of God and hence administration of medications is considered harmful. These cases are not notified and instead *pujas* performed to please the God.
- Venereal diseases are believed to occur due to illegal intercourse with women of low caste or women during menstruation.
- Leprosy and tuberculosis occur as a result of past sin.

- Hysteria and epilepsy are regarded as a result of spirit or ghost intrusion into the body. Exorcism is practiced to drive away the evil spirit or ghost.
- Childhood disorders are considered to be an effect of evil eyes. Charms and amulets are prescribed and prayer or chants recited by the exorcist/spiritualist/seer.
- Heat stroke is considered as effects of weather. Oil and ghee are applied on the soles of feet to seek relief from symptoms.
- Skin diseases are considered an outcome of impure blood within the body. Eating *neem* leaves and flowers is considered a remedy for purifying the blood.

## Indian Cultural Practices Related to Food

Eating healthy food has been influenced by various customs and beliefs:

- Foods such as meat, fish, eggs and jaggery are considered heat producing foods while curd, milk, vegetables and lemon are thought of as cold producing foods.
- The practice of vegetarianism or non-vegetarianism is directly linked to the status of religion. While vegetarianism is given a place of honor in Hindu society, non-vegetarianism is common in Muslim and Christian society.
- People from Jain religion do not consume garlic and onion.
- Fasting is a common cultural practice among Hindu women during festivals and on several other occasions. Fasting may mean limiting to drinking water during the whole day, or consume fruits alone, or salt and spice restricted diet or single meal a day.
- Muslims observe fasts during the Ramzan festival.
- In some parts of India specific foods such as fish, meat, egg, papaya, green leafy vegetables are not allowed as a diet during pregnancy. Breastfeeding is not allowed during the first three days of birth as colostrum is believed to harm the newborn baby. The newborn is given sugar water instead of breast milk.

## Cultural Beliefs and Customs Related to Management and Coping with Illness

Cultural differences affect people's attitudes about medical care and their ability to understand, experience, manage and cope with the course of illness, the meaning of a diagnosis and the consequences of medical treatment.

- People of certain culture may perceive home remedies than Allopathic medicine. For example, a patient from Kerala origin may prefer the use of Ayurveda or herbal medicine to treat illness rather than opt for allopathic medicine.
- A persons' religion may determine what health care is acceptable to him. For example, some religions do not accept abortion.
- Culture influences a person's health care decisions as well as his views of illness.
- The culture group may share health promoting values such as nutritious diet or regular physical activity. Some individuals respond in ways unlike their families while some make a conscious decision to break away from culturally conditioned responses.
- Social stigma prevents proper integration of mentally ill individuals leading to relapse of the mental health condition.

## Models Related to Cultural Practices of Health and Healing

- All cultures have disease theory system which explains illness concepts. Three commonly held models of disease across cultures are: naturalistic, personalistic and emotionalistic.
  1. Naturalistic disease theory explains disease in scientific terms. This model views disease as originating inside the body due to some identifiable cause or pathology. Westerners tend to attribute the cause of illness to the natural world or individual causes.
  2. Personalistic disease theory attributes illness to intervention by an agent such as another human, witch, sorcerer, non-human or supernatural force.
  3. Emotionalistic disease theories explain illness as caused by strong emotional states. For example, intense anger, jealousy, shame, grief or fright.
- The personalistic and emotionalistic disease theories are easily applied to patients of non-Western cultural backgrounds. They explain illness as a result of social and supernatural causes.

## Culture Bound Syndrome

There are some physical and mental illnesses that are unique to particular cultures and influenced by cultural belief systems and factors.

- Cultural bound syndromes are considered to be illnesses within the specific culture. For example, *dhat* is a disorder affecting Indian males involving an intense fear that losing semen will result in the depletion of vital energy.
- *Dhat* is thought to occur through eating heat producing foods and having sexual excesses that can cause fatigue, weakness, body ache, depression, loss of appetite and anxiety.
- Eating disorders are especially high in industrialized societies. In such societies women being thin and fit are cultural ideals.
- Somatization and emotional distress are common especially in societies where people avoid expressing psychological complaints.
- In some cultures, people suffering from depression or anxiety might use somatization as a culturally sanctioned way to signal distress.
- The challenging of old beliefs and values by second generation cultural groups may give rise to conflict, instability and insecurity in turn contributing to illness.

## Branches of Sociology in Relation to Health and Culture

*Social epidemiology*: It is the study of socio-cultural factors in the distribution, incidence and prevalence of health problems in human society. Jegerde, 1996 defined social epidemiology as the study of disease process, its occurrence in population groups, those social and cultural factors that affect their incidence, prevalence and distribution and the host response in disease prevention and control in human population.

*Social psychiatry*: It is concerned with cultural and social factors that produce, precipitate, intensify or prolong maladaptive behavior and complicate the management of mental disorders.

It is also defined as a field of psychiatry that studies sociocultural and ecological influences on the development and course of mental illness.

## CULTURE AND NURSING

- Recognizing and understanding cultural practices related to health and illness and culturally bound syndromes help the nurse to provide culturally competent care.
- The nurse should understand that cultural norms, habits and lifestyle are very difficult to change as human behavior is motivated towards group agreement. Cultural practices are deep rooted and require a very long time to change or modify.
- The nurse should be aware of possible effects of hospitalization on the patient. The sudden admission into hospital may create a kind of cultural shock that will affect the well-being pattern and response to nursing interventions.
- The nurse should try and understand patient health needs from their cultural viewpoint and provide holistic nursing care.

## MODERNIZATION AND ITS IMPACT ON HEALTH AND DISEASE

Modernization includes governance, social systems, human resource development through education, economic structures and rates of growth (Charlton & Andras, 2003). It is transformation from a traditional, rural society to a secular urban industrial society. Modernization and advances in science and technology significantly impact health status of the population. The process of modernization has both positive and negative health implications (**Table 3.4**).

**Table 3.4. Positive and negative health implication of modernization**

Positive implications on health	Negative implications on health
<ul style="list-style-type: none"> <li>• Advancements in health care and pharmaceutical sector show the way to telemedicine, e-health, m-health, app-based diagnosis, promoting generic drugs, etc</li> <li>• Increase in purchasing power among citizens has facilitated greater access to private and public health facilities, preventive care such as immunization, improved knowledge on medical care, tests and drugs</li> <li>• Modernization has altered people's attitude towards a healthy life leading to a substantial demand for preventive health care</li> <li>• There is an increased availability of trained medical professionals</li> <li>• Improvement in cost effective and high-quality medical services</li> <li>• Strong medical infrastructure</li> <li>• Greater demand for specialized care</li> </ul>	<ul style="list-style-type: none"> <li>• Urbanization and industrialization have led to formation of city slums leading to a rise in sexually transmitted infections, other infectious diseases, alcohol and other substance abuse disorders</li> <li>• Fast-paced life with sedentary work life may result in lifestyle diseases such as hypertension, obesity, diabetes mellitus, cancer, etc</li> <li>• Living in high human densities and lack of ventilation increase the risk of communicable diseases such as tuberculosis, water born and vector born diseases such as dengue, malaria, etc</li> <li>• Unsafe water storage and poor waste management is common among urban poor settlements. It may cause diarrheal diseases</li> <li>• Air pollution may lead to acute respiratory diseases</li> <li>• Modernization brings profound changes in family life pattern, reduced social support and a rise in the number of nuclear families. This increases the vulnerability to psychological trauma and mental disorders which may include dementia, depression and family disorganization</li> </ul>



## **Review Questions**

### **Long Essays**

1. Define culture. Enumerate important characteristics of culture.
2. What is the meaning of culture? Differentiate between material and non-material culture.
3. Describe elements and functions of culture.
4. What is transcultural nursing? Explain factors promoting culturally competent care.
5. Explain nursing strategies to provide culturally competent care.
6. Explain culture and its impact on health and disease.
7. Positive and negative health implications of modernization.

### **Short Essays**

1. Explain functions of culture.
2. Cultural diversity and uniformity- discuss.
3. Differentiate between culture and civilization.
4. Relationship between culture and socialization.
5. Concepts of transcultural society.
6. Formation of transcultural society.
7. Culture and nursing.
8. What are the functions of culture?
9. Influence of culture on health and illness.

### **Short Answers**

1. Cultural diffusion
2. Cultural transmission
3. Cultural lag
4. Cultural lead
5. Meaning of Culture

### **Multiple Choice Questions**

1. \_\_\_\_\_ is the pattern of learned and shared behaviors, norms, practices of a particular group:
  - a. Religion
  - b. Culture

- c. Social habits
  - d. Social values
2. Which of the following is an example of material culture?
- a. Language
  - b. Practices
  - c. Rituals
  - d. Clothing
3. Which of the following is an example of non-material culture?
- a. Clothing
  - b. Weapons
  - c. Utensils
  - d. Beliefs
4. Which of the following individuals defined culture as “that complex whole which includes knowledge, beliefs, art, law, morals, customs and other capabilities acquired by man as a member of society?”
- a. Edward B Taylor
  - b. Charles Darwin
  - c. Robert Bierstedt
  - d. Franz Boaz
5. Which of the following is an example of culture as a shared system of meaning?
- a. The act of creating artwork
  - b. The forms of buildings
  - c. Community patterns
  - d. A parent teaching a child the appropriate ways to address an elder
6. How do you define culture?
- a. A particular person's lifestyle
  - b. A particular segment that has value
  - c. A delicious desert from dairy
  - d. All the elements that make up a society or civilization
7. Which among the following is not true regarding value?
- a. Values guide a person's behavior

- b. Values guide a person's judgment
  - c. Values are unimportant parts of culture
  - d. Values are an important part of every culture
8. Which among the following is not true regarding norm?
- a. A norm is a rule
  - b. A norm is a standard for action
  - c. A norm is a pattern for action
  - d. A norm is a value
9. \_\_\_\_\_ refer to norms that are looked on by the members of society as not being extremely important and may be violated without any severe punishment.
- a. Mores
  - b. Values
  - c. Norms
  - d. Folkways
10. \_\_\_\_\_ are the norms that are looked on by the members of a society as being extremely important and violation of which results in severe punishment.
- a. Norms
  - b. Values
  - c. Mores
  - d. Folkways
11. Non-conformity to social norms is called:
- a. Social change
  - b. Deviance
  - c. Social conflict
  - d. Struggle
12. Mores are:
- a. Popular habits and traditions
  - b. Traditions
  - c. Customs
  - d. Culture of society

13. Established modes of thought and action is called:

- a. Culture
- b. Personality
- c. Behavior
- d. Customs

14. The term 'diffusion' refers to spread of elements of:

- a. Customs
- b. Way of life
- c. Culture
- d. Norm

15. Which among the following statements regarding folkways is not true?

- a. Folkways result from frequent repetition of acts
- b. Folkways are habits of an individual
- c. Folkways are customs
- d. Folkways are traditions

16. Customs are also called:

- a. Culture
- b. Value
- c. Folkways
- d. Mores

17. Laws are:

- a. Standardized norms
- b. Values
- c. Folkways
- d. Mores

18. Cultural diffusion refers to:

- a. Modification in culture and cultural traits
- b. Spread of one's cultural practices among members of same or different culture
- c. Passing on accumulated knowledge from one generation to the next
- d. Transformation of existing cultural traits

19.Cultural lag refers to:

- a. Modification in culture and cultural traits
- b. Spread of one's cultural practices among members of same or different culture
- c. Passing on accumulated knowledge form one generation to the next
- d. Technological advancement occurs faster than the non-material culture

20.Similarity among all cultures is known as:

- a. Cultural uniformity
- b. Cultural lag
- c. Cultural lead
- d. Cultural diversity

21.Existence of a variety of cultural groups within a society is referred to as:

- a. Cultural uniformity
- b. Cultural lag
- c. Cultural lead
- d. Cultural diversity

22.Which of the following statements gives correct explanation of norms?

- a. Norms are those standards of group behavior which the members must follow
- b. Norms are those standards which are obeyed to bring diffusion among the individual
- c. Norms are rules that are adopted to keep the individuals away from any kind of interaction
- d. Norms act against the modes of behavior of the individuals

23.Norm is:

- a. Actual behavior
- b. A culturally shared definition of desired behavior
- c. Behavior desired by majority of the individuals
- d. Standard of behavior

24.Social norms are:

- a. All types of behavior
- b. The most frequently observed behavior in a society
- c. Right type of behavior
- d. Those standards which specify appropriate and inappropriate behavior

25. \_\_\_\_\_ is spontaneous, \_\_\_\_\_ is artificial.

- a. Fashion, culture
- b. Mores, customs
- c. Customs, fashion
- d. Culture, habit

**ANSWER KEY**

1. b	2. d	3. d	4. a	5. d	6. d	7. c	8. d	9. d	10. c
11. b	12. a	13. d	14. c	15. d	16. c	17. a	18. b	19. d	20. a
21. d	22. a	23. c	24. b	25. c					

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# Chapter 4. Family and Marriage

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## FAMILY

In many parts of the world family is viewed as an important unit of the society. It is also considered as the oldest social institution. The uniqueness of Indian families is in providing their members with economic and non-economic resources, creating and shaping self and rearing and socialization of children. The word family is derived from the Latin word *famulus* meaning 'servant or a slave'. The first meaning in English was however close to the modern word

'household'—a collective body of individuals living under one roof including parents, children, blood relations and servants. It also included those who descended from a common family or ancestry.

According to sociologists, family is a close-knit group of people related to one another by a blood bond or a legal bond. Individuals having a common ancestor are part of a family and related through blood bonds. It includes close and distant relatives such as siblings, parents, grandparents, aunts, uncles, nieces, nephews and cousins. These can be well represented using a family tree. Legal bonds in the family on the other hand refer to those arising out of marriages, adoptions, guardianships and through the rights, duties and obligations spelled out in legal contracts.

Members of the family are emotionally connected over a long period of time and provide for one another's physical, emotional and social wellbeing. The members of the family come together as a strong primary group performing vital roles in the society both internally (for the members of the family) and externally (for the larger society).

## Definitions

- 'Family is a group defined by sexual relationship, sufficiently precise and enduring to provide for the procreation and upbringing of children'.

—**Maclver**

- 'Family is more or less a durable association of husband and wife, with or without child, or of a man or woman alone, with children.'

—**MF Nimkoff**

- 'Family is a biological social unit composed of husband, wife and children.'

—**Eliot and Merrill**

- 'Family is a group of persons united by ties of marriage, blood or adoption constituting a single household interacting and inter-communicating 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**

- 'Family is a group of persons, whose relations to one another are based upon consanguinity and who are therefore kin to one another.'

—**Kingsley Davis**

## CHARACTERISTICS OF FAMILY

From the above definitions the following general and distinctive features of a family can be deduced (**Figure 4.1**):

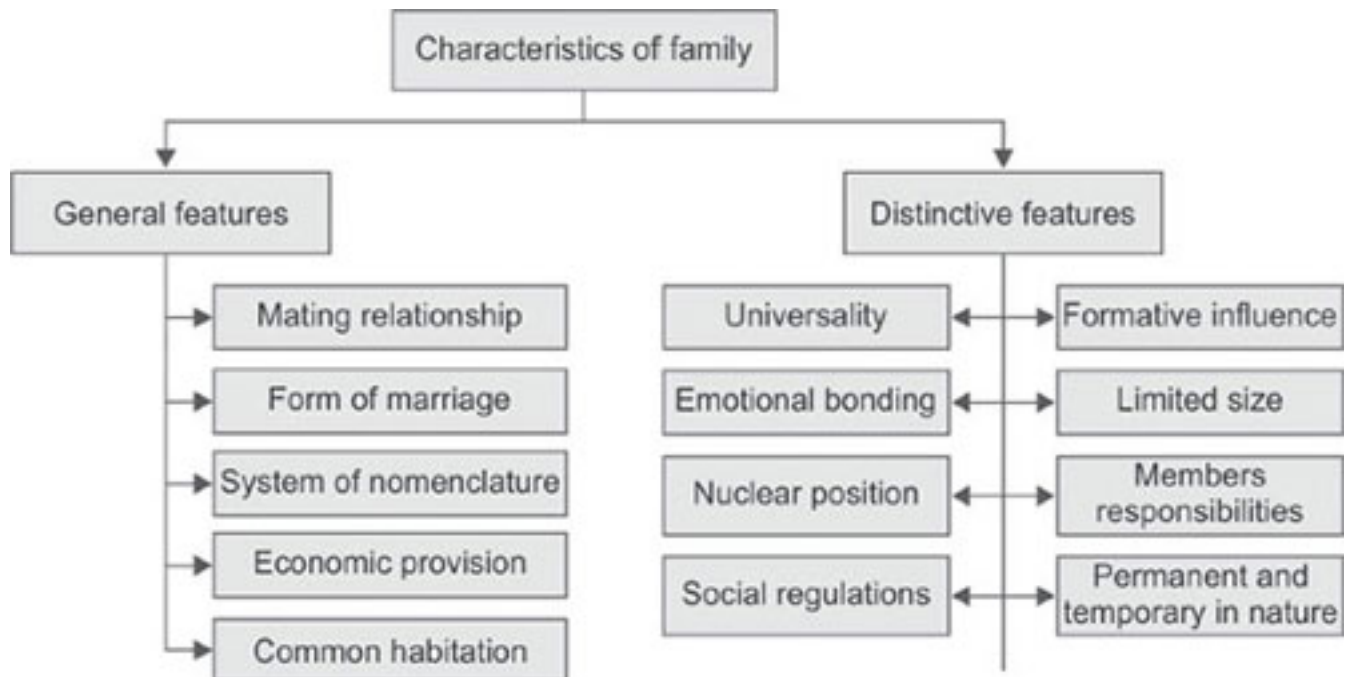
### General Features

- **Mating relationship:** A family is based on mating relationship resulting out of marriage between two adults of opposite sex which may either be permanent or temporary in nature.
- **Form of marriage:** Mating relationship established through the institution of marriage may be monogamous, polygamous or polyandrous.
- **System of nomenclature:** Each family is identified by a distinct system of nomenclature. It is unique and a system of reckoning the descent of its members. It may be traced through a male line in a patriarchal society or a female line in a matriarchal society.



- **Economic provision:** Every family makes an economic provision to cater to the needs of its members. It is usually the head of the family who strives to make the economic provision which is usually shared by its members.
- **Common habitation:** The members of family generally live together and share a common house. The habitat provides an opportunity to fulfill the task of childbearing and child rearing.

**Figure 4.1. Characteristics of family**

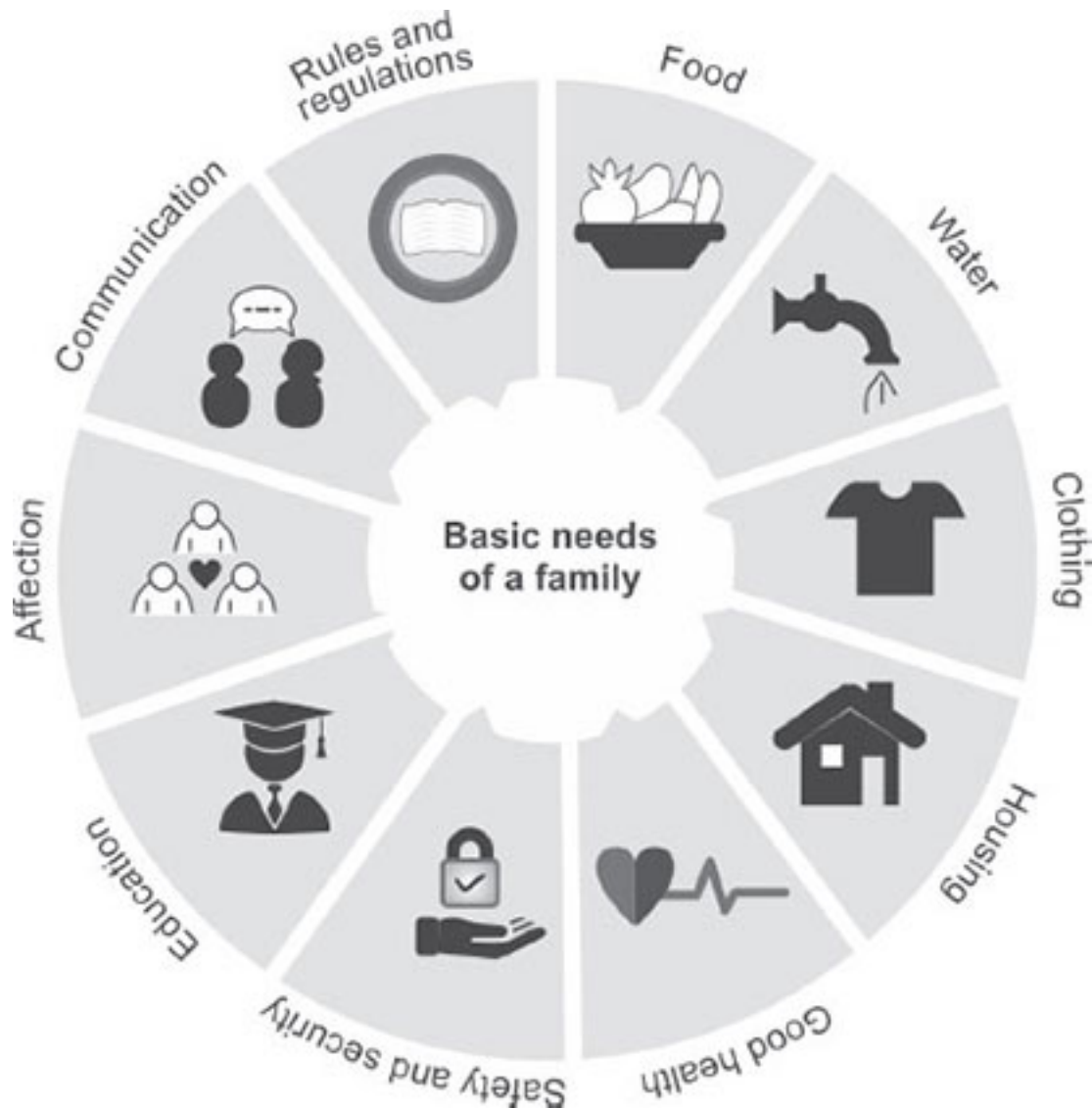


## Distinctive Features

- **Universality:** Family is a universal group found in some form or the other in all types of societies whether primitive or modern, urban or rural. Every individual is or has been a member of a family at some point of time.
- **Formative influence:** A family with its distinct customs and traditions, culture and value system impart a lasting influence on its members. Such practices inculcate qualities of obedience, tolerance, sympathy and sacrifice and play a vital role in shaping their personality and character.
- **Emotional bonding:** Mating, procreation, maternal and fraternal devotion, love and affection are the basis of family ties. It is a unit of emotional and economic co-operation.
- **Limited size:** A family is a small unit comprising of people born in the family and those related by a blood relation or brought in by adoption. It consists of a father, mother, their children each sharing their duties and responsibilities. A family can however be large, joint or extended.
- **Nuclear position:** A family is the smallest social structure in the society and also the most significant. It is the nucleus of all social groups as all the social structures are built around it.
- **Member's responsibilities:** Each member of the family has a sense of obligation and responsibility towards the family as they share together the pain and joy, and discharge their duties and responsibilities collectively.
- **Social regulations:** Family is an important agency of social control as the value system that shapes the personality and character of each of its members ensures that the set rules and regulations are not violated.

- **Permanent and temporary in nature:** A family as an institution is a permanent and a stable unit. Various activities that are characteristic of a family are carried from generation to generation. However, as an association it seems more temporary and transitional as some members exit on various pretexts while the new ones enter the system. The family continuously keeps evolving in terms of its structure and functions.

**Figure 4.2. Basic needs of a family**



## BASIC NEEDS OF A FAMILY

Every human being needs certain things such as food, shelter, clothes, education and health services, etc., for survival. A family should meet the basic needs of all its members including children, adolescents, youth, adults and the aged. Meeting basic needs are very important to maintain physical, psychological and social wellbeing of the family. The needs range from basic biological needs vital to survival to those that guarantee the development of human qualities. Basic needs of a family include the following (**Figure 4.2**):

- **Food:** Food is the most important need for everyone, the fulfillment of which is necessary for survival of the individual. Balanced diet is needed to maintain health and wellbeing. Feeding is one of the biological needs a family must cover.

- **Water:** Water is an important source for survival. It is required for drinking, cooking and cleaning. Drinking clean water in adequate quantities is necessary to maintain good health.
- **Clothing:** Being naked is against civilization and morality. Clothing transforms a human being into a social being and determines the economic level of a family. It protects our body from heat, cold, rain, dust, etc., and varies according to seasons.
- **Housing:** Housing provides protection from extreme weather, safety and security. It is one of the fundamental elements that guarantees human dignity. The type of house built is influenced by economic status, size of the family, building material available, prevailing weather conditions and cultural practices.
- **Good health:** Good health is considered as a human right. Everyone should recognize good health as a basic need and try to attain it using available resources.
- **Safety and security:** A family needs safety and security. Family members whether children, adults or elders need safe and protected environment to live comfortably.
- **Education:** Education is one of the basic needs of life. It teaches an individual the way to live in a society and carries him on the path to progress.
- **Affection:** Affection is an important component in any family. Each member of the family needs to be felt loved and wanted. It is essential for healthy development of personality.
- **Communication:** Communication is necessary for maintaining proper structure of the group as it allows transmission of messages among family members.
- **Rules and regulations:** Each family should have their own set of rules and regulations for maintaining harmony within the family.

For members of a family to be satisfied the above basic needs must be met. Rapid population growth however is resulting in greater economic burden forcing a fall in living standards.

## TYPES OF FAMILY

Different types of family structures are prevalent in the present-day society each of which is viable as a supportive and a caring unit. These may however fall into multiple categories (**Figure 4.3**).

### Based on Birth

- **Family of orientation:** A family into which an individual is born.
- **Family of procreation:** A family which an individual sets up after his/her marriage

Family of orientation and procreation though living under the same roof can still be distinguished.

### Based on Marriage

- **Monogamous:** It is a form of marriage where there is a relationship with only one partner at a time rather than multiple partners.
- **Polygynous:** It is a form of marriage where a man has more than one wife.
- **Polyandrous:** It is a form of marriage where a woman has more than one husband.

## Based on Residence

- **Matrilocal residence:** A family where the couple stays in wife's house.
- **Patrilocal residence:** A family where the couple stays in husband's house.
- **Changing residence:** A family where the couple alternates their stay continuously between the husband's and the wife's house or stays altogether in a different place.
- **Neo-local residence:** A family where the couple live in their respective residence.

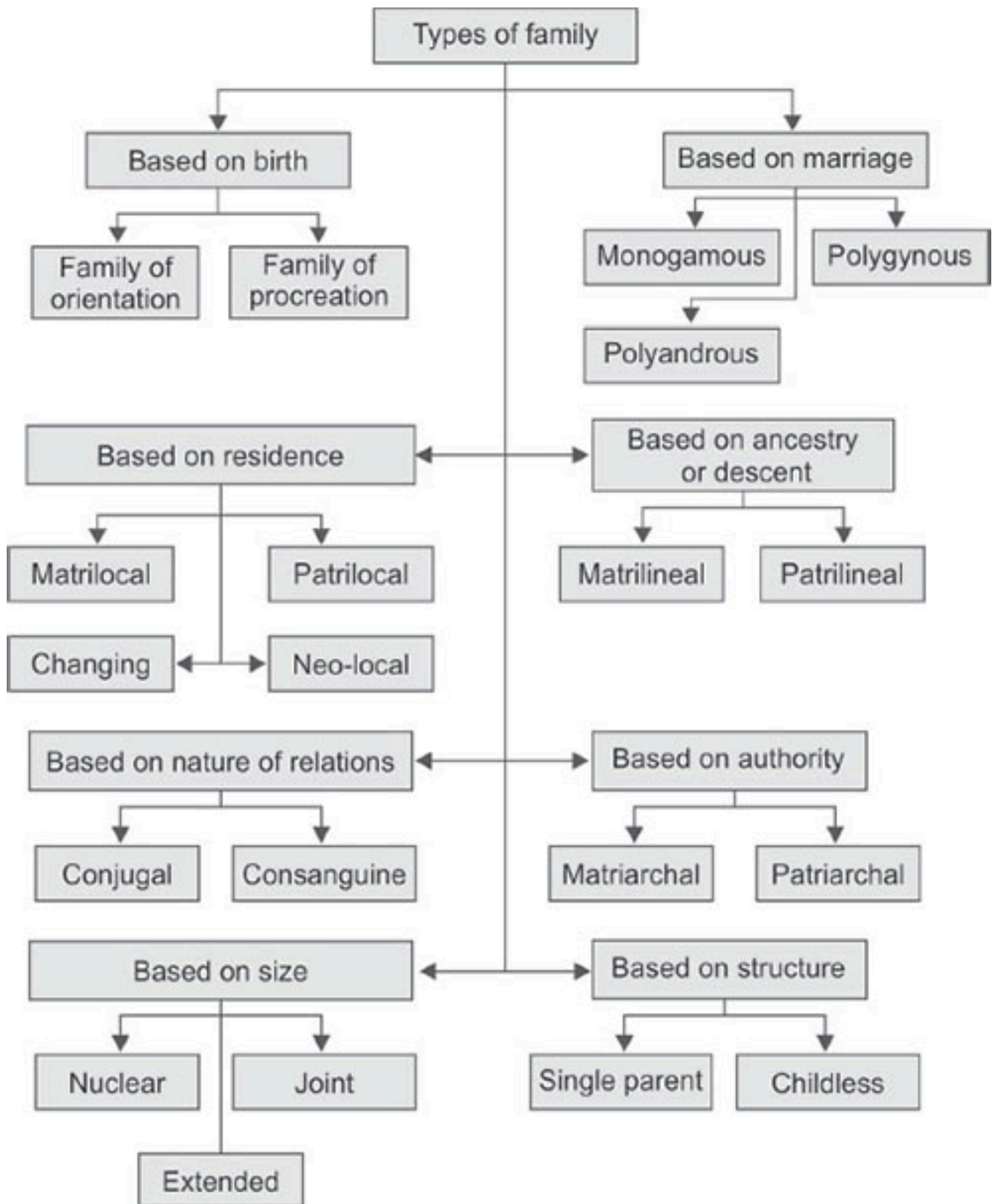
## Based on Ancestry or Descent

- **Matrilineal family:** A family where the ancestry or descent is traced through the female line or the mother's side.
- **Patrilineal family:** A family where the ancestry or descent is traced through the male line or the father's side.

## Based on Nature of Relations

- **Conjugal family:** A family consisting of adults among whom a sexual relationship exists. The family includes spouses and their dependent children. Off late the term conjugal family is being used for partners in long term sexual relationship, not actually being married.
- **Consanguine family:** A family with members among whom blood relation exists or those who are consanguineal kin (family consisting of parents, children and siblings).

Figure 4.3. Types of family



## Based on Authority

- **Matriarchal family:** A family where woman is head of the family with complete authority vested in her. After marriage, husband resides in the wife's house and descent is traced through the mother's side. Children are brought up in the mother's house. Succession of property is through the female line, i.e., only daughters inherit the property. Such families are found only in limited parts of the world.
- **Patriarchal family:** A family where male is the head of the family with complete authority vested in him. After marriage, wife resides in her husband's house, descent and property is traced through the male line. Children are brought up in the father's house. Such societies are commonly found across the world and thus very common.

## Based on Size

- **Nuclear family:** More common in the modern-day societies, it includes parents and their children living in the same residence. Members of the family are limited to only two generations. Children in such a family structure enjoy greater opportunities due to financial ease of the two parents. It is more or less autonomous in nature, not controlled by the elders of the family. It is an outcome of disintegration of the joint family system.
- **Joint family:** A family system characterized by the presence of three generations living together under the same roof, sharing a common kitchen and purse. Only unmarried or widowed daughters are part of such families while the married daughters become a part of their husband's families.
- **Extended family:** Also termed as multigenerational family it consists of a husband, wife and relatives in close proximity such as aunts, uncles, grandparents and cousins. Such a family structure is formed due to certain financial difficulties or a few elder relatives being unable to care for themselves. These relatives live together and share their household chores.

## Based on Structure

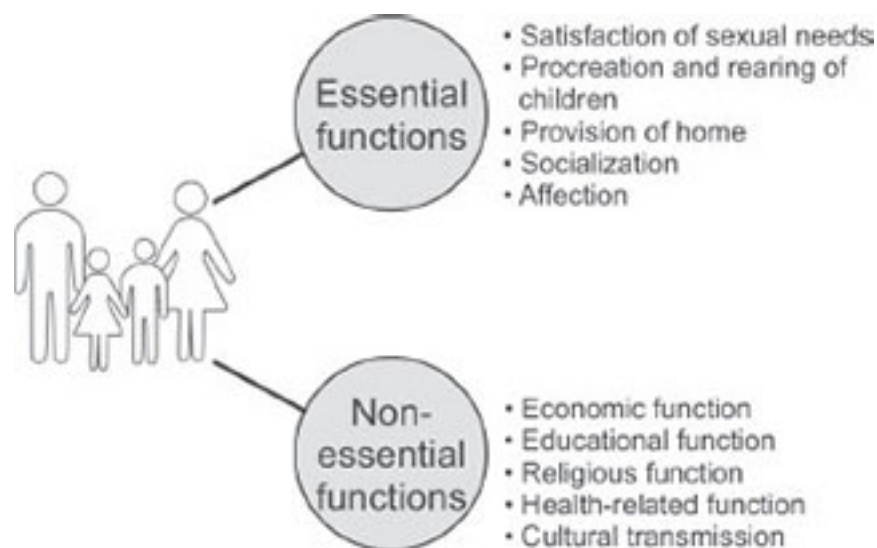
- **Single parent family:** As the name suggests it is a one parent family with the parent raising one or more children on his/her own. They mostly find support from relatives and friends. The income and opportunities are mostly limited.
- **Childless family:** Sometimes also termed as a 'forgotten family', it is a family structure wherein the couple either cannot or choose not to raise children. Many such families resort to pet ownership or have extensive contact with their nieces and nephews.

Regardless of the type of family structure, members are required to do what is best for themselves and others. Only a family filled with love and support thrives well and tends to be successful.

## FUNCTIONS OF FAMILY

A family is the nucleus of all organizations and groups as it is the most immediate and enduring group in any individual's life and a source of primary socialization. Societies around the world rely on the family system to accomplish certain functions. MacIver has categorized these functions into two categories: essential and non-essential (**Figure 4.4**).

**Figure 4.4. Functions of family**



## Essential Functions

Essential functions also termed as primary functions are fundamental in nature and not substitutable by any other institution than family as they are crucial for its continued existence. These include:

- **Satisfaction of sexual needs:** One of the most important primary function of a family is to provide sexual gratification through an institutionalized, regulated and a controlled structure which legitimizes sexual relationship. Regulating sexual behavior ensures sexual harmony and a long-term partnership between the spouses. Suppressal of sexual instincts may however lead to personality maladjustment and disruption of social relations. Havelock has rightly said “with failure of sexual harmony, the marriage structure rests on shifting sand”.
- **Procreation and rearing of children:** A family propagates human species and is responsible for the perpetuation of human race. It provides an orderly context for procreation and is responsible for the nurturing and enforcing of a social order among children. No other institution can bring up a child as efficiently as a family can.
- **Provision of home:** Family is a source of emotional and psychological strength for its members in times of need. It is a sanctuary of safety, security and economic stability for every individual. It provides recreation as it brings together all its members during festivals, holidays, family reunions, marriages, dinners and parties.
- **Socialization:** It is an agent for socialization and enduring social relationships which is perhaps its most important function. The primary socialization process of every individual begins within the family which is responsible for teaching the societal norms to the child. It ascribes social status and provides a definite identity. It is responsible for carrying forward the family name across generations. It is also the custodian of culture serving as a natural and convenient channel for its continuity.
- **Affectional function:** A human being has both physical and psychological needs. A family as an institution and association caters to both these needs. It is a source of intimate relationships with each member first experiencing feelings of love, sympathy and affection from their parents and siblings.

## Non-essential Functions

In addition to the essential functions, a family also performs a few non-essential functions.

- **Economic function:** A family fulfills the economic needs of its members and serves as an insurance company at the time of financial crisis. Movable and immovable properties of the family are safeguarded by the family. A family

also serves as an economic unit—consumption unit and a production unit. Earlier the commodities of consumption were made at home and the family was self-sufficient in a big way. However, the economic role of the family has undergone a considerable change in the modern era due to industrialization and urbanization, wherein the center of production has moved from home to the industry.

- **Educational function:** A family is an important educational agency. It is the first school for a child as it provides a platform for formal education. The family provides basic training in social attitude and etiquettes which are very important for the child as an adult. Similarly, a traditional family is a center of vocational education in low socio-economic families, especially those involved in trades like carpentry, blacksmithing, tailoring, etc. However, in a major departure from the traditional families, children from affluent families are seeking admissions in top universities for pursuing technical degrees.
- **Religious function:** A family is the religious training center for children. Parents imbibe religious virtues among children by involving them in religious ceremonies and various other rituals. The religious beliefs and traditions are passed from generation to generation. Though secularism is widely being accepted among the new generation, the family still plays an important role in shaping the religious attitude and spiritual needs of its members.
- **Recreational function:** At one point of time family was the hub for recreational activities such as festivals, feasts and ceremonies. Members engaged themselves in various indoor and outdoor activities and deemed it as an opportunity to get together and express their love and affection. It was an opportunity to have joyous experiences with siblings and other relatives. Off late recreational activities are being planned outside the family and do not involve wide participation of its members.
- **Health-related function:** Family is responsible for not only providing a nutritive diet to its members but also care for the sick and the aged in the family. While a mother has the responsibility to improve the health of infants by breastfeeding and adopting other recommended practices, parents have to impart health education and ensure compliance to various health practices by the younger lot.
- **Cultural transmission:** A family while guaranteeing biological continuity also serves as an instrument of cultural transmission. It is a vehicle for transmitting various values, ideas, customs, traditions and beliefs existing in the family.

## Recent Trends in Indian Family System

A family is the most basic and important unit in any society. It provides nurturance, emotional bonding and socialization. India has a rich family structure with a patrilineal background which helps the family members sustain a life with kinships groupings.

In the past years, members of the joint families were found to work, worship, co-operate and eat together. 'Karta', the head of the family took all the major decisions and was responsible for the wellbeing of its members. The family assets were mostly ancestral and in the nature of common pool. All the working members contributed towards the common pool and the concept of co-existence and sharing of responsibilities and utilities played a key role in the development process.

However, urbanization, industrialization and commercialization of the economy brought a radical change in the social fabric of our country. It resulted in the gradual disintegration of the joint family system and emergence of the nuclear family system. It was mostly to build financial stability and make the children academically competent and independent. The family concept in the Indian context suffered many more alterations and deviations. Some of the deviations are as follows:

- Equal work participation
- Change in authority
- Late marriages
- Increasing divorce

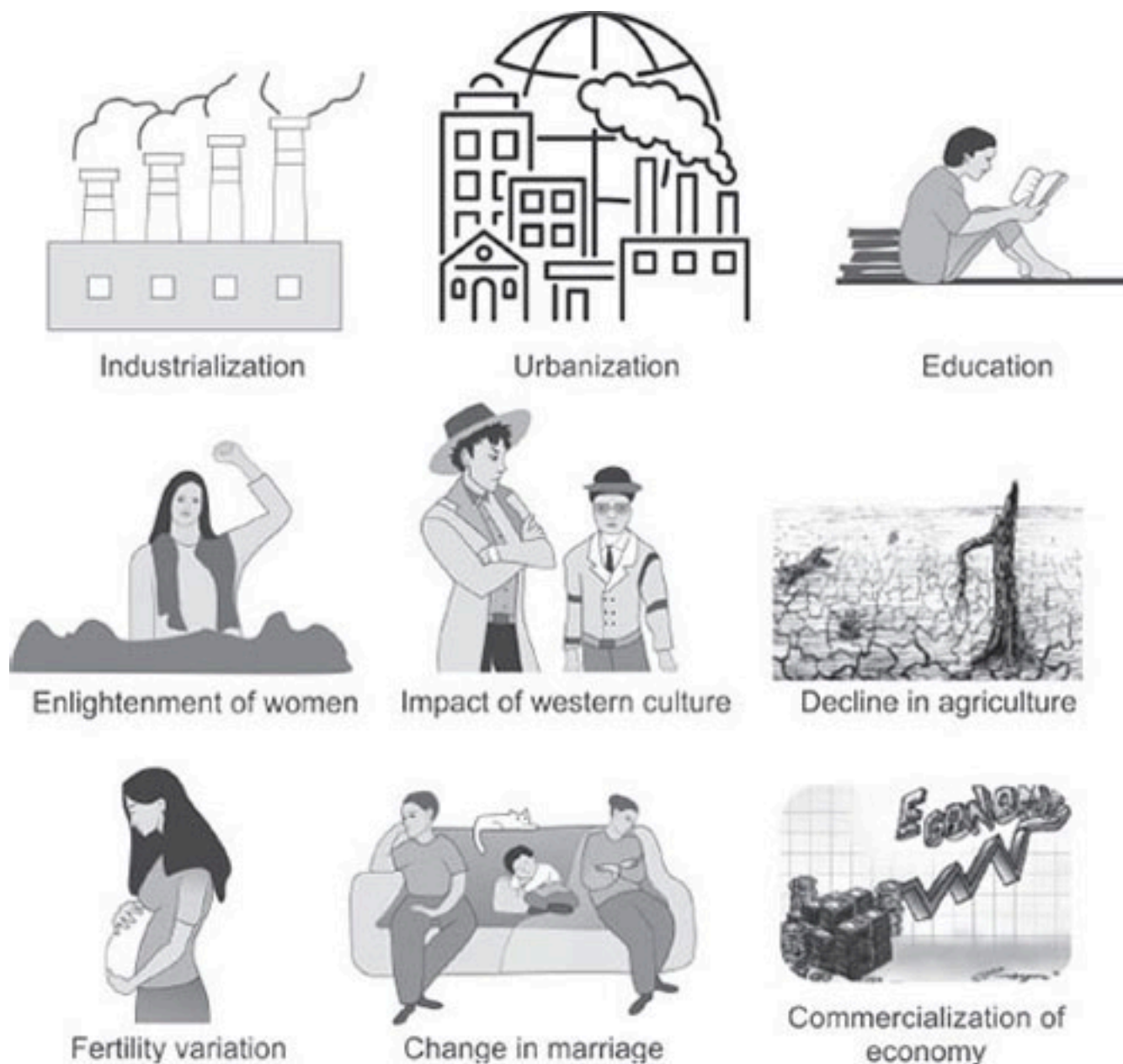


- Separation rates
- Domestic violence
- Inter-generation conflicts
- Unwed mothers
- Live in relationships between couple without marriage
- Remaining unmarried
- Advent of childless families
- Single parent families
- Female headed households
- Dual earner families, and adoptive families, etc.

All these fluctuations in the family structure indicate an inability of the individuals to cope with the pressures of the modern life. Factors responsible for change in the Indian family structure are (**Figure 4.5**):

- **Industrialization:** It resulted in migration of rural population to urban areas in search for better income opportunities.
- **Urbanization:** Faster growth rate of the urban population in the recent decades encouraged the evolution of independent family units weakening the joint family system.
- **Education:** It brought changes in attitudes, beliefs and values of individuals. Increased educational opportunities and occupational choices allowed individuals to move from agriculture-based occupation to non-agricultural, industrial or service based occupations. This led to relocation and setting up of small homes with spouse and children in urban centers.
- **Enlightenment of women:** Education provided greater job opportunities to women and with it came a sense of independence. They became more conscious of their rights and began competing with men in all fields. Women began seeking greater freedom and preferred to settle down in cities nearer to their work place leading to gradual disintegration of the joint family system.
- **Impact of western culture:** The influence of western culture on the present generation had a negative impact on the age-old traditional values and beliefs. They adversely affected the joint family system and brought permanent changes to the family structure.
- **Decline in agriculture:** Reduction in agricultural output due to climate changes and population explosion put undue pressure on both agricultural and residential land. The poor and the unemployed moved away from their families and ancestral homes to cities in search for livelihood.
- **Fertility variation:** Factors such as declining fertility rates, increased age at first birth, lower economic contribution by children to families, need for lesser number of children due to diminished agricultural activities emphasized on better quality of life rather than the number of children.
- **Change in age of marriage:** Postponement of marriage, increase in the proportion of never-married young adults resulted in reduction in family size.
- **Commercialization of economy:** Poverty and economic difficulties compelled the rural folk to migrate to urban areas bringing a marked change in the joint family structure.
- **Other factors:** Factors such as low levels of income, high cost of living, desire for luxurious life, increased cost of education, etc., led to evolution of the nuclear family system which has now become the new family model.

**Figure 4.5. Factors responsible for change in Indian family structure**



## MARRIAGE

Marriage is a time-tested social institution established and nurtured by the human society. It marks the beginning of a family and a life-long commitment towards their partner in facing challenges, excitements, disappointments, surprises and uncertainties. It widens the horizons for each partner and provides a meaning for their existence. Marriage is an opportunity to be selfless and forge spiritual and emotional bonds. In short it provides oneness and brings a higher purpose to life.

It is considered as a cultural universal as it exists in some form or the other in all societies. Being a social construct, the cultural norms and expectations determine what constitutes a marriage, who can marry whom and what role each spouse takes after a marriage. It is closely associated with the concept of family.

## Definitions

- Marriage is a socially approved way of establishing a family of procreation.

—**Gillin and Gillin**

- Marriage is rooted in the family rather than the family in the marriage. It is an institution of society with different purpose, functions and forms in different societies but is present everywhere as an institution.

—**Westermarck**

- Marriage is a contract for the production and maintenance of children.

—**Malinowski**

- Marriage is a relatively permanent bond between permissible mates.

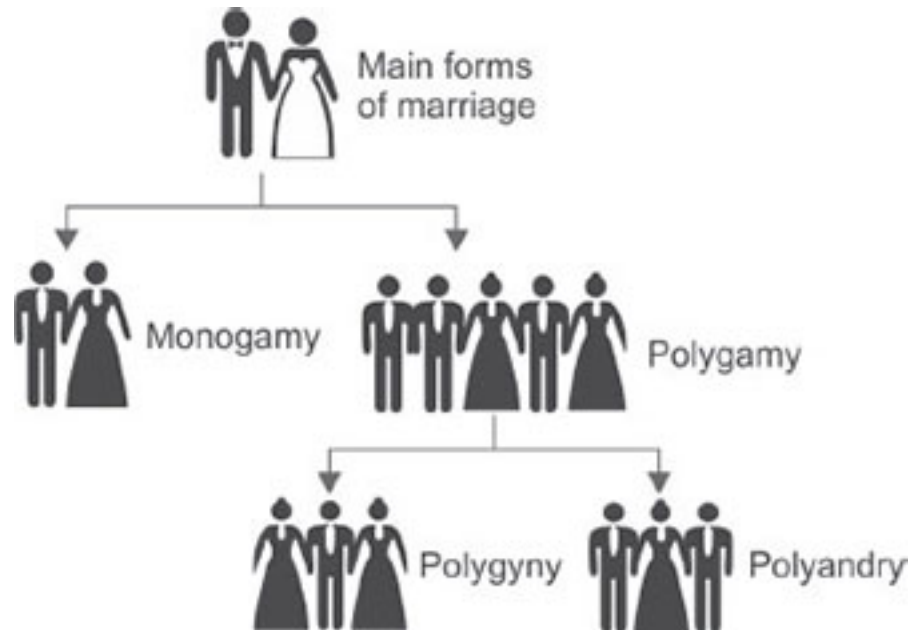
—**Robert H Lowie**

## FORMS OF MARRIAGE

Marriage is an important social institution with many obligations and privileges attached to it. The most important step in a marriage being the choice of partners, each society has its own pattern of guiding the marriages. Though there is no set standard laid down for choosing a partner each society has evolved its own rules for their selection. Various forms of marriage are (**Figure 4.6**):

- **Monogamy:** It is a form of marriage wherein the man remains in marriage with a single woman at a time. He or she remarries another person in the event of a divorce or death of the partner. It is the most common form of marriage prevalent in the world today.
- **Polygamy:** It is defined as a marriage between one person and two or more spouses simultaneously. This form of marriage is permitted in some religions and tribes. It is the second most common form of marriage. It exists in two main forms:
  - *Polygyny:* It refers to the marriage between a man and multiple women.
    - Sororal polygyny: It refers to the marriage between a man and women who invariably are sisters. The practice of several sisters simultaneously being the spouses of the same man is called 'sororate'. It is derived from the Latin word '*soror*' meaning sister.

**Figure 4.6. Forms of marriage**



- Non-sororal polygyny: It refers to the marriage between a man and women who are not related as sisters. Such form of marriage is practiced for social, economic and political reasons.
- *Polyandry*: It refers to the marriage between a woman and multiple men.
  - Fraternal polyandry: It refers to the marriage between a woman and multiple men who are brothers. This form of marriage is practiced in the *Khas* tribes of Uttaranchal.
  - Non-fraternal polyandry: It refers to the marriage between a woman and multiple men who are not brothers. This form of marriage is prevalent among the Nair caste in Kerala.
- **Other forms of marriage**
  - *Endogamous*: Also called as in-marriage, it is the custom of restricting the marriage within one's own group, range or relationship.
  - *Exogamous*: A rule of marriage where one must marry outside his own group is called an exogamous marriage.
  - *Inter-caste marriage*: A family characterized by the union of a man and woman belonging to two different castes.
  - *Child marriage*: It is the practice of getting children married before they attain their puberty.

## SOCIAL CUSTOMS RELATED TO MARRIAGE

A few facts on social customs related to marriage in India are:

- In India, marriage is considered an important social institution approved and permitted by custom and law.
- In all communities' marriage is regarded as an essential obligation which is deemed necessary for everyone. It evokes social obligation, kinship bond, traditional value, sentiment and economic resources.

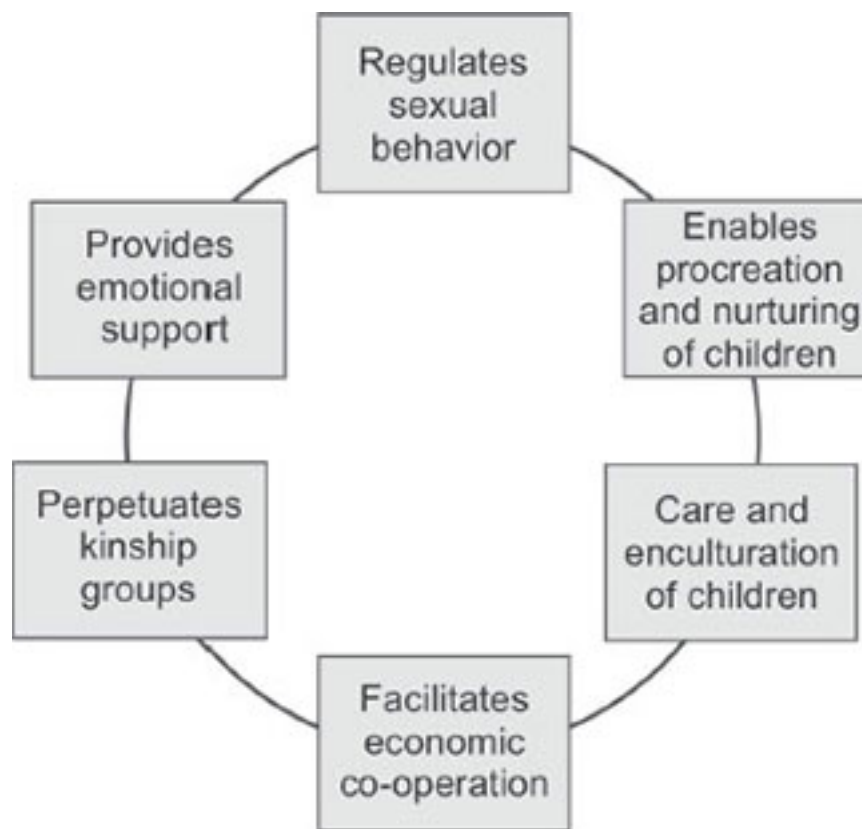
- Only a tiny fraction of men and women stay unmarried in India as the parent's attitude is to get them married off and free themselves of responsibility. Girls are brought up with a belief that, it is woman's destiny to get married, married state is desirable and that motherhood needs to be celebrated.
- For Hindus marriage is a sacrament meaning. It is a union for life that cannot be dissolved.
- The basic rituals in Hindu marriage are: *Kanyadan* (giving off of the bride to the groom by her father), *panigrahana* (clasping of the bride's hand by the groom), *agniparinaya* (going around the sacred fire by the bride and the groom), *saptapadi* (walking seven steps by the bride and the groom) and groom tying a *tali* to the bride's neck. *Tali* signifies married state of Hindu women in south India.
- Marriage marks the beginning of a life partnership between the two people involved. In Hindu custom, marriage establishes the primacy and superiority of the male counterpart. The rituals are such that the bride is urged to follow the husband, act according to his wishes and remain steadfast in loyalty and love.
- Marriage customs in Jain and Sikh communities are similar to those in Hindus. The Sikh marriage ceremony '*Anand Karaj*' is one of stages outlined with specific sentiments and ceremonies for Sikhs. It is solemnized in the presence of the Guru Granth Sahib, the holy book of Sikhs. The key ceremony consists of the bridal couple going around the holy book four times. No particular period or season is designated for marriages in the Sikh community.
- Muslim marriage is not a sacrament but a contract which can be terminated. The essential ceremony of Muslim marriage is known as the '*nikha*'. It is considered to be complete only when the consent of both the groom and bride has been obtained. The formal marriage document known as '*nikhanama*' bears the signatures of the couple.
- In most communities rituals such as smearing of turmeric (*Haldi*), applying *mehndi*, etc. are commonly followed.
- Ring exchange is an important ritual in Christian marriages. It is usually solemnized in a church.
- Wedding processions and feasts are a common feature in most communities. However, the scale of celebrations is linked to the socio-economic status of the two families involved.
- Marriage in most cases involves material as well as non-material transactions between the families of the bride and the groom. The two types of material wealth transfers associated with marriage are bride price and dowry.
  - Bride price: A payment in cash or kind to the bride's father by the groom's father indicating a transfer in authority over the bride from her father to the groom and his family. The bride's family forgoes a productive worker with the girl getting married and leaving her parental home. Bride price is a compensation paid to the bride's family for its loss.
  - Dowry: It refers to a gift of substantial monetary value given by the bride's side to the future spouse upon marriage. This act confers prestige and honor to both the sides. The bride's family gains prestige within their community by giving dowry while the groom's family receives both wealth and prestige in their community.
- The widower usually has a right to remarry.
- In most of the Hindu castes, widow remarriage has been customarily sanctioned and practiced. Among Muslims, Christians and Parsis too widow remarriage is permitted.
- Sati practice, the practice of widow burning on her husband's funeral pyre is still prevalent in some communities. Respect is paid to such women who end their lives as a mark of devotion to their husbands. In early 19th century reformers like Vidyasagar opposed the practice of sati and exploitation of widows.
- In 1856, the Hindu Widow Remarriage Act legalized the marriage of widows of all castes.
- In some societies widows are still regarded as inauspicious. They are not expected or permitted to take part in certain religious and social functions.

- In India, marriage is viewed as a once in a lifetime event. Most often marriages are arranged by parents as they consider it a responsibility to get their children married.
- For most Indian women marriage is essential as it provides economic support, social dignity and security.
- After marriage the wife moves to her husband's home where she is expected to be submissive and respectful towards her husband, his relatives and accept the prevailing norms. She visits her parents' only as a guest.
- The goals of marriage are undergoing a rapid change and being rewritten especially by the urban and educated sections of the society.
- The age-old concept of a large family is being replaced by small family norms.
- Marriage in the past years though was intended for procreation purposes, it now stands for self-fulfillment or societal welfare.

## IMPORTANCE OF MARRIAGE

Ancient scriptures regard marriage as a socio-religious obligation meant to achieve three important aims of life: *dharma* (duty), *rati* (sensual pleasure) and *praja* (progeny). The universality of marriage within different societies is attributed to the numerous social and personal functions for which it provides a structure. Most commonly it dictates the roles that spouses play in each other's lives, in the family and in society at large (**Figure 4.7**).

- **Regulates sexual behavior:** Marriage is regarded as a stable and enduring arrangement typically meant to regulate sexual behavior. It reduces sexual competition and the negative effects associated with it. It also puts restrictions on premarital and extramarital sexual relations.
- **Enables procreation and nurturing of children:** Marriage legitimizes production of offspring by socially establishing their birthrights. It lets everyone know who is responsible for bringing them up as per societal norms.
- **Care and enculturation of children:** Children learn their gender roles and cultural norms required to participate in the communal and cultural practices through experience, observation and instruction.

**Figure 4.7. Importance of marriage**

- **Facilitates economic co-operation:** Marriage provides a framework within which both husband and wife take collective responsibility in meeting the economic needs of the family, children in particular.
- **Perpetuates kinship groups:** In addition to providing economic co-operation, marriage in a legitimate sense lets people know about inheritance.
- **Provides emotional support:** Marriage provides companionship and emotional support to both the spouses. It allows them to achieve much more than what they would have, if they were alone.

## LEGISLATION ON INDIAN MARRIAGE AND FAMILY

Legislation is a law or set of laws suggested by a government and made official by the parliament. It is a conscious attempt to bring about reforms in response to the changing conditions of a society.

Due to diverse cultures in India, it became difficult for the framers of law to lay down a due process for registration and solemnization of marriage. Legislations pertaining to family and marriage were drawn to include all legal matters related to inheritance, adoption, marriage, divorce, dowry, etc. Also practicing of many different religions like Hinduism, Islam, Christianity, Jainism and Buddhism in our country made it obligatory to draw legislations based on their religious texts (**Figure 4.8**).

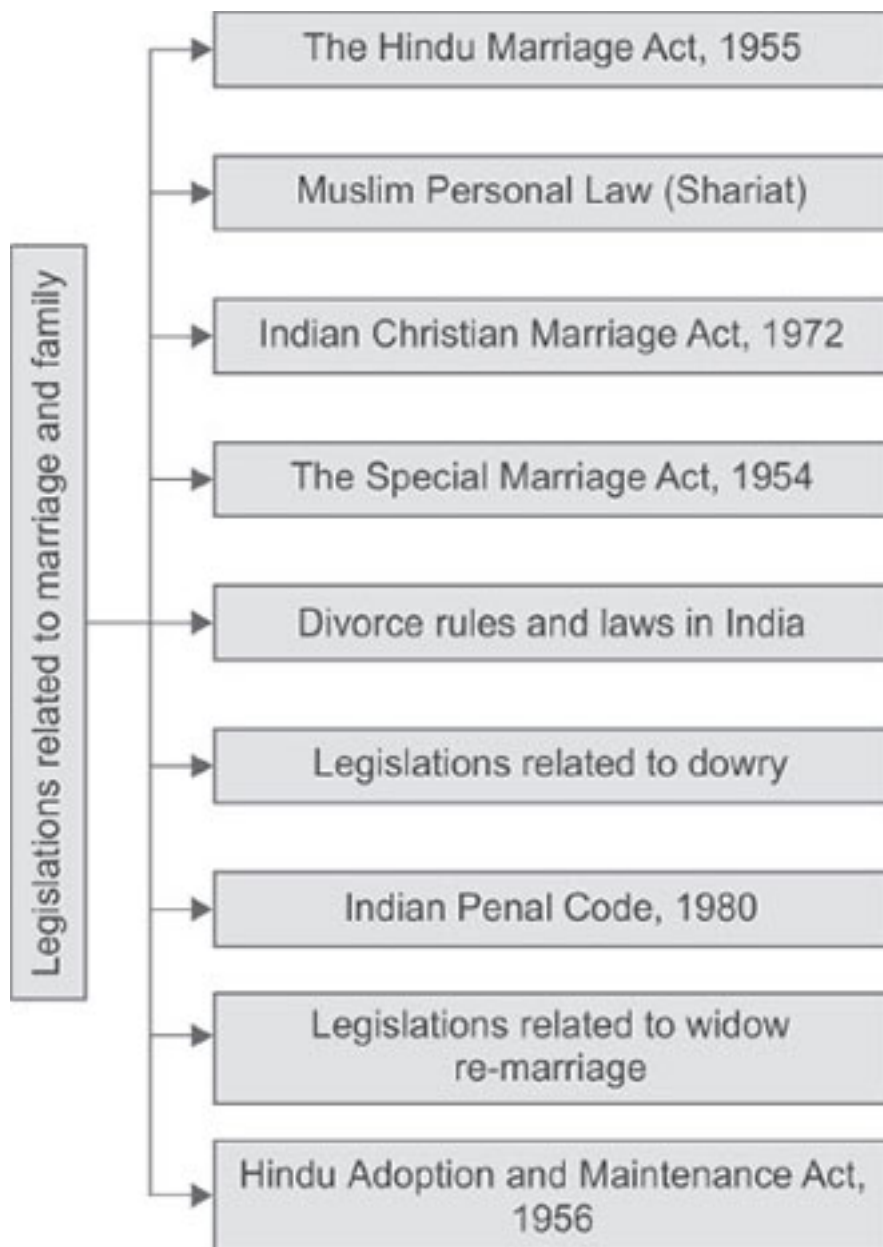
- **For Hindus:** The Hindu Marriage Act, 1955
- **For Christians:** The Indian Christian Marriage Act, 1872 and Divorce Act, 1869

- **For Muslims:** Muslim Personal Law (Shariat) Application Act, 1937 and Dissolution of Muslim Marriages Act, 1939
- **For Parsis:** Parsi Marriage and Divorce Act, 1869
- **For all religions:** Special Marriage Act, 1954.

## The Hindu Marriage Act, 1955

This law puts forth certain conditions that need to be complied with for a marriage to be valid in India. This law extends to the whole of India and is applicable to any person who is a Hindu, Buddhist, Jain or Sikh by religion. Once married the couple needs to register their marriage in the office of the concerned sub-registrar.

**Figure 4.8. Legislations related to marriage and family**





The law requires the marriage to be solemnized in accordance with the customary rites and ceremonies of either party thereto. Where such rites and ceremonies include the *Saptapadi* (i.e., taking seven steps by the bridegroom and bride jointly around the sacred fire) and tying of the *taali*, the marriage becomes complete and binding.

It requires strict monogamy to be followed, i.e., marriage with only one person at a time. If an already married person enters into a second marriage with the first spouse not being divorced or deceased, then such conduct is a punishable offence. The second marriage will also be deemed unlawful.

A marriage is solemnized between any two Hindus upon fulfilment of the following conditions:

- Neither party has a spouse living at the time of marriage.
- Neither party is incapable of giving a valid consent to it in consequence of unsoundness of mind.
- Though capable of giving a valid consent, has been suffering from mental disorder of such kind or to such an extent as to be unfit for marriage and procreation of children.
- Has been subject to recurrent attacks of insanity.
- The bridegroom has attained an age of 21 years and the bride an age of 18 years at the time of marriage.
- The parties are not within the degrees of prohibited relationship, unless the custom or usage governing each of them permits of a marriage between the two.
- The parties are not sapindas of each other, unless the custom or usage governing each of them permits of a marriage between the two (someone who is within or has a common ancestor relative within three generations above himself on the mother's side of the family or a common ancestor relative within five generations above himself on the father's side of the family).

## The Muslim Personal Law (Shariat)

The Muslim Personal Law (Shariat) Application Act, 1937 applies to all Muslims in India. It deals with marriage, dissolution of marriage including, talaq, ila, zihar, lian, khula and mubaraat, maintenance, dower guardianship, gifts, trusts and trust properties, and wakfs, intestate succession, special property of females including personal property inherited or obtained under contract or gift. The Dissolution of Muslim Marriages Act, 1939 deals with the circumstances in which Muslim women can obtain divorce and rights of Muslim women who have been divorced by their husbands and to provide for related matters. However, these laws are not applicable to Muslims married under the Special Marriage Act, 1954.

- Rules of a Muslim marriage are quite distinct from that of a Hindu marriage.
- Muslim marriage is in the nature of a contract and the bride and groom can enter into various agreements as to their matrimonial rights and obligations.
- A lawful Muslim marriage requires *Nikha*, the groom to make his proposal of marriage. The proposal then needs to be accepted by a relative appointed on behalf of the bride. This is called *Ijab* and *Qubool*.
- Usually the marriage is officiated by religious judges or *Qazis*.
- Furthermore the bride and groom are also required to be mentally fit and should not be related to each other as against the rules of consanguinity and affinity.
- A Muslim male can marry a non-Muslim woman, where as a Muslim woman cannot marry a non-Muslim man without conversion.
- Further a Muslim man is allowed to enter into polygamy while the same is prohibited for a Muslim woman.

## Indian Christian Marriage Act, 1972

A marriage between persons, one or both of whom is or are a Christian or Christians, shall be solemnized in accordance with the provisions of the Indian Christian Marriage Act, 1972 and any such marriage solemnized otherwise than in accordance with such provisions shall be void. The divorce proceedings of such marriages can be instituted under the Indian Divorce Act, 1869.

- Marriages may be solemnized in India by any person who has received episcopal ordination, provided that the marriage is solemnized according to the rules, rites, ceremonies and customs of the Church of which he is a Minister.
- Marriage may also be solemnized by any person in the presence of a marriage registrar appointed under this act or by any person licensed under this act to grant certificates of marriage between Indian Christians.
- As a general rule, marriage can be solemnized between 6 am to 7 pm in a Church unless there is no such Church within 5 miles.
- Exceptions are however made in case where a special licence permitting a clergyman of the Church is granted.
- The act of a person who solemnizes a marriage beyond these hours and outside the Church in the absence of the witnesses without any special licence has been made punishable under Section 69 of the act. The punishment provided is up to 3 years imprisonment.
- The law requires any one party in the marriage (bride or groom) to give the public notice of marriage to the Minister or Registrar solemnizing the marriage. Marriage is required to be registered.
- The bride and groom should have completed the age of 18 and 21 years respectively and should not have already been married.
- The rule of monogamy is followed in Christian marriages.
- The marriage needs to be performed in presence of a minimum two witnesses and the parties are to make a declaration in the standard format.
- The parties should not be forbidden to marry for being close relatives.
- Marriage is also possible where one or both parties are minors if they obtain the consent of the father, mother or guardian.

## The Special Marriage Act, 1954

The special marriage laws are applicable to citizens of India irrespective of their religion, caste or culture. Under provisions of the act, people from a different religion, caste or community are allowed to get married subject to fulfilment of certain conditions.

- The age of both bride and groom must be a minimum of 18 and 21 years respectively
- Both of them must be of sound mind
- Registration of marriage in India is compulsory to solemnize a marriage under this act.
- Both the bride and groom cannot share common ancestors or be blood relatives. In accordance to the act there are 37 relations forbidden in which no wedding can be performed between them.

## Divorce Rules and Laws in India

Divorce is the legal dissolution of marriage.

- All Hindus as well as Buddhists, Sikhs and Jains can seek divorce under the Hindu Marriage Act, 1955 according to the divorce laws in India. It is also applicable to every person who is domiciled in the territory of India and who is not a Parsi, Christian, Muslim or Jew by religion.
- Muslim women seeking divorce can obtain it through the provisions of Dissolution of Muslim Marriages Act, 1939.
- Any person who professes the Christian religion can seek divorce under the provisions of The Indian Divorce Act, 1869.
- Spouses belonging to different communities and castes can seek divorce under the Special Marriage Act, 1956.
- Divorce under Hindu law can be classified into: mutual divorce and contested divorce.
  - *Mutual divorce*: Under the Hindu Marriage Act, mutual divorce is governed by section 13B. The two requirements for filing a mutual divorce are mutual consent and a 6 month 'cool off' or waiting period after the filing of the divorce petition before the matter proceeds. The purpose of having the cooling-off period is to provide the couple one last chance for reconciliation and safeguard them from a hurried decision. Both the parties predetermine issues relating to maintenance/alimony (financial assistance provided by the husband/wife to his/her spouse can be in the form of a lump sum payment, payment in intervals or either permanent or temporary), child custody and property division any other pending issues between the couple.
  - *Contested divorce*: Under the Hindu Marriage Act, contested divorce is governed by Section 13. It provides grounds for filing a contested divorce which includes adultery, cruelty, desertion, religion conversion, mental disorder, communicable diseases and leprosy, renunciation of the world, presumptive death (spouse has not been heard of as being alive for a period of at least 7 years).
  - *Void marriages*: Grounds which shall render a marriage void or the court shall deem it to be illegal are: bigamy, persons falling within degree of prohibited relationships, sapinda relationships, etc.
  - Three other grounds of divorce available only to the wife are:
    1. Husband has been guilty of rape, sodomy or bestiality.
    2. Wife was married before the age of fifteen.
    3. A decree or order has been given by court awarding maintenance to the wife and they have not been living together for more than 1 year.
- Two processes to seek a divorce under Muslim law in India are:
  1. *Judicial process*: Section 2 of the Dissolution of Muslim Marriages Act, 1939 specifies the following grounds on which the Muslim women can seek a divorce in India.
    - The whereabouts of the husband have not been known for at least 4 years.
    - The husband has failed to provide maintenance for at least 2 years.
    - The husband has been sentenced to imprisonment for at least 7 years.
    - The husband failed to comply with his marital obligations for at least 3 years without any reasonable cause.
    - The husband was impotent at the time of marriage or suffering from venereal diseases or has been of unsound mind for at least 2 years.
    - The husband treated his wife with cruelty or was married before the age of fifteen.
  2. *Extra-judicial process*: Divorce by the extra-judicial:

- Divorce by husband: Talaq-e-Sunnat, Ila, Zihar
  - Divorce by wife: Talaq-i-Tafweez, Lian
  - Divorce by mutual consent: Khula, Mubarat
3. *Triple talaq*: Under Section 3 of The Muslim Women (Protection of Rights on Marriage) Act, 2019, triple talaq oral or written or in electronic form shall be considered an illegal and cognizable and non-bailable offence under this act.
- Two ways to file a Christian divorce in India under Section 10A of the Indian Divorce Act, 1869.
    1. *Mutual divorce*: If the parties mutually agree that they have not been able to live together peacefully and have been living separately for at least 2 years then they can file a petition for dissolution of marriage before the district court.
    2. *Contested divorce*: A petition can be filed before the district court either by the husband or wife on the grounds of adultery, being ceased to be a Christian, being of unsound mind for a continuous period of not less than 2 years, suffering from a virulent and incurable form of leprosy for at least 2 years, not been heard of as being alive for a period of 7 years or more, willfully refusing to consummate the marriage, failed to comply with a decree of restitution of conjugal rights for a period of 2 years or more, deserted for at least 2 years, cruelty or husband is guilty of rape, sodomy or bestiality.

## Legislations Related to Dowry

Dowry is a widespread practice in India wherein money, goods, valuables or property is given or agreed to be given by the bride's parents to the groom's parents. It is the money, goods or estate that a woman brings to a marriage. Dowry is illegal in India under the Dowry Prohibition Act, 1961.

In 1961, the Government of India passed the Dowry Prohibition Act. In 1984 and again in 1986, the act was amended to make the law stricter and more effective. According to this act the husband and his family can be penalized for demanding dowry.

## Dowry Prohibition Act, 1961

This act was passed to prevent the practice of dowry system in India. Both giving and accepting dowry is treated as an offence.

### Significant sections under this act:

- Section 2 of Dowry Prohibition Act, 1961 states that any security that is valuable or any property transferred from one to another directly or indirectly related to marriage will be considered as a dowry.
- Section 3 of the act describes punishment for giving and taking dowry. Punishment for violating the law is 5 years imprisonment plus # 15,000/- fine or the value of dowry given whichever is higher
- Under section 4 of the act demanding dowry from either party of marriage is punishable with a jail term of a minimum 6 months to maximum 5 years and a fine up to #15,000/-
- Section 8 of the act states that the offence is non-bailable and cognizable.

## Indian Penal Code, 1980

- Section 304 (b) of the Indian Penal Code, 1980 deals with dowry death in India. Under this, if death of a woman is caused by either bodily injury, burn or under unnatural circumstances within 7 years of her marriage and it is

proved that she was being harassed by her husband and/or his relatives for dowry, the offender will be punished by imprisonment for a minimum 7 years and maximum life imprisonment.

- Section 306 of Indian Penal Code, 1980 deals with abetting suicide of a person. It includes cases where a woman's husband and his relatives create circumstances leading to her suicide. If this happens within seven years of marriage, it is considered as abetment of suicide for dowry.

## LEGISLATIONS RELATED TO WIDOW REMARRIAGE

### The Hindu Widows' Remarriage Act, 1856

- The enactment of the Hindu Widow Remarriage Act, 1856 was a major social reform to improve the condition of the widows in India.
- As per the law "No marriage contracted between Hindus shall be invalid, and the issue of no such marriage shall be illegitimate, by reason of the woman having been previously married or betrothed to another person who was dead at the time of such marriage, any custom and any interpretation of Hindu Law to the contrary notwithstanding".
- The law also held that widows who remarry were entitled to all the rights and inheritances that a woman who marries for the first time would have.
- The Act also provides legal protection to men who married widows.

### Hindu Adoption and Maintenance Act, 1956

This act deals with topics such as requisites of a valid adoption, capacity to adopt, capacity to give in adoption, effect of adoption, gender bias, etc.

- **Capacity to adoption:** In this act it is said that any adult Hindu male who is of sound mind can adopt a child. If the said man is married, consent of his wife is necessary. Likewise, a female adult Hindu of sound mind could adopt a child if she is unmarried, divorced, widowed or her husband suffers from certain disability.
- **Capacity to give in adoption:** Section 9 of this act states that only the father, the mother or the guardian can make the decision of giving a child in adoption.
- **Effect of adoption:** An adopted child shall be deemed to be the child of his or her adoptive father or mother for all purposes from the date of adoption. From such date all the ties of the child with his or her family of birth shall be deemed to be severed and replaced by those created by adoption in the adoptive family. All the rights and obligations of natural born children fall on him.

## INFLUENCE OF MARRIAGE AND FAMILY ON HEALTH AND HEALTH PRACTICES

A family comprises of group of individuals who provide physical, emotional and economic support to each other. It is an important social institution that performs several important functions to preserve and maintain health of an individual. It is a place where individuals are born, nurtured, socialized and behaviors shaped. It provides resources for growth and development, influences healthy behaviors, provides care and facilitates for recovery from illness and improves wellbeing of individuals.

**Factors influencing health of individuals in a family**

1. Social relationships
2. Social support
3. Family practices
4. Women education
5. Diet pattern
6. Family income
7. Illness or disability in family
8. Health of parents and children
9. Supportive parenting
10. Family dynamics
11. Being married

Living in a healthy family is an important dimension of wellness. Factors influencing health of individuals in a family are (**Box 4.1**):

1. **Social relationships:** Supportive family relations such as sense of belongingness and connectedness, trust and respect among family members impacts health positively. Good social relationships among family members have been demonstrated to decrease the likelihood of onset of chronic illness, disability, mental illnesses and death.
2. **Social support:** A well-knit and supportive family provides emotional support, economic wellbeing and increased overall health. Social support from friends, relatives and parents has a positive impact on health. These factors function as a protective gear against morbidity and mortality risks. Studies have shown that those reporting higher level of support from relative and friends exhibit lower heart rate, systolic blood pressure, serum cholesterol level and high immunity function.
3. **Family practices:** Genetic disorders and inherited conditions are shared through family lifestyles, values and activities. The chance of suffering from diseases that transmit through families increases when marriages are held among close relatives. Children's cognitive, social and emotional development is determined by family conditions which subsequently influence health. Habits like oral health, bathing, other personal hygiene practices, cooking, eating pattern, exercise and other lifestyle practices learnt at home may remain unchanged throughout life. These habits have profound effect on health.
4. **Women education:** Women are the major coordinators of care and the link to the health care system for their families. Their level of education especially that of the mother has been recognized as one of the most important factors in maintaining health of the family. Her role is affected by social status, education, employment and cultural practices. They play a key role in ensuring access to health care for their children by contributing directly to the nutrition of their families through production, processing and selection of foods for family consumption.
5. **Diet pattern:** Family environment plays an important role in the development of child's eating pattern and diet quality. Families shape eating behaviors of children from conception to adolescence. It teaches what to eat, how to eat, when and with whom to eat. Research evidence has shown that weight, body mass index and eating behaviors are greatly influenced by their parents and family.

6. **Family income:** The level of family income directly relates to health. Wealthier families can afford better medical care and healthier lifestyle for protecting and improving health. More affluent people can afford nutritious meals, health insurance and wellness programs. Families sustaining on low income face higher rates of food insecurity. Low-income status is associated with adverse health outcomes such as shorter life expectancy, higher infant mortality and greater number of deaths due to communicable and non-communicable diseases. Family income often presents a barrier to healthy eating with children in lower socioeconomic groups eating fewer fruits and vegetables and having higher intake of fat compared to children in relatively higher socio-economic groups.
7. **Illness or disability in family:** Chronic or serious diseases affect not only an individual but also his entire family. Illness of one family member disrupts the whole family as each family member plays a specific role. When a family member becomes ill, other family members must alter their lifestyle and take on some additional responsibilities which adversely affects their own role functioning.
8. **Health of parents and children:** Health of both parents and children are interconnected. Health condition of children can have an impact on the health of parents. It can also be true the other way around. In certain circumstances both parents and children may experience similar health conditions. Example, mental illnesses, diabetes, heart ailments, etc.
9. **Supportive parenting:** Supportive parenting with proper supervision can promote positive health outcomes like resilience among children, reduced smoking, alcohol and drug abuse, delayed sexual initiation, low incidence of teenage pregnancies, HIV and other sexual diseases.
10. **Family dynamics:** Family dynamics (marital relationships, intra family power relations) have both positive and negative consequences on health. Stress and conflict in family life can have an adverse effect on the health of family members too. Negative aspects of family dynamics on health are:
  - Weak family relationships can impair physical and mental health
  - Unhappy marriages can result in poor physical and mental health among married couple when compared to that in unmarried persons
  - Unsupportive, neglectful and violent environments are strongly associated with poor physical health and mental development
  - The role of joint families on maternal child health may either be positive or negative. In some Indian families' grandmothers have a major role in deciding diarrheal treatment, exclusive breastfeeding and supplementary feeding practices
  - Families marked by conflict, anger and aggression exhibit negative effects on children
  - Physical abuse and neglect portray immediate threat to health of children
  - Children brought up in disturbed family environments are more likely to exhibit risky behaviors such as smoking, alcohol abuse and drug abuse
  - Violent, abusive and quarreling parents are associated with physical and mental health problems in childhood with lasting effects in their adult life.
  - A child playing the role of a caretaker owing to adverse family conditions has a negative impact on its education, social and emotional development.
11. **Being married**
  - Marriage plays a protective role on health as married individuals favor healthier way of life, avoid risky behaviors such as heavy drinking and high fat diets, opt for regular health checkups, more likely to see a doctor for checkups and screening, and seek prompt treatment. It is also associated with psychological wellbeing and low mortality. These benefits are however strongly dependent on the quality of the marital relationship and conjugal harmony.

- Marriage is thought to protect wellbeing by providing companionship, emotional support and economic security.

## Characteristics of a Healthy Family

- A sense of belonging, commitment and connectedness among members.
- Shared responsibilities, working together.
- A sense of trust and respect.
- Spending time together, sharing rituals and traditions.
- Flexibility in dealing issues.
- Ability to deal with stress and openness to change.
- Respect for privacy of individual members.
- Positive and effective communication.
- Ability to compromise and disagree.
- Appreciation and affection for each other
- Responding to the needs and interests of all members.
- Health promoting lifestyle of individuals members.

## Significance to Nursing

A patient cannot be understood solely as a biological organism. His/her health is influenced by many psychological and social factors among which family has a powerful influence. An understanding of family structure and its dynamics is important for a nurse for the following reasons:

- There is a greater possibility of spreading infectious diseases among family members
- Each family reacts to illness in a unique way. While some families place a high priority on health promotion, others tend to respond to health issues only in times of serious illness. Some encourage risk taking behaviors while others emphasize caution in new situations
- Sometimes family can be a source of disease
- Unfulfilled and unresolved conflicts in the family can be a source of stress among family members
- Family plays a significant role in maintaining health of its members
- Disease affects not only the individual but also his family relationships

Because of the perceived importance of families in maintaining health and wellness, teaching of family dynamics to nursing students is all that more essential.

### Review Questions

#### Long Essays



1. What is the meaning of family? Describe various types of family.
2. What is the meaning of family? Describe in detail the various functions of family.
3. Define marriage. Describe various forms of marriage.
4. Explain social customs related to marriage.
5. Define marriage. Describe importance of marriage.
6. Explain in detail the influence of marriage and family on health and health practices.
7. Define family. Describe the role of family in health and illness.

#### **Short Essays**

1. Write down the characteristics of family.
2. What are basic needs of family?
3. Describe various functions of family.
4. Explain recent trends in Indian family system.
5. Describe various legislations related to marriage.
6. The Hindu Marriage Act
7. The Muslim Personal Law
8. Indian Christian Marriage Act, 1972
9. Explain divorce rules and laws in India.
10. Legislations related to dowry.
11. What are the characteristics of healthy family?

#### **Short Answers**

1. Meaning of family
2. Define the term marriage
3. List types of marriage
4. List basic needs of family

#### **Multiple Choice Questions**

1. Marriage within one's own group is known as:
  - a. Endogamy
  - b. Exogamy
  - c. Inter caste
  - d. Polygamy

2. A rule of marriage where one must marry outside his own group is called as:
  - a. Endogamy
  - b. Exogamy
  - c. Inter caste
  - d. Polygamy
3. According to traditional Hindu law, marriage is a:
  - a. Sacrament
  - b. Contract
  - c. Regulation of prostitution
  - d. Regulation of sexual needs
4. After marriage if the husband lives in his wife's residence and descent is traced through the mother's side, the system is known as:
  - a. Matriarchal family
  - b. Patriarchal family
  - c. Orientation family
  - d. Patrilocal residence family
5. After marriage if the wife resides in her husband's house, descent and property is traced through the male line, the system is known as:
  - a. Matriarchal family
  - b. Patriarchal family
  - c. Orientation family
  - d. Extended family
6. Other term for multigenerational family:
  - a. Joint family
  - b. Nuclear family
  - c. Extended family
  - d. Single family
7. The system under which men remain in marriage with a single woman at a time is known as:
  - a. Monogamy
  - b. Polygamy
  - c. Polyandry

- d. Endogamy
8. Marriage between a man and multiple women is referred to as:
- a. Monogamy
  - b. Polygyny
  - c. Polyandry
  - d. Sororal polygyny
9. The practice of several sisters simultaneously being the spouses of the same man is referred to as:
- a. Monogamy
  - b. Polygyny
  - c. Polyandry
  - d. Sororal polygyny
10. The system under which woman can marry more than one husband and keep all of them with herself is known as:
- a. Polyandrous
  - b. Polygamous
  - c. Patronymic
  - d. Procreation
11. Which of the following is not a feature of the joint family system?
- a. In it family size is very large
  - b. In it each unit of the family has its own head
  - c. In it the head of the family commands high respect
  - d. In it all the members have common kitchen
12. The family in which spouses, their offspring and other relatives through marriage live together is called as:
- a. Conjugal family
  - b. Consanguineous family
  - c. Monogamous family
  - d. Polyandrous family
13. A family in which parents, children and siblings with blood relation live together is called as:
- a. Conjugal family
  - b. Consanguineous family

c. Monogamous family

d. Polyandrous family

14. Based on size, family can be classified as:

a. Conjugal and consanguine

b. Matriarchal and patriarchal

c. Nuclear and joint

d. Matrilineal and patrilineal

15. \_\_\_\_\_ is a form of marriage where the relationship is only with one partner at a time rather than multiple partners.

a. Polygynous

b. Monogamous

c. Polyandrous

d. Patrilocal

16. \_\_\_\_\_ is the practice of widow burning on her husband's funeral pyre.

a. Widower remarriage

b. Sati

c. Dowry

d. Bride price

17. Under which of the following marriage laws are people from a different religion, caste or community allowed to get married subject to fulfilment of certain conditions?

a. The Hindu Marriage Act

b. The Muslim Marriage Act

c. The Christian Marriage Act

d. The Special Marriage Act

**ANSWER KEY**

1. a	2. b	3. a	4. a	5. b	6. c	7. a	8. a	9. d	10. a
11. b	12. a	13. b	14. c	15. b	16. b	17. d			

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# Chapter 5. Social Stratification

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Individual differences exist naturally as well as socially in all societies as differentiation is the central feature of any heterogeneous human society. People in a society differ from each other on the basis of their gender, age and personal characteristics. People also differ socially from each other on the basis of their class, caste, and race. Every society is divided into more or less distinct groups. When a society arranges its members based on superiority and equality and places the individuals in strata or layer it is termed as stratification. People on the top layer enjoy greater power, prestige and privileges in comparison to those who are placed in the lower layer. A society in which divisions of social classes exist is known as a stratified society.

# MEANING AND DEFINITION OF SOCIAL STRATIFICATION

- Social stratification means society's categorization of its people into various strata or layers based on their income, race, education and power. Through this ranking process some people come to rank higher than others.
- Social stratification involves a hierarchy of social groups. Members of a particular layer have a common identity and similar lifestyle.
- The process by which individuals and groups are ranked in more or less an enduring hierarchy of status is known as stratification.

## —Ogburn and Nimkoff

- Social stratification is the division of society into permanent groups of categories linked with each other by the relationship of superiority and subordinations.

## —Gisbert

- Social stratification refers to the ranking of individuals on a scale of superiority, inferiority, equality according to some commonly accepted basis of valuation.

## —Williams

- Social stratification is the horizontal division of society into higher and lower social units.

## —Raymond W Murray

### Characteristics of social stratification

1. Universal
2. Social
3. Ancient
4. Diverse form
5. Consequential

# CHARACTERISTICS OF SOCIAL STRATIFICATION

According to MM Tumin characteristics of stratification are (**Box 5.1**):

1. **It is universal:** Stratification is a worldwide phenomenon. There is no society in this world which is free from stratification. Difference between the rich and poor, 'haves' and 'have nots' is evident everywhere. Sorokin says all organized societies are stratified. Stratification is present even in non-literate societies.

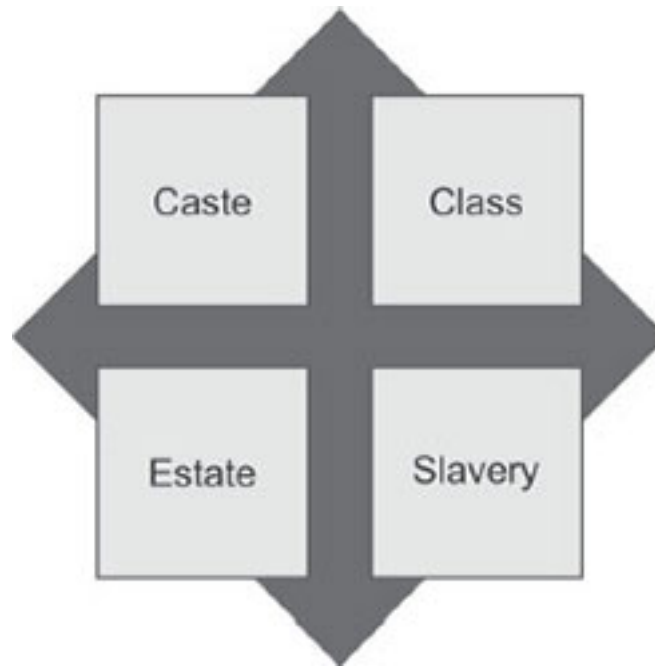
2. **It is social:** Stratification is social in the sense that it denotes socially constructed differentiations rather than inequality which are biologically based. Factors such as strength, intelligence, age, sex though serve as a basis for distinguishing statuses, they by themselves are not sufficient to explain why some statuses receive more power, property and prestige compared to others. For example, a teacher in a school is more popular due to his educational qualification, teaching skills and experience and not by his physical characteristics.
3. **It is ancient:** The system of stratification is very old. It was found even in the hunting societies. In such societies age and sex were the main criteria for stratification. In almost all the ancient civilizations differences between the rich and poor, humble and powerful existed.
4. **It is in diverse forms:** Stratification is found in all societies but in different forms. In modern world, class, caste and estate are the general forms of stratification. For example, the ancient Aryans were divided into four varnas: Brahmins, Kshatriyas, Vaishyas and Sudras. The ancient Greeks were divided into freemen and slaves and the ancient Romans into patricians and the plebians. Hence, every society, past or present, big or small is characterized by diverse forms of social stratifications.
5. **It is consequential:** Stratification system has its own consequences. Social stratification has two important consequences: life chances and lifestyle. Life chances include infant mortality, longevity, physical and mental illness, marital conflict, separation and divorce. Lifestyles include mode of housing, residential area, education, means of recreation, relation between parent and children, modes of conveyance, etc. A class system not only affects the life-chances of an individual but also his lifestyle.

## FORMS OF SOCIAL STRATIFICATION

Sociologists have described four major forms of social stratification: caste, class, estate and slavery (**Figure 5.1**).

1. **Caste:** Caste is a hereditary endogamous social group in which a person's rank and its associated rights and responsibilities are ascribed on the basis of his birth into a specific group. It is a system of social stratification in India. When an individual is born into a particular caste, he or she remains to be a member of it forever. Caste system divides Hindus into four main groups: Brahmins, Vaishyas, Kshatriyas and Shudras.
2. **Class:** Class stratification is a dominating factor in a modern society. A class is a large-scale grouping of people who share common economic resources that typically influence their lifestyle. The major bases of class differences are wealth and occupation. Some countries have a class system where people in the society are divided into three classes: upper, middle and lower.
3. **Estate:** Estate is a type of stratification that existed in Europe during the middle ages. It gives much emphasis to original birth status as well as to wealth and possessions. This kind of social stratification works on the principle that each estate has a state and remains with it right from the beginning until the end.
4. **Slavery:** Slavery is an extreme of inequality wherein some individuals are literally owned by others as their property. It always has an economic basis to it. In slavery every slave has his master to whom he is subjected. A master thus owns the slave and exercises an unlimited power on him. The master can assign any task to the slave who then has to accomplish it as and when asked for. Reformative steps finally led towards eradication of the slavery system.

**Figure 5.1. Forms of social stratification**

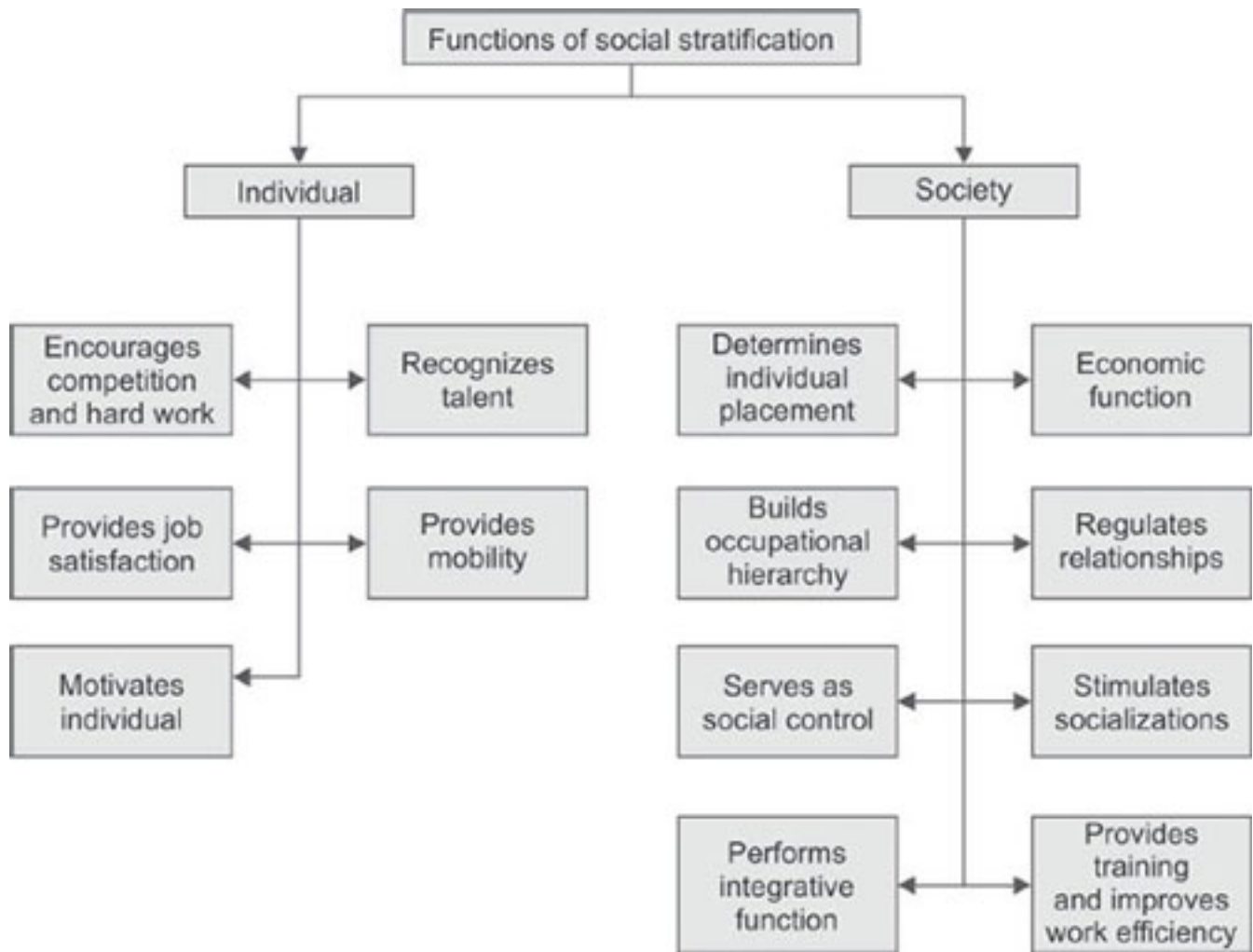


## **FUNCTIONS OF SOCIAL STRATIFICATION**

For the proper functioning of a society it is necessary that people engaged in different occupations are recognized differently. Economic returns and prestige associated with each occupation needs to vary so as to keep the competition alive. Stratification is a system by which various positions are divided hierarchically.

According to Wilbert Moore and Kingsley Davis, stratification system evolved in all the societies due to functional necessity. Davis and Moore 1945, Shankar Rao 2006, Ritzer 2011 and Johnson, 2013 described various functions of social stratification. Importance of stratification can be seen with regard to the functions it performs for the individual and the society (**Figure 5.2**):



**Figure 5.2. Functions of social stratification**

## For Individual

While the system of stratification is applicable for the society as a whole it also serves some functions for the individual:

- **Encourages competition and hard work:** Individuals based on their qualities compete with each other and only those with better qualities get greater recognition. Social stratification encourages members of the society to seek top positions and individuals to live up to the societal expectations. Those with skills and hard work are then rewarded with money, prestige, power and comfort.
- **Recognizes talent:** The system of stratification places persons with better training skills, experience and education in better positions. The deserving candidates are treated above par with other candidates. Such a system helps people to acquire better talents.
- **Provides job satisfaction:** Stratification permits allocation of jobs to individuals in accordance with their skills and education resulting in greater satisfaction. If a person with higher qualification is not allowed to move higher in the social ladder, he feels dissatisfied with his job.
- **Provides mobility:** The system of achieved status also provides an opportunity for upward and downward mobility. Those who work hard and are intelligent move up in the social ladder while those who fail to live up to the

expectations move downward. Hence, the possibility of change in position keeps the people alert and work hard always.

- **Motivates individual:** The system of stratification motivates individuals to work hard so as to improve upon their social status. It is very true for societies where statuses are achieved.

## For Society

The system of stratification is also useful for the development and wellbeing of the society. The two forms of stratification are: ascriptive form and achieved forms of stratification.

1. **Ascriptive form of stratification:** Under the caste system status of an individual is fixed at birth. Different castes though arranged hierarchically, those within the caste are differentiated based on the roles they perform. Those performing their roles effectively occupy higher status while those who are unable to perform occupy lower status. This functional base has given rise to sub-castes. Fixation of status facilitates better training of its members as they start training and are made aware about the future roles early.
2. **Achieved form of stratification:** Under this form of stratification social statuses are assigned based on the worth of the individual. This system serves the following functions for the society:
  - *Determines individual placement:* A society needs both professional and non-professional workers for survival. Stratification helps in placement of individuals into various positions of a social structure depending upon their level of intelligence and the ability to perform complicated functions of the society. Social stratification ensures that the most important positions are consciously filled by the most qualified persons.
  - *Economic function:* Individuals are expected to perform duties based on their positions. As rewards are unique to each category of position it is functionally necessary to reward each such position so as to encourage individuals to work at maintaining their positions.
  - *Builds occupational hierarchy:* Depending upon the importance of a particular occupation, different occupations are hierarchically divided. Occupations important for the wellbeing of the society are associated with high prestige and those which do not require specialized training are given low status. This not only avoids confusion but also motivates people to work hard for taking up occupations that demand high prestige.
  - *Regulates relationships:* Human behavior in upper class is different from that in lower class. Role expectations, norms and standards of behavior are involved in relationships with each stratum. Stratification regulates and controls individual and group behaviors and relationships. Inequality of opportunity gives advantage to those in higher strata and deprives those belonging to the lower strata thus regulating human relationships.
  - *Serves as social control:* Each social class has its own culture which guides and controls the behavior of its members. To some extent, upper-class and lower-class groups can act as negative reference groups for each other. They act as a means of social control too.
  - *Stimulates socialization:* With the existence of social stratification, individuals are born into different social classes which in turn lead to different training and upbringing of the members of the society. With different socializations come different values, norms and standards of behaviors. Different perspectives of life eventually make individual members of the society seek different occupations. Since every occupation has different values, prestige and importance attached to it, well trained and educated individuals seek occupations that align with their values. Hence, stratification influences the socialization of individual and occupation selection.
  - *Performs integrative function:* Members of one class tend to restrict their intimate association to their own class members and rarely establish relationship with members of a different class. This is not pride or humility but a relationship that flows due to shared values and norms of every social class. This tends to integrate members of the same class into continuing their values and interests.

- *Provides training and improves work efficiency:* A society makes elaborate arrangements for the training of younger generation. Those who train well and acquire new skills are compensated with higher economic returns and social prestige. Those with better work efficiency survive and are better compensated as they are the fittest.

From the above it can be concluded that no society can survive unless it has some system of stratification. While it is necessary for the progress of the society, it can also be a cause for dysfunctions by giving rise to frustration, anxiety and mental tension. Social stratification thus has both positive and negative functions.

## INDIAN CASTE SYSTEM

Caste system is a specific characteristic of the Indian society where birth determines the caste. The English word 'caste' originated from the Portuguese word 'Casta' meaning race, breed or kind. In Indian context caste is popularly known as '*Jati*' meaning birth or descent. Caste as a system of stratification can be explained in two ways: as a cultural phenomenon or as a structural phenomenon. As a cultural phenomenon it includes system of ideas, values and beliefs. As a structural phenomenon it includes system of roles and status. Caste is an important characteristic of the Indian societal structure.

### Meaning and Definitions of Caste

- Caste as a form of social stratification divides the society into various social groups in a hierarchical order on the basis of ritual purity and pollution. It is an endogamous group associated with traditional occupations and observes maximum commensality.
- Caste as a social group has two characteristics: (a) Membership is confined to those who are born of members and includes all persons born; (b) Members are forbidden by an inexorable social law to marry outside the caste.

—**Ketkar**

- Caste is a hereditary, endogamous usually localized group having a traditional association with an occupation and a particular position in the local hierarchy of castes.

—**MN Srinivas**

- Caste is defined as a small and named group of persons characterized by endogamy, hereditary membership and a specific style which sometimes includes the pursuit by tradition of a particular occupation and is usually associated with a more or less distinct ritual status in a hierarchical system based on the concepts of purity and pollution.

—**Andre Beteille**

### Origin of Indian Caste System

No commonly approved history explains the origin of the Indian caste system. A number of theories have been proposed to explain the origin of the Indian caste system. These are religious or traditional, biological, racial, political, occupational or evolutionary theories.

- **Religious theory:** According to this theory the division of Indian society was based on Brahma's divine manifestation. This was described in the ancient text Rigveda. It says the caste system originated from the body of Brahma: from the mouth came Brahmin (priests and teachers), Kshatriyas (rulers and warriors) from arms, Vaishyas (merchants and traders) from thighs and Shudras (workers) from feet. Based on the hierarchy of organs in the body, status and positions were fixed for each caste. Therefore, first came Brahmins followed by Kshatriyas, Vaishyas and lastly the Shudras. The mouth for preaching, learning and ceremonial performance, arms for protection, thighs for cultivation or business and the feet to help the whole body. Therefore the duty of the Shudras was to serve the remaining others.

- **Biological theory:** It is based on the notion that all living beings inherit a particular set of qualities. While some inherit wisdom and intelligence, others inherit pride and passion. The remaining few are stuck with less fortunate traits. This theory explains that all existing entities inherit one of three qualities: *sattva*, *rajas* and *tamas*. The *varnas* are based on the predominance of qualities. It is the combination of these qualities in various proportions that constitutes a group or class. *Sattva* qualities are associated with wisdom, intelligence, honesty and other good qualities. *Rajas* qualities are associated with pride and passion. *Tamas* qualities are associated with dullness and lack of creativity. Based on the proportion of these inherent qualities people end up adopting appropriate occupations. Accordingly, Brahmins inherit *Sattva* qualities, the Kshatriyas and Vaishyas inherit *Rajas* qualities, Shudras inherit the *Tamas* qualities.
- **Racial theory:** According to this theory the caste system emerged due to coming in contact of different races and a consequence of clash of cultures. It is a common belief that the caste system was formed during the period of migration of Indo-Aryans to the Indian subcontinent. The Aryans considered themselves to be superior to the non-Aryans because of their complexion, robust physique and appearance. They considered the native people as inferior and placed them in the lower rung of the social hierarchy. The Indo-Aryans used certain words like *varna* to assert their separate existence.
- **Political theory:** According to this theory, the caste system did not originate on the basis of race but was a result of manipulations by those who wanted authority.
- **Occupational theory:** According to this theory caste system is considered a natural outcome of the division caused in the Hindu society on the basis of occupation. It is based on the notion that functional differentiation led to occupational division and as a result various castes came into existence. Hierarchy is set according to the occupation carried out. Higher the level of occupation, higher is the position and status in the society.
- **Evolutionary theory:** This theory says that caste system evolved gradually through a long drawn process. The development of caste system was influenced by various factors such as hereditary occupations, cultures, foreign invasions, color and racial prejudices and static nature of the Hindu society.

## Characteristics of Caste System

The main characteristics of caste system are as follows (**Box 5.2**):

1. **Segmental division:** On the basis of caste, society is divided into various small social groups. Each caste is an autonomous group with well-developed norms. Membership in a caste is determined by birth. It is lifelong and unchangeable and so are the status, occupation and educational changes. Mobility from one caste to another is impossible. Each caste has its own rules, regulations, customs, traditions, practices and rituals. It has its own governing body called the caste council to implement the caste rules.

### Characteristics of caste system

1. Segmental division
2. Hierarchy
3. Endogamy and exogamy
4. Fixing of occupations
5. Purity and pollution
6. Unique culture
7. Caste panchayat
8. Closed group

9. Specific name

10. Civil and religious disabilities

11. Restriction on food

1. **Hierarchy:** Caste system created status hierarchies on hereditary basis. It comprises of four varnas or castes, viz. Brahmins, Kshatriyas, Vaishyas and Shudras. At the top of this hierarchy is the Brahmin caste and at the bottom is the Shudras. In between are the intermediate castes. Their social status depends upon their distance from the Brahmins.
2. **Endogamy and exogamy:** Endogamy is the most basic characteristic of a caste meaning a member of the caste should marry within his own caste. The principle of endogamy prevents its members from marrying outside the caste. Prohibition of marriage within the same *gotra* or circle is termed as exogamy.
3. **Fixing of occupations:** Occupations being hereditary, members of the particular caste are expected to follow their traditional occupations without fail. Brahmins have been priests and engaged in performing religious ceremonies, Kshatriyas have been warriors and kings, Vaishyas have been merchants and engaged in performing business activities, Shudras have been laborers. Role and prestige are fixed according to their caste.
4. **Purity and pollution:** The concept of purity and pollution provides one of the main criteria for determining the position of a caste or sub-caste in the hierarchical order. The Brahmins are said to be the purest group. They are placed at the top of the caste hierarchy. On the other hand, harijans are considered as the most polluting and rank the lowest. Pollution plays a crucial part in maintaining the required distance between castes. A higher caste person may not touch the lower caste person.
5. **Unique culture:** Each caste has its own culture, rules, regulations, customs and traditions which distinguish it from those of the other castes. There is a different style of life for different castes. Customs, traditions, occupational specializations, behavioral patterns, etc. of a caste are passed down from one generation to another through the process of socialization.
6. **Caste panchayat:** It is concerned with code and discipline of the caste. The caste panchayat inflicts punishment on the erring members of the caste.
7. **Closed group:** Endogamy, fixity of occupation, heredity and unique culture combined together make caste a closed group.
8. **Specific name:** Every caste has a specific name. Generally, an occupation is associated with a particular caste and known with the caste name.
9. **Civil and religious disabilities:** People belonging to a lower caste suffer from a set of civil, social and religious disabilities. Generally, people from an impure caste are made to live in village outskirts. They are forbidden to make use of places of worship, school, public roads, hotels, etc.
10. **Restriction on food:** There are certain restrictions related to caste. Members of the higher caste are forbidden from accepting food from the lower caste. Strict rules are laid down with regard to the kind of food acceptable to a person with specific caste. For example, a Brahmin will only accept *pakka* food (food prepared from milk and ghee) from any community and not *kachcha* food (prepared with water).

The above characteristics though were in vogue during yester years are not very relevant in the present-day context.

## Trends in Indian Caste System

- The caste system is gradually relaxing, especially in the urban areas due to increased educational level, co-existence of all communities, etc. But in the rural areas caste system is still very rigid.
- In modern India, caste is not very much associated with hereditary occupations.

- The special civil and religious privileges of brahmins are no longer enjoyed by them. The constitution of India has done away with all such privileges and disabilities.
- Caste panchayat has become very weak. In the present day scenario caste neither controls individual life nor restricts individual freedom.
- There has been a drastic change in traditions, customs, rituals, food habits, occupations, etc. associated with a caste. There is now a greater tolerance towards lower castes.
- In modern India there is not much distinction left between *pakka* food and *kachcha* food.
- Many individuals and families from the lower caste have become richer by utilizing the political and educational opportunities.

Education makes people liberal, broadminded and rationale. Educated people are less superstitious.

## Disintegration of Caste System in India

Various factors that played an important role in disintegration of the caste system are:

- **Introduction of categorization scheme:** In 1950, India's constitution banned caste-based discrimination. To compensate for historical injustices the government introduced quotas in educational institutions and government jobs for lower castes to improve their quality of life. The untouchable castes were categorized as scheduled castes (SC), the backward tribes were categorized as scheduled tribes (ST), the disadvantaged caste as other backward castes (OBC) and higher castes considered as forward castes (FC).
- **Government efforts/laws:** Article 15 of the Indian constitution says that no one shall discriminate against any citizen on grounds only of religion, race, caste, sex, place of birth, etc. Article 16 of the Indian constitution says that there shall be equality of opportunity for all citizens in matters relating to employment or appointment of any office under the state. Article 17 of the Indian constitution says that untouchability is abolished and its practice is a punishable offense in accordance with law.
- **Modern education:** Modern education promoted secular and democratic principles like equality, liberty and harmony. It also developed scientific outlook and removed myths and taboos. Women education and inter caste marriages were promoted weakening the caste system. Modern Indian society emphasizes competition, individual achievement and equality of opportunity.
- **Urbanization and industrialization:** Advancement in the field of science and technology led to manufacturing of consumer and capital goods and building infrastructure thereby transforming the human group into an industrial society from an agrarian society. Members of different castes worked together in industries and weakened the caste system. Members of lower caste came to occupy higher positions in industries and government offices thereby reversing the caste hierarchy. Industrialization also led to urbanization as people from rural areas migrated to towns for employment and people from all castes worked alongside each other thus diluting the caste factor.
- **Rapid development of transportation and communication:** Rapid modes of transportation and communication such as buses, trains and cars made the caste restrictions redundant. The caste rules related to food, drink and social interactions could not be followed while traveling by these means. The modern means of transportation improved social mobility and interaction among people.
- **Social reform movements:** Many social thinkers launched movements to reform the society. These include Raja Ram Mohan Roy who founded the Brahma Samaj, Swami Dayananda Saraswathi who founded Arya Samaj, Swami Vivekananda and Rama Krishna Paramahansa who founded the Rama Krishna Mission, and Swami Vinoba Bhave who founded the Bhoodan Movement and Sarvodaya Movement. All these made efforts to reform the society.
- **Political movement:** Father of the Nation, Mahatma Gandhi led a political movement for abolition of the caste system. He struggled hard to eradicate the evil of untouchability in India. Different political parties have been seeking favor of the lower castes and in the process fading the caste lines from the society.

- **Inter-caste marriages:** The Hindu Marriage Act allowed individuals the freedom to get married to anyone beyond their religion which has gradually weakened the tradition of endogamy marriages.
- **British ruling:** British rulers introduced several laws in order to bring about changes in the traditional caste system. Other activities employed by the British rulers to dilute the rigidity of caste system were western education, equality in matters of administration, increasing opportunities in employment, better transportation facilities, industrialization, etc.

## Positive and Negative Impact of Caste in Society

The caste system has been an integral part of the Hindu society. It is one of the oldest in the civilization which has not only survived all these years but also remained active and vigorous. It has had both positive and negative impacts on the society (**Figure 5.3**).

**Figure 5.3. Positive and negative impact of caste system in India**

<ul style="list-style-type: none"> <li>• Spirit of co-operation</li> <li>• Fixed occupation</li> <li>• Preservation of hereditary skill</li> <li>• Racial purity</li> <li>• Segregation of social life from political life</li> <li>• Cultural diffusion</li> <li>• Trade guilds</li> </ul>	<ul style="list-style-type: none"> <li>• Denied mobility of labor</li> <li>• Introduced untouchability</li> <li>• Hindered national unity</li> <li>• Underdemocratic in nature</li> <li>• Hampered national development</li> <li>• Religious conversions</li> <li>• Suppressed ability and aspirations of people</li> <li>• Domination of the upper caste solidarity retarded</li> <li>• Lower status for women</li> <li>• Impeded social progress</li> </ul>
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## Positive Impact of Caste System on Indian Society

The caste system has had a few advantages in the older times. The positive impact of the caste system can be summarized as follows:

- **Spirit of co-operation:** Caste system inculcated the ‘we feeling’ among its members which automatically promoted co-operation.
- **Fixed occupation:** As the occupation is determined by caste, young generations were given the required training by family or other senior members of their caste. Identification of work with caste and birth of a man fixed his career well in advance without worrying much about the choice of an occupation. This endorsed satisfaction and stability of the Indian society.
- **Preservation of hereditary skill:** Caste system preserved the hereditary occupational skills. The son picked up the skills of the trade from his father in the initial years itself. Ancient India was a land provided with generations of craftsmen and soil cultivators who were extremely skillful in their vocations.
- **Racial purity:** Caste system preserved the racial purity of the higher castes by forbidding inter-caste marriages and greatly adopting the habit of cleanliness by insisting on ritual purity.
- **Segregation of social life from political life:** It separated social life from political life and maintained its independence from political influences. It served to maintain its own religious system by providing for the worship of caste gods.

- **Cultural diffusion:** Caste system helped in cultural diffusion within the group. The caste customs, beliefs, skills and behaviors were passed on from one generation to the other. Thus, culture was carried forward from one age to another.
- **Trade guilds:** The caste organizations served as trade guilds. They regulated production and prices and settled trade disputes.

## Negative Impact of Caste System on Indian Society

Though the caste system initially performed its positive functions well, it became degenerated in the course of time and instead of doing social good caused a great deal of harm to the society. The negative effects of caste system can be summarized as follows:

- **Denied mobility of labor:** Caste system prevented the choice of occupations according to one's personal taste and ability. Since change of occupations was debarred by the caste system, mobility of labor was not possible leading to stagnation.
- **Introduced untouchability:** The worst aspect of the caste system was untouchability. The lower castes were placed in the category of untouchables. They suffered social, economic, political and religious disabilities. They were compelled to take up unclean occupations, not allowed to use public ponds, wells, temples and their children never allowed to be educated, etc. In the name of religion, they were thoroughly exploited by higher caste people in the most inhuman manner.
- **Hindered national unity:** The spirit of caste patriotism and an opposition to other castes created an unhealthy atmosphere for the growth of national unity. This made people unduly conscious of their own castes. Many a times caste interests were given priority over national interests. Thus, it prevented the development of general national consciousness.
- **Undemocratic in nature:** Democracy proposes human equality irrespective of caste, creed or color. But the caste system ran contrary to the democratic spirit thereby creating social barriers for lower caste individuals and depriving them of their freedom and equal opportunity.
- **Hampered national development:** Development of the nation requires contribution from all sections of the society. Due to the prevailing caste system only people from higher castes got an opportunity to take decisions pertaining to national interests while others engaged themselves in serving the higher castes. This led to a skewed development as the interests of the deprived class were not fully addressed.
- **Religious conversions:** The dominance of upper castes became intolerable for the people from lower caste. Due to this they were easily allured by the ideology and philosophy of Islam as well as Christianity. Many of them incorporated new faiths. Rigidity of the caste system which denied equal rights to lower castes only facilitated religious conversions. Caste system thus contributed to the expansion of Christianity and Islam in India.
- **Suppressed ability and aspirations of people:** Caste system prohibited the pursuance of other professions despite possessing the necessary skills and aspirations for that job. Acceptance of one's own hereditary status became mandatory and unquestionable. It did not allow the full utilization of talents and capabilities of the individual and therefore became a barrier for optimum productivity. Thus, the aspirations and ability of people were demoted.
- **Domination of the upper caste:** Shudras being at the bottom of the hierarchy were ill-treated and exploited by the upper castes. Inter-dining and inter-mixing with the lower castes was not allowed. The gulf between the higher and lower castes weakened the unity of the whole community.
- **Solidarity retarded:** Caste system retarded the growth of solidarity in the society by rigidly separating one caste from another and denying social interactions between them. It led to the disintegration of solidarity.
- **Lower status for women:** Caste system worked against the women community. They did not enjoy equal status with men. They were utterly neglected and deprived of education and other opportunities for progress. Male desire made



women produce more number of children which adversely affected their physical and mental condition. Though the lower caste women were sexually harassed by higher caste males they could not protest or fight due to the prevailing social pattern. Women were not permitted to remarry even if they were widowed soon after marriage and in certain communities forced to commit *sati* by jumping into burning pyre of their husbands. In a nutshell, by being a part of the caste system the women enjoyed a very low societal status.

- **Impeded social progress:** By being very rigid and resistant to change, the caste system hampered social progress. A strong desire to preserve the customs and traditions made the people very conservative and did not allow the necessary changes for social progress to take place.

The spread of education and modern modes of thinking have led to a general laxity in caste rules and distinctions in India. Students from different castes study in the same school and people from different castes travel together in buses and trains. Even at the work place workers are more united as a part of the organization rather than their caste or religion. The rigidity of sub-divisions according to specific occupations is no more stringent. Caste is no more an inseparable barrier to economic progress though its evil effects are still considerable.

## Caste System—Nursing Implications

Caste is a social institution unique to India. It is the fundamental pillar of the Indian social organization. Caste is directly linked to health and illness. Economic and caste factors rather than medical factors are deemed to be the determinants of health. Socioeconomic status of individuals and vulnerability of becoming sick have a strong relationship with caste in India. The study of caste system is important for a nurse to understand caste related health practices of patients. A prior knowledge of these helps the nurse to offer advice to patients and service users to improve health of the community.

## CLASS SYSTEM

Sociologists focus on two systems of stratification: closed and open. Closed systems are known as caste system. These are attained by birth and do not allow movement and interaction between castes. Open systems are known as social class. These are acquired by achievement and allow movement and interaction between classes. The class system becomes more significant as the society modernizes.

## Meaning and Definitions of Social Class

- A social class consists of people who possess same socioeconomic status, wealth, education or occupation. Each class has a set of values, attitudes, beliefs and behavioral norms which differ from those of the other classes.
- A social class is a category or group of persons having a definite status in the society which permanently determine their relation to other groups.

### —P Gisbert

- A social class is a group of people who share common economic resources, which strongly influence the type of lifestyle they are able to lead.

### —Giddens (2000)

- Social classes are aggregates of individuals who have the same opportunities of acquiring goods, the same exhibited standards of living.

### —Max Weber

- A social class is defined as a stratum of people of similar position in the social status continuum.

### —Horton and Hunt (1968)

- A stratum is a collectivity of people occupying similar positions in the hierarchical order.

## Characteristics of Class System

Common characteristics of a social class are as follows:

- **Open group:** It is an open system with no restrictions on individuals to move from one class to another. People are free to gain a different level of education or employment than their parents. They can also socialize with members of other classes. Exogamous marriages are allowed in class system.
- **Universality:** The system of class is universal in nature. It is the principal type of social stratification found in all modern societies.
- **Distinct status group:** Class is always related to status and is based on individual achievement. It is associated with income, education and occupation.
- **Distinct mode of lifestyle:** Each class differs from the other in its way of living. It includes the type of house they live in, language they speak, dress they wear, job one has, the way of spending money and so on.
- **Achieved by own effort:** Class status is achieved by one's own efforts rather than ascribed or assigned inherently. People fall into classes based on wealth, education, income and occupation.
- **Feeling of superiority and inferiority:** In a class system one finds three modes of feelings, viz superiority, inferiority and equalitarian feelings. People at the top of social hierarchy feel superior to the other two, whereas those from the lower class feel inferior to the upper class. People belonging to the same class have a feeling of equality about themselves.

## Differences between Caste and Class System

Differences between caste and class system are presented in **Table 5.1**.

**Table 5.1. Differences between caste and class system**

Caste	Class
<b>Ascribed status:</b> Caste status is ascribed by birth and is hereditary	<b>Achieved status:</b> Class is acquired. There is a scope for achievement. It is based on education, wealth, and occupation
<b>Closed group:</b> Caste is a closed system. It restricts social mobility from one caste to other. Caste cannot be changed	<b>Open group:</b> Class is an open system. It allows social mobility from one class to the other. Individuals can move from lower class to upper classes. Status can be changed or improved
<b>Unique:</b> Caste system is unique to India and not universal	<b>Universal:</b> Class system is found in all modern societies.
<b>Endogamous group:</b> Caste is an endogamous group and members have to marry within the same caste	<b>Exogamous group:</b> Class does not prescribe any restrictions on marriage and an individual is free to marry anyone even beyond the caste
<b>Divine origin:</b> The caste system is believed to have had a divine origin. It is closely associated with non-economic factors such as religion, rituals, traditions, customs and beliefs	<b>Secular in origin:</b> Not associated with religions and culture. Closely linked to economic factors
<b>Almost no social mobility:</b> Caste system is designed so as to restrict social mobility. Families hardly ever change castes as people are born, live and die within the same caste	<b>Social mobility is possible:</b> Both upward and downward social mobility is possible in a class system

Caste	Class
<b>Impurity and purity:</b> The concept of purity and impurity is associated with caste system. Some castes are considered as pure and some impure	<b>Feeling of inferiority and superiority:</b> There is a feeling of disparity on the part of the members of a class
<b>No occupation mobility:</b> In a caste system occupational mobility is either difficult or impossible. Occupation is decided by assignment rather than by attainment	<b>Greater occupational mobility:</b> In a class system there is a greater ease with which a worker can leave a job for another in a different field
<b>Greater social distance:</b> Social gap between members of different castes is too wide	<b>Lesser social distance:</b> There is less social distance between different classes
<b>Greater restriction on food and social interaction:</b> Caste system imposes restrictions with regard to food habits on its members. It includes who will take food from whom and what sort of food one will take	<b>No restriction on food and social interaction:</b> There is no restriction on inter dining and social interaction. However, while upper class groups get an access to consume exclusive foods, the lower class groups restrict themselves to consuming foods that are readily available
<b>Conservative:</b> The caste system is orthodox and unreceptive.	<b>Progressive:</b> Class system gives more freedom to members. It permits social mobility

## Classification of Social Classes

Sociologists proposed three types of classes: upper class, middle class and lower class.

- **Upper class:** People from the upper-class own large properties. This class can be further sub-divided into two groups: lower-upper class and upper-upper class. The lower-upper class makes money from investments, business ventures and so on. The upper-upper class includes those from high society families. They are extremely wealthy people and have been rich for generations. The upper-upper class is more prestigious than the lower-upper class.
- **Middle class:** These white-collar workers have more money than lower class people but less money when compared to upper class people. This class can be divided into two groups based on their wealth: lower middle class and upper middle class. The lower middle class constitutes of less educated people with lower incomes such as managers, small business owners, teachers and supervisors, etc. The upper middle class constitutes of professionals with high income such as doctors, lawyers and executive officers, etc.
- **Lower class:** The lower class is characterized by poverty, homelessness and unemployment. This class divides into three groups: skilled, semi-skilled and unskilled workers. Associated with this condition are relatively low living standards and restricted access to higher education.

Social scientists use occupation parameters to determine social class of an individual. The occupational classification is as follows: Professional occupations, intermediate occupations, non-manual skilled workers, manual skilled workers, partly skilled workers and unskilled workers.

## Nursing Implications of Social Class System

- Patients from different social class backgrounds view health differently. They require different caring skills and practices.
- Higher class people can spend more money for their health compared to lower class people. Health habits also differ between these classes.
- Understanding the social class of individual patients provides an important awareness into how they experience health and illness.
- She can perceive health problems from the patient point of view and consider what is important for them.

- Knowledge of the social class system allows the nurses to improve quality of patient care.
- With this knowledge the nurse can reflect upon her actions towards patients from different social classes.

## STATUS

Status is the position occupied by an individual in the society. It is the position that individual holds in a given system. Well-defined rights and responsibilities are assigned to these positions. During the lifetime every person occupies different statuses based on their age, gender, occupation, qualification and class. A person can have numerous statuses at a given point of time such as that of a brother, father, uncle, doctor, member of a music club and so on. Status is one of the basis for social stratification and individual placements in a hierarchy. The status hierarchy is based upon where we live, what we do, what we practice, what kind of institutions we are attached to and which social category we belong to. Status is usually determined by a person's income or occupation.

### Meaning and Definition

- Status refers to the positions occupied by an individual in the society.
- Status is a collection of rights and duties.

#### —Linton

- Status is a position in the general institutional system, recognized and supported by the entire society, spontaneously evolved rather than deliberately created, rooted in the folkways and mores.

#### —Davis

- Status means the location of the individual within the group, his place in the social network of reciprocal obligation and privileges, rights and duties.

#### —HT Mazumbar

### Characteristics of Status

The essential characteristics of status are as follows:

- Every individual has to perform certain roles according to their status or position in the society
- Status is ascertained by the cultural circumstances of a particular society
- Status is determined only in relevance to the other members of the society
- Society is divided into various groups based on status. Every status is accompanied with prestige
- Status can be achieved or ascribed to.

### Types of Status

Status may be divided into two types: ascribed and achieved status.

- **Ascribed status:** This status is assigned to individuals without reference to their innate differences or abilities. It is a social position which a person occupies by birth. The status is assumed involuntarily and ascribed to on the basis of age, sex, kinship, race, etc. For example, in a Hindu society Brahmins are given a higher status as compared to those from the other castes.
- **Achieved status:** This status is achieved by a person on the basis of qualification. It is the outcome of education, wealth, training, occupation, and authority. Achieved status is the result of personal accomplishments and is acquired

by competition. It is by no means related to customs and traditions. These are acquired over an individuals' lifetime voluntarily. For example, occupation and education qualification are achieved statuses. Marital status of a wife and husband is also an achieved status.

Status and prestige are interconnected terms. Values are attached to a social position. For example, the prestige of a doctor may be high in comparison to that of a shopkeeper even if the doctor may earn less.

## SOCIAL MOBILITY

Mobility means ability to move freely, shift, change or move. In sociology, the meaning of mobility denotes movement of individuals or groups in a social position over time. It may be within the social structure, from one social position to another. For example, a clerk's son becomes a doctor, a teacher's son may become a lawyer, a businessman's son becomes a big industrialist and so on. At the same time, a big industrialist may become bankrupt, the rich may become poor.

### Meaning

Social mobility stands for change in the position of an individual or a group of individuals from one status to another.

Social mobility refers to the change in wealth and social status of individuals or families. It may also refer to changes in health status, literacy rate, education or other variables among groups such as classes, ethnic groups or countries. In a closed society mobility is either difficult or impossible. The social position is decided by assignment rather than attainment.

#### Factors facilitating social mobility

1. Motivation
2. Achievements and failure
3. Education
4. Migration
5. Industrialization
6. Legislations
7. Politicization
8. Modernization

### Factors Facilitating Social Mobility

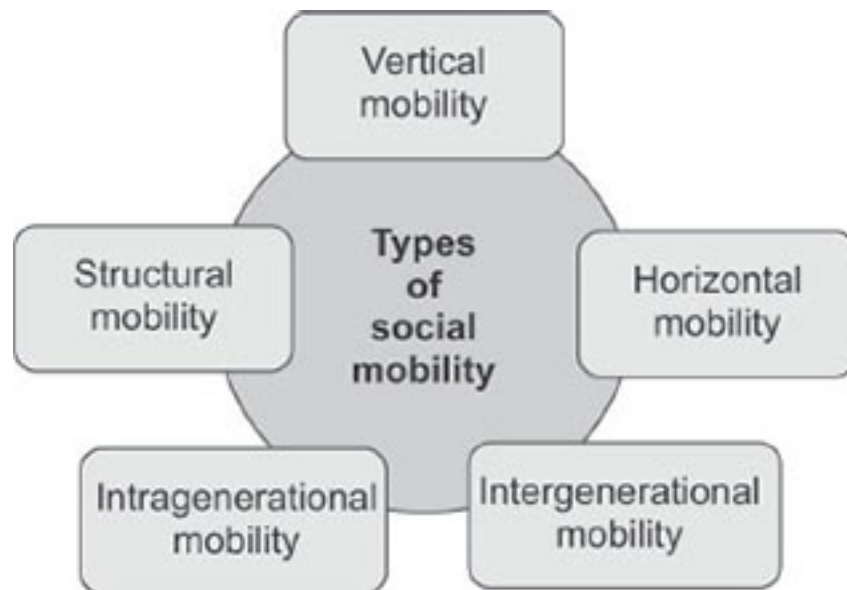
Renowned sociologist Sorokin has opined that no society is either completely closed (caste system) or completely open (class system). At the same time no two societies are exactly the same in the pace and quantum of progress as it may differ from one period to another. Greater the amount of social mobility, more open the class structure will be. Factors facilitating social mobility are (**Box 5.3**):

1. **Motivation:** Every individual has a desire for improving his social stature and attain better living status. In an open system it is possible for an individual to attain the expected status if it is coupled with hard work and improved skills.
2. **Achievements and failures:** Usually unexpected performance and remarkable achievements improve social status. Repeated failures and misdeeds lead to downward mobility.

3. **Education:** Education not only helps an individual to acquire knowledge but also improve his social status. In a modern society education is the basic requirement to improve social status.
4. **Migration:** People migrate to different states and countries for their livelihood and better opportunities. If migrated people avail of their opportunities they stand a good chance in improving their social status by earning more wealth.
5. **Industrialization:** In an industrial society people are accorded a status based on their ability and knowledge. In search for jobs rural people migrated to industrial towns, acquired new vocation, got training, improved their skills and moved up the social ladder. Industrialization facilitated greater social mobility.
6. **Legislations:** Enactment of new laws facilitated under privileged people to improve their social status. For example, the *zamindari* Abolition Act converted many tenant cultivators to owner cultivators. Reservation acts pertaining to Scheduled Castes and Scheduled Tribes also helped in improving the social status of lower classes by providing them better opportunities in admission to professional colleges, job reservation and promotions, etc.
7. **Politicization:** Political parties provide a number of concessions to garner votes. These concessions and provisions benefit certain sections of the society and help them improve their social status.
8. **Modernization:** Due to improved technology and scientific knowledge people engaged in skilled occupations are able to improve their status. Developed and modern societies have provided greater opportunities for achieving higher status in the society.

Though independent India has adopted the principles of equality, freedom and justice, it is the legislations, education and foreign culture that have provided the drive for social mobility.

**Figure 5.4. Types of social mobility**



## Types of Social Mobility

There are many different patterns of social mobility depending upon social stratification. Movement takes place from lower to higher class or from higher to lower class and between two positions at the same time. The main types of social mobility are (Figure 5.4):

- **Vertical mobility:** It refers to the movement of people from one status to another. It occurs when an individual or group of people move up or down in social status. It brings changes in occupation, power or status. Vertical mobility may be from a higher to lower (downward mobility) or lower to higher (upward mobility) class.

- *Upward mobility*: Movement of a person or group from lower class to higher class. For example, when a clerk becomes a manager or an attender becomes an IAS officer there is a movement from lower to higher status.
- *Downward mobility*: Movement of a person or group from a higher to a lower class. For example, when a farmer loses his land and is forced to do coolie work or a business man becomes bankrupt and works as a salesman in a shop there is a movement from higher to lower status.
- **Horizontal mobility**: It refers to the movement of people from one position to another without any change in status. For example, a doctor gets transferred from one hospital to another while performing the same job without any change in his status.
- **Intergenerational mobility**: It refers to changes in status from one generation to another. Intergenerational mobility occurs when people are able to achieve new status through their own efforts irrespective of the circumstances they were born in. For example, son of a clerk becoming an IAS officer. In this form of mobility a change is brought about in the status through a change in occupation.
- **Intragenerational mobility**: It refers to changes that take place in status within one generation, i.e., mobility occurs within a person's lifetime. For example, increase in the status of a person from a nursing officer to a nursing manager (nursing superintendent) during her career.
- **Structural mobility**: It refers to the changes in stratification hierarchy itself. It is the vertical movement of a specific group or class or occupation relative to others in the stratification system. It is a result of the structural changes and not that of the individual efforts. For example, changes brought about by globalization in information technology led to computer technicians receiving greater importance in the society. Thus their level in the hierarchy improved.

A person in a closed society spends his life in an environment familiar to him. However, a person in an open society must constantly adapt to socially unfamiliar situations, new norms and new values. The high degree of mobility however does not guarantee happiness.

## Nursing Implications

Modern nursing emerged in the 19th century as a career for middle-class women offering secure and high-status employment. Nursing profession provides women a route for vertical social mobility. Mobility of nurses is determined by educational level, experience, skill, place of work, health and other factors. As nursing profession is an open system, nurses must constantly adapt to unfamiliar situations, new technology, rules and regulations. With this high degree of mobility in the profession the nurses no doubt can achieve a high status in the society.

## RACE

Race is a group that shares a certain common inborn physical characteristic and a geographical location. The word 'race' refers to lineage. All races share 99.99% of the same genetic material. Race classifies human beings into a fairly large and different population groups based on heritable phenotypic characteristics often influenced by culture, ethnicity and socioeconomic status.

## Meaning and Definitions

- Race is a group of people who are born of common ancestors and have similar physical attributes and share a 'we feeling'.
- A human race refers to a group of people with certain common inherited features that distinguish them from other groups of people.
- Race consists of a number of breeds which share certain physical characteristics.

—Linton

- Race is a large group of individuals distinguished by inherited physical differences.

—J Biesanz and M Biesanz

## Concept of Race

Race is a concept explained in various senses. Its various concepts are:

- **Biological concept:** As a biological concept race signifies genetically divergent human populations that can be marked by common phenotypes. Human race is classified purely on the basis of physical characteristics and not cultural characteristics. Every race has an equal capacity for development.
- **Essentialist concept:** Hooton in 1926 described race as an essential concept. Race is “a great division of mankind, characterized as a group, sharing certain combination of features derived from their common descent and constitute a vague physical background, usually more or less obscured by individual variations and realized best in a composite picture.”
- **Taxonomic concept:** Mayr in 1969 defined race in taxonomic concept as “A subspecies is an aggregate of phenotypically similar populations of a species, inhabiting a geographic subdivision differing taxonomically from other populations of the species.”
- **Population concept:** Dobzhansky in 1970 defined race in population concept as “Race are genetically distinct Mendelian populations. They are neither individuals nor particular genotypes; they consist of individuals who differ genetically among themselves.”
- **Genetical concept:** Montagu in 1972 defined race in genetical context as “a population which differs in the frequency of some gene or genes which actually exchange or are capable of exchanging genes across boundaries and separate it from other populations of the species.”
- **Lineage concept:** Templeton in 1998 has given a lineage concept of definition as “a subspecies in a distinct evolutionary lineage within a species. The subspecies genetically differentiated due to barriers occurring in genetic exchange that have persisted for long periods. The subspecies must have historical continuity in addition to current genetic differentiations.”

Race is applied to a physically distinctive group of people on the basis of their difference from other groups in skin color, head shape, hair type, and physique.

## Criteria for Racial Classification

Racial identification is made on the basis of external and internal physical characteristics which in turn distinguish people. External physical characteristics are phenotypic characteristics while internal physical characteristics are genotypic characteristics.

1. **Phenotypic traits:** Phenotypic traits are physical characteristics of an individual. These are of two types: indefinite physical traits and definite physical traits.
  - a. Indefinite physical traits are those which are observable but not amenable for any measurement. These traits can only be described. Example, color of the skin, hair, and eyes. Following are some of the indefinite physical traits.

*Skin color:* In racial classification the following distinctions are made based on color of skin

- Leucoderms: People with white skin—Caucasian
- Xanthoderms: People with yellow skin—Mongolian



- Melanoderms: People with black skin—Negroes

*Hair:* In racial classification, hair system, color, texture and richness have been most frequently observed. The following distinctions are made based on color of hair:

- Leiotrichy: People with soft and straight hair—Mongols and Chinese
- Cymotrichy: People with smooth and curly hair—Natives of India, Western Europe, Australia and Northeast Africa
- Ulotrichy: People with thick and curly hair—Negroes

*Eyes:* In racial classification, eye color, eye fold, eye opening have been used in distinguishing the racial groups. There are three colors of eye: white, gray and yellow.

2. **Definite physical traits:** These traits can be measured with the help of instruments. For example, measurable traits are stature, shape of the nose and structure of the head.

*Stature:* It is one of the physical characteristics on the basis of which races are distinguished. Various races have different heights:

- Tall stature—170 cm and above
- Average stature—165 cm and above
- Short stature—160 cm and below

*Structure of head:* Structure of the head can be classified into three categories on the basis of cephalic index:

- Dolichocephalic—cephalic index: 75
- Mesocephalic—cephalic index: 75-80
- Brachycephalic—cephalic index: 80

In India, brachycephalic, mesocephalic and dolichocephalic people are found in Bengal, Bihar and Uttar Pradesh.

*Structure of nose:* It is one of the main indicators in racial determination. Nose structure can be classified into four categories on the basis of nasal index:

- Liptorrhinae upto: 70.9
- Mesorrhinae: 71–84.9
- Chamaerrhinae or platyrrhine: 85–99.9
- Ultra Chamaerrhine: 100 and above.

Other definite traits are form of the face, ears, proportion of limbs, chest, thigh circumference, etc.

3. **Genotypic traits:** Some of the genetic traits that classify human race are, blood groups, dermatoglyphics, hemoglobin variants and DNA fingerprints.

## Racial Classification

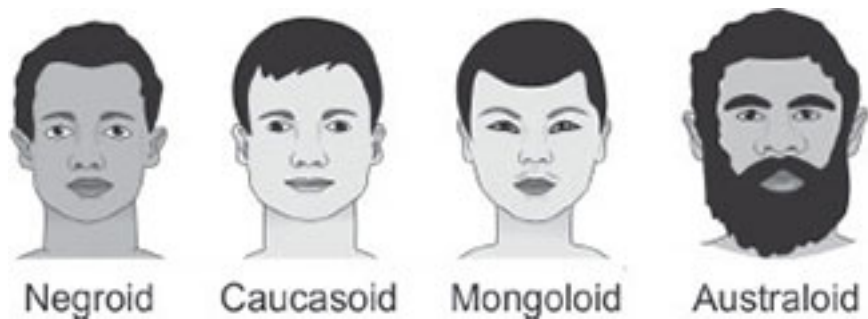
There is no universally accepted classification for “race”. Basically, all human species have the same origin and all are homosapiens. The physical differences between individuals are due to environmental and hereditary factors. According

to Carleton S Coon in 1962, the major divisions of human races are White/Caucasoid or Caucasoid, Mongoloid/Asian, Negroid/Black and Australoid (**Figure 5.5**).

1. **Caucasoid:** This race is characterized by light skin color varying from white to dark wheatish. They are of medium built, have prominent eyes, pronounced nose with good shape and sharp features. They are mostly found in British Island, Central Asia, Spain, Portugal, Italy and France.
2. **Mongoloid:** These are characterized by yellow or light wheatish skin, strait and black hair, small eyes and slight built. They are mostly found in China, Japan, North Eastern India and Eastern Island.
3. **Negroid:** This race is characterized by dark skin color, black and woolly hair, wide nose and forehead, often thick lips, large built and broad skeletal structure. They are found in Africa, Southern India.
4. **Australoid:** This race is characterized by high head, low forehead, big and broad nose, medium lips, gray eyes, wavy hair and average height. They are found in Australia, Andaman and Nicobar Islands.

The classification of human races has no association with mental and intellectual superiority. The development of personality is found equally in every race. Intelligent people are found in all races. There is no correlation between racial and social changes.

**Figure. 5.5. Racial classification**



## Nursing Implications

- Racial discrimination continues to affect the health of populations.
- Nurses should examine their biases and prejudices for racial discriminatory actions.
- Nursing profession is responsible for promoting an environment of inclusiveness where all races will receive safe and quality care
- According to American Nurses Association 2015, discrimination in any form is harmful to society as a whole and in opposition to the values and ethical code of the nursing profession.
- Nurses should respect the inherent dignity, worth, unique attributes and human rights of all individuals.
- Nurses should be aware of the race of an individual or racial distribution of a population to provide more effective health services.
- Nurses should understand that race and ethnicity are correlated with occurrence of some specific chronic diseases. Knowledge on race of a patient helps the nurse run a risk assessment.
- Nurses must be more active in directly measuring the health-related aspects of belonging to these social categories.

## **Influence of Class, Caste and Race System on Health**

Caste, class and race are the major components of social stratification. Health is affected by both genetic and environmental factors. Many research studies have shown that certain diseases are prevalent in one particular caste, class or race, mostly due to their lifestyle pattern. Lifestyle includes eating, living habits, daily routine activities, smoking and drinking of alcohol, etc.

### **Influence of Caste on Health**

- Some castes follow food restrictions such as eating vegetarian or non-vegetarian diet. Some castes have many superstitions, beliefs, religious sentiments related to food. This increases the risk of nutritional deficiency related disorders.
- In some castes, marriages are allowed within their families thereby increasing the risk of genetic problems in future generations.
- Due to improper hygienic practices, poverty, poor eating habits and inadequate knowledge about health and diet, the scheduled castes and scheduled tribes are more prone to infectious diseases when compared to other castes such as Brahmins.

National Family Health Survey 2005-2006 clearly highlights the caste differentials in relation to health status. These are:

- The reduced access to maternal and child health care services, reduced levels of antenatal care, institutional deliveries and vaccination coverage among SC and ST castes compared to forward caste.
- It is also observed that there is a higher incidence of anemia, underweight and infant and child mortality rate among people of lower caste.

### **Influence of Social Class on Health**

Income, occupation and education are important determinants of health. There is evidence that risk behaviors are unevenly distributed between the social classes. Many research studies have shown a correlation between social class and incidence of disease.

- Communicable diseases have a higher incidence among the lower class.
- Infant, child and maternal mortality rates are higher among the lower class.
- Non-communicable diseases such as hypertension, diabetes, coronary artery disease are more prevalent in higher classes than in lower classes due to the rapidly changing lifestyle of individuals in that class.
- Life expectancy is less in people of lower class.
- Utilization of health services is better in upper social classes. Family welfare services, immunization, number of doctor consultations, antenatal visits, institutional deliveries and postnatal care are utilized better by upper classes than lower classes.
- Health problems related to under nutrition, infectious diseases and sexually transmitted diseases are more in lower and middle classes.
- Chronic diseases such as obesity, hypertension, etc., is more common in people belonging to the higher class.

**Factors responsible for health differences among social classes:**

- **Physical environment:** Upper classes enjoy better physical environment such as safe water, housing, disposal of wastes, etc. Poorer people live in unhealthy environment. Their dwellings are small and lack lighting and ventilation. Their congested life breeds deadly diseases like cholera, TB and malaria.
- **Nutrition:** Nutrition is an important determinant of health. Balanced diet with adequate amount of proteins, vitamins and minerals ensure better immunity in individuals belonging to upper classes. However, consumption of junk food and overeating coupled with sedentary lifestyle are responsible for higher incidence of lifestyle diseases such as diabetes, hypertension, etc. in upper class. Food consumed by people of the lower class is non-nutritive and of poor quality. They are superstitious.
- **Affordability of medical facilities:** People from higher class can afford good medical facilities and pay greater attention towards maintenance of health. However, people from lower class cannot afford superior health facilities. They resort to blind and superstitious ways of cure.
- **Education status:** Illiteracy, unemployment and superstitions are more prevalent in people belonging to lower class. All these factors are correlated with poor health.
- **Economic status:** Poverty is evidently bad for health. People from lower class lack employment, decent inhabitation, safe drinking water and sanitation. All these factors are responsible for their poor health.
- **Attitude towards health and disease:** People from lower class are more superstitious as regards health and food habits owing to their illiteracy and lack of awareness.

## Influence of Race on Health

- Some health problems are more common in a particular race as compared to other races or groups. For example, people with white skin are more prone to skin cancers.
- An understanding of the social forces leading to racial differentials in health will give further direction to preventive services.

### Review Questions

#### Long Essays

1. Define caste and class. Describe features of the caste and class systems of stratification.
2. Define social stratification. What are the characteristics of social stratification?
3. What is caste system? List the characteristics of caste system. Write a brief note on the trends in Indian caste system.
4. What is caste system? Explain the role of various factors in influencing disintegration of caste system.
5. What is caste system? Write a brief note on positive and negative impacts of caste system in the Indian society.
6. Write the meaning of social mobility. Narrate factors that facilitate social mobility.
7. What is social mobility? Explain various types of social mobility.

#### Short Essays

1. Describe the four major features of stratification.
2. What are the characteristics of social stratification?

3. Describe various forms of social stratification.
4. Explain functions of social stratification.
5. Enumerate on Indian caste system.
6. Describe various theories of caste system.
7. Describe characteristics of caste system.
8. Narrate characteristics of class system.
9. Differentiate between caste and class system.
10. Explain various types of social class with nursing implications.
11. Define status. Describe various types of status.
12. Explain concept of race. Describe criteria for racial classification.
13. Race and nursing implications.
14. Explain the influence of class, caste and race systems on health.

**Short Answers**

1. Social stratification
2. Caste
3. Class system
4. Social mobility
5. Race

**Multiple Choice Questions**

1. What is social stratification?
  - a. Horizontal division of society into higher and lower social units
  - b. A social system which has no divisions
  - c. Ranking of different societies against each other
  - d. Ability to change social classes
2. Stratifying people on the basis of economic resources is called:
  - a. Caste system
  - b. Class system
  - c. Estate system
  - d. Slavery system

3. Social mobility is more prevalent in:
  - a. Caste system
  - b. Estate system
  - c. Class system
  - d. Slavery system
4. Major forms of social stratification are:
  - a. Caste system
  - b. Slavery
  - c. Estate system
  - d. All of the above
5. \_\_\_\_\_ is an extreme of inequality wherein some individuals are literally owned by others as their property.
  - a. Caste
  - b. Class
  - c. Slavery
  - d. Estate
6. Manual laborer:
  - a. Brahmin
  - b. Kshatriya
  - c. Shudra
  - d. Vaishya
7. \_\_\_\_\_ is an endogamous group associated with traditional occupations
  - a. Caste
  - b. Class
  - c. Slavery
  - d. Estate
8. Which of the factor/s determine/s a persons' social status?
  - a. Income
  - b. Education
  - c. Occupation
  - d. All of the above

9. Which of the following is a stratification system whereby a person's right and rank in society is determined by his or her birth into a particular group?
- a. Estate
  - b. Caste
  - c. Slavery
  - d. Class
10. A system which involves great social inequality and the ownership of some persons by the other:
- a. Caste
  - b. Class
  - c. Slavery
  - d. Mobility
11. A system in which an individual is permanently assigned to a status based on his or her parent's status is called:
- a. Slavery
  - b. Caste
  - c. Class
  - d. Community
12. Which of the following stratification system is more open?
- a. Community
  - b. Caste
  - c. Class
  - d. Slavery
13. Which of the following stratification systems is more closed?
- a. Community
  - b. Class
  - c. Slavery
  - d. Caste
14. \_\_\_\_\_ is called the movement of a person from one status to another either between generations or within a person's adult career.
- a. Social mobility
  - b. Structural mobility
  - c. Functional mobility

d. Community mobility

15. \_\_\_\_\_ is called the mobility brought about by changes in the stratification hierarchy, for instance as society becomes more technologically advanced.

a. Social mobility

b. Structural mobility

c. Functional mobility

d. Community mobility

16. According to Hindu caste system which caste is at the top of the hierarchy?

a. Brahmins

b. Shudras

c. Vaishya

d. Kshatriyas

17. According to Hindu caste system which caste is at the bottom of the hierarchy?

a. Brahmins

b. Shudras

c. Vaishya

d. Kshatriyas

18. Intergenerational mobility refers to:

a. Changes in the status from one generation to another

b. Changes in the status within one generation

c. Upward or downward mobility

d. Movement of people from one position to another without any change in status

19. Which of the following is an example of intragenerational mobility?

a. Increase of nurse status from officer to nursing superintendent

b. Son of a clerk becomes an IAS officer

c. A doctor gets transferred from one hospital to another

d. None of the above

20. Vertical mobility refers to:

a. Changes in the status from one generation to another

b. Changes in the status within one generation



- c. Upward or downward mobility
- d. Movement of people from one position to another without any change in status

21. Which of the following factor/s generated mobility in caste?

- a. Education
- b. Industrialization
- c. Urbanization
- d. All of the above

22. \_\_\_\_\_ is a collection of individuals who occupy comparable economic positions.

- a. Caste
- b. Class
- c. Estate
- d. Group

23. \_\_\_\_\_ contribute to the formation of strata in a society.

- a. Inequality, division and classification
- b. Economic, social and political factors
- c. Class, power structure and authority
- d. Psychological factors, inequality and development

24. Class symbolizes:

- a. Social factors
- b. Political factors
- c. Psychological factors
- d. Economic factors

25. Status symbolizes:

- a. Mobility
- b. Class stratification
- c. Social factors
- d. Political factors

26. In which of the following types of systems is a person's right and rank in the society determined by his birth into a particular group?

- a. Estate system

- b. Meritocracy
- c. Caste system
- d. Class system

27. Which of the following is a characteristic of the caste system?

- a. Endogamous marriage patterns
- b. Exogamous marriage patterns
- c. People's position in the social hierarchy is determined by achieved statuses
- d. Both b and c

28. When people change their position in a social hierarchy it is called:

- a. Social justice
- b. Social structural mobility
- c. Class system
- d. Social mobility

29. A man working as a car mechanic quits his job to become a bus driver making about the same income in another city. What best describes the movement in social class of this man?

- a. Urban mobility
- b. Horizontal mobility
- c. Social mobility
- d. Vertical mobility

30. \_\_\_\_\_ is a group that shares a certain common inborn physical characteristic and a geographical location.

- a. Class
- b. Caste
- c. Race
- d. Status

**ANSWER KEY**

1. a	2. b	3. c	4. d	5. c	6. c	7. a	8. d	9. b	10. c
11. b	12. c	13. d	14. a	15. b	16. a	17. b	18. a	19. a	20. c
21. d	22. b	23. b	24. d	25. c	26. c	27. a	28. d	29. b	30. c

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# Chapter 6. Social Organization and Disorganization

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Organization is an orderly arranging of parts into a whole. Social organization is a pattern of social relationships between and among individuals and groups. These individuals and groups are interrelated together to create a social organization. All social institutions such as family, church, college, political party, associations, clubs and other formal groups are examples of organizations. It is the interaction among members that sets them into organizations.

In an organized society members get into one another on the basis of roles and status resulting in stability and change. Stability refers to equilibrium among parts of the society. Social stability ensures a smooth functioning of the society and also a reduction in the social problems. Change refers to a dynamic condition of the society. Even an organized society undergoes change for the fulfillment of social needs. Abrupt changes in the form of revolution disrupt the existing social order and disorganize the society.

## MEANING AND DEFINITION OF SOCIAL ORGANIZATION

- Social organization is a state wherein various institutions in the society are functioning in accordance with their recognized or implied purposes.
- Organization is the system of relationships between persons and among groups with regard to the division of activity and the functional arrangement of mutual obligations within the society.

- When there is an arrangement of persons or parts which are interrelated or inter-dependent it is termed as social organization.
- Institutions, associations and groups are the various constituents of a society. A society can be described as organized only when these organs work smoothly and without friction while adequately performing their function.
- Social organization is a system by which the parts of society are related to each other and to the whole society in a meaningful way.

—**Earnest Jones**

- Organization is a state of being, a condition in which the various institutions in a society are functioning in accordance with their recognized or implied purposes.

—**Elliott and Merrill**

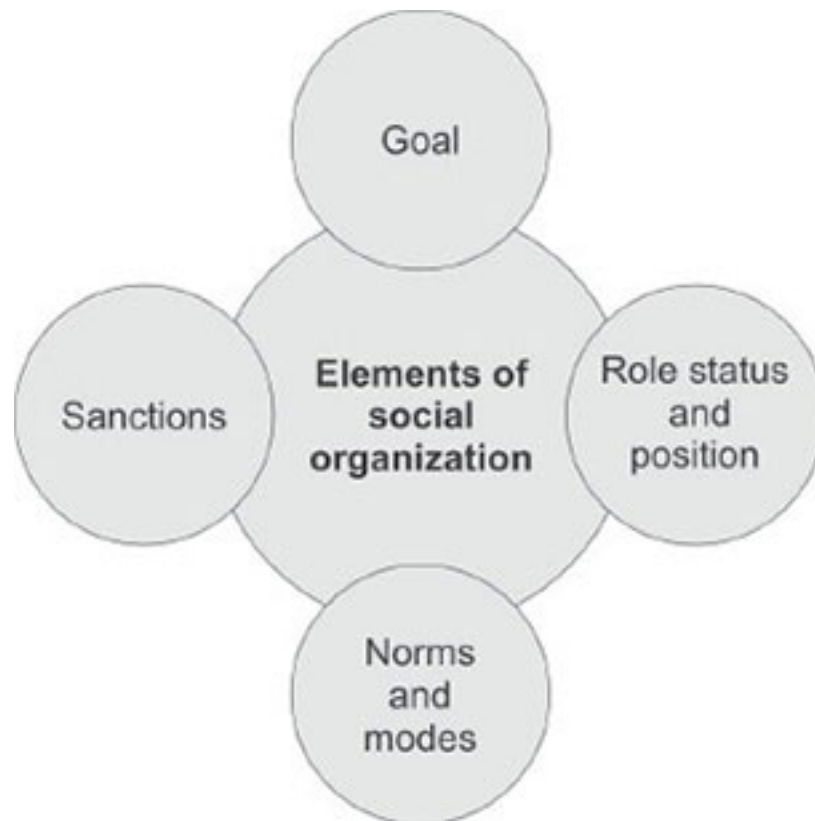
- Social organizations are patterned relations of individuals and groups.

—**Leonard Broom and Philip Selznick**

## ELEMENTS OF SOCIAL ORGANIZATION

Within a social organization individuals hold various positions and abide by the set rules to achieve common goals or objectives. Basic elements of a social organization are as follows (**Figure 6.1**):

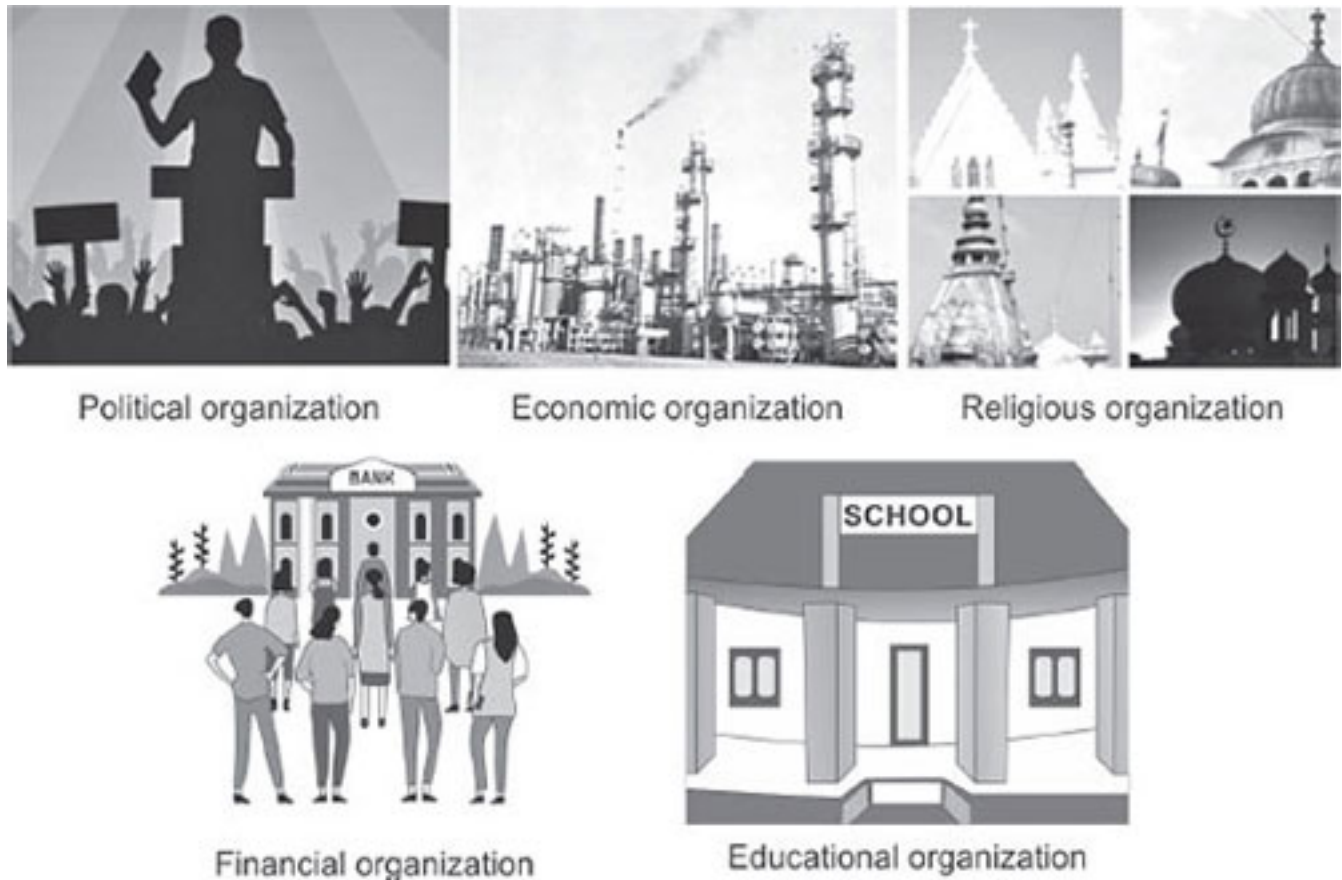
**Figure 6.1. Elements of social organization**



- **Goal:** Members in an organization are inter-related to each other and display unity of interest. All members try to achieve a common goal.

- **Role status and position:** Within an organization every member has an assigned role to perform and a position and status to occupy. Members are prepared to accept one's role and status.
- **Norms and modes:** Every organization has its modes and norms which control its members through discipline, regularity and punctuality. An organization functions smoothly if its members follow these modes and norms.
- **Sanctions:** Every organization follows a system of sanctions. If a member does not follow the norms, he is compelled to follow them through sanctions (conditions) which may range from warning to physical punishment. For example, expulsion or dismissal. These sanctions are used to achieve appropriate behavior which in turn help the organization achieve a common goal.

**Figure 6.2. Types of social organizations**



## TYPES OF SOCIAL ORGANIZATIONS

In a social organization people work together with division of work, co-operation and co-ordination. Members are related to each other on the basis of status and position in order to accomplish a common goal. Based on the goal to be achieved and the role to be performed social organizations can be classified as follows (**Figure 6.2**):

- **Political organization:** This form of organization is more concerned with political matters. Example, state, nation, rural, urban, etc.
- **Economic organization:** It is concerned with the production and distribution of wealth. Example, factory, industry, etc.
- **Religious organization:** It is a place where people offer prayers and carry out religious rituals. The main purpose of religious organizations is to meet spiritual needs of the people. Example, church, temple, mosque, etc.

- **Financial organization:** It is concerned with money matters such as depositing or withdrawal of money. Example, bank, post offices, provident fund organizations.
- **Educational organization:** It is concerned with providing education and dissemination of knowledge. The main goal is to make society literate. These organizations provide knowledge, skills and change the behavior of individuals. Example, schools and colleges.

An organized society exhibits a complete social harmony of behavior. Each society is controlled by a set of customs, traditions, norms and laws.

## Modes of Participation

There are two modes of participation in a social organization viz. democratic and autocratic. In democratic mode of participation, members of the society engage themselves in the decision process and group related matters. Authoritarian participation is based on the use of coercive power. Authoritarian leaders make decisions independently with little or no input from the group.

## VOLUNTARY ASSOCIATIONS

The term voluntarism is derived from the Latin word 'voluntas' meaning freedom or will. Voluntary association means freedom of association. They are also referred to as non-profit organizations, non-governmental organizations (NGOs), civil sector organization. Article 19 (1) (c) of the constitution of India confers on the Indian citizens a right to organize associations. Trade associations, trade unions, professional associations, environmental groups are examples of voluntary associations. No specific formalities are required to start an association.

## Meaning and Definitions

- Voluntary association is a group of individuals who voluntarily enter into an agreement to form a body to work together for a purpose.
- It is a group organized for pursuit of one's interest or several interests in common.

—**Michal Benton**

- Voluntary organization is a group of persons organized on the basis of voluntary membership without state control for the furtherance of some common interests of its members.

—**David I Sills**

## Characteristics

- These are registered under the Societies Registration Act 1880, the Indian Trust Act 1882, Co-operative Societies Act 1904.
- Method of formation is voluntary on the part of a group of people.
- It has definite aims, objectives, an administrative structure and a duly constituted management and executive committee.
- Main goal is to provide services rather than earning a profit for its owners.
- They are independent and autonomous organizations self-governed by their own members on democratic principles without any external control.



- They decide on its constitution, servicing, policy and clients.
- Funds are raised for its activities partly from the treasury in the form of grants-in-aid and partly in the form of the contributions or subscriptions from the members of the local community and the beneficiaries of the programs.

## Functions of Voluntary Associations

Voluntary associations occupy an important place in the community. Some of the functions performed by voluntary associations are:

- Promote educational, cultural and social activities.
- Identify the needs of individuals, groups and communities and initiate welfare projects and programs to meet those needs.
- Sharing responsibility of the state in providing minimum needs of the citizens, satisfying uncovered and unmet needs.
- Prevent monopolistic tendencies of the government by serving as a buffer between individual and the state.
- Educate people about the programs and policies of the government and unveil social evils.
- Mobilizing public support through publicity campaigns, raising functional resources through contributions and donations.
- Organizing activities of non-political nature for wellbeing of the society.
- Strengthen the work of the government agencies by contributing funds, supplies, equipment, etc.
- Raise local resources to help the needy, work for progress and development of the poorer sections.
- Supplement the work of government agencies in the areas of education and health resources.
- Try to meet the requirements of special groups like aged, women, handicapped and children who are economically and physically weak in fulfilling their basic needs.

## Voluntary Health Agencies

- Red Cross Society
- Indian Council for Child Welfare
- Tuberculosis Association of India
- Family Planning Association of India
- All India Blind Relief Society
- Bharat Sevak Samaj
- All India Women's Conference
- The Kasturba memorial Fund
- Lions club
- Rama Krishna Mission

# SOCIAL SYSTEM

Social system is a network of relationships and an orderly and systematic arrangement of social interactions. Social system is made up of a plurality of individuals. They interact with others according to shared norms within the social system.

## Definitions

- A social system consists of two or more individuals interacting directly or indirectly in a bounded situation.
- A social system may be defined as a plurality of individuals interacting with each other according to shared cultural norms and meanings.

### —Ogburn

- A social system is a group of individuals interacting with each other at a higher frequency than with non-members when the system is in operation.

### —Chapple and Coon

#### Elements of social system

1. Beliefs and knowledge
2. Sentiments
3. Goals and objectives
4. Norms
5. Role
6. Status
7. Rank
8. Power
9. Sanction
10. Facility

## Elements of Social System

A social system refers to groups and institutions in the society which have the following elements (**Box 6.1**):

1. **Beliefs and knowledge:** Belief is considered as an element of social system and is the basis for action. Beliefs and knowledge guide the individual in a particular direction. If the belief system is based on knowledge, greater are the chances for societal progress and change in the social system. For example, Indian caste system is based on the Karma theory. People believe that doing good karma leads to heaven after death. On the other hand, bad karma leads the people to hell after death. It is this fear of hell that refrains the people for doing bad karma which may include dishonesty, crime, cheating, etc. It is the belief system that differentiates a society from one another. Beliefs and knowledge bring about uniformity in behavior.

2. **Sentiments:** Sentiments are general feelings, attitudes, emotions or opinions about something that are closely related to the belief system. These are expressed and controlled by cultural values. Sentiments are acquired. The sentiments of love, hatred, charity, nationalism, etc., are created by our cultural conditioning.
3. **Goals or objectives:** Each social system has certain goals and objectives. These determine the nature of the social system. Members of a social system expect to accomplish particular objectives through appropriate interaction. If there is no goal then there would be no society.
4. **Norms:** Norm is an expected way of doing things. It is the blueprint of conduct which guides each individual within a social system. Norms determine the right or wrong, good or bad, appropriate or inappropriate behavior. These are considered an essential element of the social system without which no role can be performed. Every system has its own norms. These include folkways, customs, traditions, fashions, morality, religion, etc. In a social system members play their roles according to the norms given to them. They can be general or specific. General norms are related to all the individuals and should not be violated. Specific norms however pertain to a particular population and are associated with a status or role.
5. **Role:** Role is the external expression of a status. Each individual in the social system plays a different role. It aids the functioning of a society as whole. As roles and statuses go together, it is not possible to separate them completely from one another.
6. **Status:** Status is a position which an individual has in a society. Based on the different roles and responsibilities an individual plays, he enjoys a specific status in the society.
7. **Rank:** A rank is a position in relation to others. In a social system it shows the importance of an individual within that system. It is determined by evaluation placed upon the individual and his acts in accordance with the norms and standards of the system. An individual has to act in accordance with his rank abiding by the norms and standards of the system.
8. **Power:** Power refers to a capacity to control others. It is exercised in order to ensure a smooth functioning of the social system. Each social system bestows power to some individual or individuals to keep the tension amongst the system in check. For example, in a union power is vested with the president. This power always resides in the status-role and not in the individuals as such. It is an authority of office. Thus, the authority of a particular person resides in the office. As soon as an individual ceases to hold the office, he no longer exercises the authority of that office. An ex-president cannot call the parliament, an ex-principal cannot direct the students. These powers are enjoyed with the rank, status and role. Once the person is deprived of the rank, status or role, no more power resides in the individual.
9. **Sanction:** Sanction refers to the rewards and penalties given out to members of a social system as a device for inducing conformity to its norms and ends. These ensure smooth functioning of the system and can either be positive or negative. Positive sanctions are rewards which may include wages, profits, interest, esteem, praise, privileges, etc. Negative sanctions are the penalties and punishments. These sanctions induce conformity to norms within the social system thus ensuring smooth functioning of the system.
10. **Facility:** A facility is a means used to attain ends within the social system. It is necessary that the individuals in a social system be provided with adequate facilities to perform their roles efficiently. If the necessary facilities are not provided, expected level of development does not take place within the social system. Mere existence of facilities is of no consequence unless they are utilized. Goals or objectives of a social system can be realized only through the utilization of facilities. For example, the use of nuclear energy for peaceful purposes shows our belief in peace. But its use for manufacturing nuclear bombs would indicate a preparation for war. Thus, it is the use of the facility rather than its intrinsic qualities which determine its significance to the social system. A society reveals its ends, beliefs and norms by its failure to utilize certain available facilities.

## Types of Social System

Social system has been classified by different authors in different ways. Following are the important classifications of a social system:

I. Morgan and other evolutionists divided the social system into three basic stages based on the evolution of human culture:

1. *Savagery social system*: This type of social system is represented by uncivilized people.
2. *Barbarian social system*: This type of social system is represented by uncivilized people.
3. *Civilized social system*: This type of social system is represented by the modern society.

II. Gerhard and Jean Lenski classified the social system into four types based on means of livelihood in the society:

1. *Hunting and gathering social system*: The social system tends to be organized around a nomadic culture.
2. *Horticulture and Pastoral social system*: This type of social system is found in horticultural societies which use hand tools to cultivate crops.
3. *Agrarian social system*: This type of social system is based on agriculture, domestication of animals and other related activities such as weaving, pottery and small occupations like blacksmiths, carpenters, etc.
4. *Industrial social system*: This type of social system is characterized by sophisticated machinery with advanced source of energy developed during this period.

III. Durkheim's classified the social system into two types based on type of population:

1. *Mechanical social system*: Ancient societies thrived on mechanical form of social system which was characterized by small homogeneous population with no specialization. The social links were based on customs, obligations and emotions.
2. *Organic social system*: Modern societies are found on the basis of organic social system. These are characterized by a large population with complex division of labor. The social links are based on individual status and occupation.

IV. Sorokin classified the social system into three types on the basis of cultural systems:

1. *Sensate*: In this form of cultural system material happiness is given primary importance.
2. *Ideational*: In this form of cultural system spiritual happiness is given primary importance.
3. *Idealistic*: In this form of cultural system both material happiness and spiritual happiness are given importance.

## Role and Status as a Structural Element of Social System

- Status is the position occupied by an individual in the society.
- It is the position that an individual holds in a given system.
- Well-defined roles and responsibilities are assigned to these positions.
- During the lifetime every person occupies different statuses based on their age, gender, occupation, qualification and class.
- A person can have numerous statuses at a given point of time such as a brother, father, uncle, doctor, member of a music club and so on.
- The status hierarchy is based upon where we live, what we do, what we practice, what kind of institutions we are attached to and which social category we belong to.

- Status is usually determined by a person's income or occupation.
- There are some functions attached to each status termed as roles.
- In a social system individuals are expected to perform their roles in accordance with their statuses.
- There is a role fixed for each status.
- The status of an individual may be ascribed or achieved:
  - Ascribed status is one which an individual gets by virtue of his birth. It is conferred to him by his group or society. It may be based on sex, age, caste or color.
  - Achieved status is one which an individual attains by his efforts. A man born in a low caste may by his efforts become an IAS officer thereby achieving high status.

A social system can function efficiently only if there is order among its parts and they remain active.

## **INTER-RELATIONSHIP OF INSTITUTIONS**

Social institution is a group of social positions connected by social relations performing a social role. These are established to fulfill the needs of individuals. In social institutions group of people work together with a common goal or objective. They work to socialize the group of people in it. The basic needs of individuals are satisfied through basic social institutions such as family, marriage, education, religion, government, economy, politics, etc.

Each social institution has its own objectives and functions. For example, family as an institution carries out production and caring of offsprings. Educational institutions impart knowledge and skills to individuals. Economic institutions are responsible for manufacture and delivery of goods and services. The Government frames and enforces rules and procedures.

## **INTER-RELATIONSHIP AMONG INSTITUTIONS**

- Within the social system there are a number of social institutions which are inter-related to each other. Religion, education, family, government and business all interact with each other.
- Social institutions have their own objectives and functions, yet depend on one another for respective functioning.
- Social structure is maintained by proper adjustment and relationships among different institutions.
- Any change in an institution may lead to a change in the other institutions too.
- No institution can avoid affecting other institutions or avoid being affected by others.
- Any structural change in the institution of family or politics changes the structure of the society too. For example, when the government structure becomes information technology centered, the curriculum of educational institutions and structure of economic institutions changes in accordance with the government structure.
- Schools, colleges and universities instill those technical skills in individuals which aid them to acquire jobs and fulfill their job responsibilities in future.

## **SOCIAL CONTROL**

A person living in a society has to adopt certain rules and regulations for its smooth functioning. To regulate harmony and bring unity among individuals some form of control is necessary. Such control is termed as social control.

Social control is nothing but control of the society over individuals. It is a system or organization by which social relations or behaviors are controlled. It is essential for the continued existence of the society. It controls the behavior,

attitudes and actions of individuals to balance their social situation. Through social control members of the society are made to conform to the social norms.

## Meaning and Definition of Social Control

- Social control is a system through which a society exercises controls over the behavior and activities of individual members by deploying formal and informal methods.
- EA Ross an American Sociologist who introduced the concept of social control defined social control as a “system of devices whereby society brings its members into conformity with the accepted standards of behavior”.
- Social control is a collective term for those processes, planned or unplanned by which individuals are taught, persuaded or compelled to conform to the usages and life values of groups.

### —Roucek (1947)

- Social control is a process by which, through the imposition of sanctions, deviant behavior is counteracted and social stability maintained.

### —Parsons (1954)

- Sociologists use the term social control to describe all the means and processes whereby a group or a society secures its members' conformity to its expectations.

### —Horton and Hunt (1964)

- Social control refers to the various means used by a society to bring its recalcitrant members back into line.

### —Peter I Berger (1963)

- The term social control refers to the techniques and strategies for regulating human behavior in society.

### —Roberts (1991)

**Aim:** According to Kimball Young (1942), social control aims to bring about conformity, solidarity and continuity of a particular group or society.

## Objectives of Social Control

- Bring the individual and group behavior in line with the established norms of society.
- Exercise control over conflicts and avoid clashes in the society.
- Establish social uniformity and solidarity among the members and social organizations.
- Bring back socially deviant members into the line and maintain social control.
- Provide fair and equal chances for co-operation and competition to all individuals, groups and institutions.
- Appreciate and reward the winners of social cause and take punitive actions against anti-social individuals.
- Bring desired modifications in agencies of social control.
- Protect vulnerable individuals in the society.

## Need for Social Control

- To preserve harmony, stability, continuity and maintain balance in the group or society some kind of social control is needed.

- To satisfy peacefully the basic needs of humans without any conflict some kind of social control needs to be exercised.
- For orderly social life, mutual welfare and wellbeing of human beings' social control is practically necessary.
- Each individual has to preserve his identity and character in the society. Agencies of social control are supportive of such functions.
- If an individual is adequately socialized he conforms to the accepted ways of society. If he is inadequately socialized he has a tendency to deviate from the accepted norms. There is then a need to force conformity through social control.
- Social control acts as a check on the individual requirements/needs of persons so that they cannot fulfill them the way they wish. It helps to satisfy the common needs of individuals in a socially desirable way.
- Without social control organization of the society gets disturbed.
- Social control is necessary to protect social interests.

## Functions of Social Control

- Keep the existing order intact and ensure proper socialization of the individual.
- Maintain social equilibrium and stability for the continued existence of the society.
- Preserve individuals' identity and characteristics in the society.
- Regulate the behavior of individuals who have deviated from accepted norms through sanctions.
- Get the individuals to obey social decisions and perform social roles.
- Balance the personal, cultural and social malarrangements.
- Society has to make use of its mechanism to accomplish the necessary order and discipline.

## Process of Social Control

Social control takes place when a person is forced to act according to the wishes of the other and not in accordance with his own interests. It occurs in every aspect of the society such as in the family, peer groups, administrative organizations, non-governmental organizations, and also in the government. It operates at three levels:

1. **Group over group:** In every group there are some deviations from the set norms. Any deviation beyond a certain degree of tolerance is considered a threat to the welfare of the group. The group then uses rewards or punishments to control the behavior of the individual and bring the non-conformists to line. All these efforts by the group are called social control.
2. **Group over its members:** Every social group commits errors in the process of socializing the individual. Individual's own desires may not exactly coincide with the social expectations of his group. Social control operates on the basis of individual's desire for social status, induces him to conform to group standards of conduct whatever his personal temptations.
3. **Individuals over their fellow members:** In the process of socialization the growing child learns the values of his own groups as well that of the larger society. The individual learns ways of doing and thinking that are thought to be right and proper. He internalizes the social norms which become a part of his personality. Individuals have deep-rooted sentiments that help him to co-operate with other fellow members to work for social welfare. Sometimes these sentiments by themselves are not enough to suppress the impulses of the individuals. Society has to make use of its mechanism to accomplish the necessary order and discipline. This mechanism is termed as social control.

## Types or Forms of Social Control

Various sociologists have classified social control in different ways. The main classification is described below:

### I. Karl Mannheim categorized social control as direct and indirect social control

1. *Direct social control*: This type of social control directly regulates the behavior of individual. Direct control is exercised upon the individual by people living in proximity. For example, primary groups such as family, neighbors, peer groups, play mates, etc., directly control the behavior of an individual. The impact of direct social control is more and durable.
2. *Indirect social control*: This type of social control is directed by secondary groups. For example, traditions, institutions, customs and social mechanisms control the behavior of an individual. These means are invisible and subtle. The impact of this social control is less and short lived.

### II. Gurvitch categorized social control into four types

1. *Organized social control*: This type of social control is directed by law, social organizations, etc.
2. *Unorganized social control*: This type of social control is exercised by values, traditions, fashion, symbols, etc.
3. *Spontaneous social control*: This type of social control is exercised by ideas, rules and regulations, norms, etc.
4. *More spontaneous social control*: This type of social control is exercised by aspirations, decisions, desires, etc.

### III. Kimball Young categorized social control into two types

1. *Positive social control*: In this type positive steps such as rewards, praise, appreciations are used to control individual behavior. Here society encourages individuals by giving social recognition, fame and respect.
2. *Negative social control*: In this type negative steps such as punishment, criticism, fine, and restraining are used to control individual behavior. Here the society discourages individuals by inculcating a fear of punishment either in a physical or verbal form.

### IV. Hayes's categorized social control into two types:

1. *Control by sanction*: In this type of social control, those who follow societal norms are rewarded while those who act against are punished.
2. *Control by socialization and education*: This type of social control is exercised through education and socialization.

### V. Lumbey categorized social control into two types:

1. *Physical force method*: In this type of social control, physical force such as police or law or legal system is used to control the individual behavior.
2. *Human symbol method*: In this type of social control, values of society such as traditions, customs, religion, rituals are used to control individual behavior.

### VI. Cooley categorized social control into two types:

1. *Conscious social control*: In this type society forces an individual to act according to its accepted objectives such as law, education, etc.
2. *Unconscious social control*: In this type society uses unconscious methods such as religion, customs, traditions, etc. to control individual behavior.



**VI General classification:**

1. *Formal social control:* This type of social control is exercised by secondary groups which an individual is forced to accept. These are recognized and deliberate agencies of social control such as law, education, army, constitution, etc.
2. *Informal social control:* This type of social control is exercised by primary groups. These include beliefs, customs, social norms, mores and folk ways.

## Means of Social Control

Methods used to implement rules and regulations in the society to control individual behavior are known as means of social control. Control over the society is achieved through two types of means. These are formal and informal means of control (**Table 6.1**).

1. **Formal means:** Social control becomes formal when the control process becomes structuralized into an institution. It is exerted by duly appointed functionaries and using formally approved methods. These include education, law, state, etc. They deploy coercive measures in the case of deviance to ensure compliance.
  - *Law:* According to Holland ‘Law is a general rule of external action enforced by an independent political authority’. It prescribes uniform rules and regulations and is meant for all. If any individual violates the law, punishment is imposed on him. The rule of law is generally enforced by legal agencies.
  - *Education:* It is a vehicle for social control. Through education wrong attitudes are reformed, myths, wrong beliefs and prejudices corrected. It inculcates moral, intellectual and social values in individuals. Education is a way through which right kind of social attitudes are created in individuals.
  - *Coercion:* Social control is achieved through force. It is a negative means of social control. Violent coercion causes bodily injuries, imprisonment and death. Non-violent coercion includes non-cooperation, strikes and boycott.

**Table 6.1. Formal and informal means of social control**

Formal means of social control	Informal means of social control
<ul style="list-style-type: none"> <li>• Law</li> <li>• Education</li> <li>• Coercion</li> <li>• State</li> </ul>	<ul style="list-style-type: none"> <li>• Norms or mores</li> <li>• Beliefs</li> <li>• Fashion</li> <li>• Folkways</li> <li>• Customs</li> <li>• Religion and morality</li> <li>• Values</li> </ul>

- *State:* It is the chief instrument in administering social control in the modern society. It is an association designed to maintain law and order within territorial boundaries. The state functions through the government. It imposes various social security measures like medical care, pensions, allowances, etc.
2. **Informal means:** No special agency is required for informal means of social control. It is exercised through customs, social norms, traditions, folkways, religion, etc. Some of the important informal means of social control are described below:

- *Norms or mores*: Social norms are defined as rules and standards that are understood by members of a group and that guide or constrain social behaviors without the force of law (Cialdini and Trost, 1998).

These are unwritten rules, attitudes and behaviors that are considered acceptable in a particular group or culture or society. They direct individuals' cognitions, emotions and behaviors and are more influential and powerful than any formally laid down rules and regulations. Norms are regulatory in character and provide order and cohesion in the society. They provide guidelines for standard behavior such as how to behave and function in an orderly society.

Norms are prescriptive and encourage positive behavior ("be honest, always speak truth, obey your parents and teachers") or proscriptive and discourage negative behavior ("do not cheat, do not commit theft, do not tell lie"). Individuals who do not follow norms suffer disapproval from the group.

There are norms defining appropriate behavior for every group. For example, members in a particular society, patients in a hospital, students in a hostel or college should be aware of the norms of that group. When an individual moves from one group to another, his behavior changes accordingly. They also serve as evaluative standards against which individuals' reactions are judged. Norms can be changed according to situation, culture and environment and modified over time.

- *Beliefs*: Belief is a conviction that a particular thing is true. Beliefs approved by the society play an important role in controlling human behavior. People may have belief in unseen power, re-incarnation, God, Goddesses, hell, heaven, immortality of soul. A person doing good deeds goes to heaven after his death and the one doing bad deeds is believed to be deserted into hell. It is based on this belief that people undertake good actions. All these beliefs influence individual behavior in society. These unseen powers lead a person in the right direction as he believes that his actions are being seen by a supernatural power. Thus, belief is one of the potent means of social control.
- *Fashion*: It is an expression of the internal and external desire of the human beings at a particular point of time. It controls individual way of thinking, behavior and attitude. E.A. Ross defines fashion as a series or recurring changes in the choices of group of people. Fashion impacts our dress code, beliefs, opinions and recreation. It gives an identity to the citizens of a country, helps to maintain social control by changing the old patterns and bringing in the new ones. Advancement of technology and communication influence fashion to spread from one country to another. Fashions are important for social life as it satisfies individual needs, prepares people for a change and modifies rigid customs.
- *Folkways*: Folkways are recognized modes of behavior patterns of everyday life which arise unconsciously within a group. They provide traditional definitions for proper ways of behaving in a particular society or group. These are general habits of individuals that are socially approved and common to a group. Individuals conform to folkways automatically without any rational analysis. If an individual does not follow them he is socially boycotted by his group. These are based on customs passed on from one generation to another through the socialization process. Since folkways become a matter of habit, they are followed unconsciously and act as a powerful influence over individuals' behavior in society. Thus, folkways help as a means of social control. Examples, Brahmins shall not take meat, Jains should not consume garlic, Hindu women should not smoke, etc.
- *Customs*: A custom is a traditionally accepted way of behaving or an action that is specific to a particular society. Customs are long-established habits and usage of people. These constitute a set pattern of group behavior recognized and practiced socially by a large number of people. These are those folkways and mores which have persisted for a very long time and have passed down from one generation to another. Customs influence the minds of people and allow them to follow. Thus, they have a great bearing on human conduct and behavior. Customs are often seen as ideal and essential; people perceive a sense of inherent goodness in them and feel morally bound to follow them. Customs are used to support the social bonds and structure of the society. They help in the process of learning, social adjustment and social security. Customs change or mould the attitude and opinion of individuals. Customs regulate the whole social life of a man and are a powerful means of social control. The influence of custom at times extends beyond one's own community. Examples are handshaking, lighting the lamp, greeting with a namaskar, gathering together for a thanksgiving, elderly parents living with their children until death, etc.

- *Religion and morality*: Religion is a universal institution associated with the human society. It is an attitude towards supernatural powers. It is a system of belief, emotional attitudes, philosophical values and practices by means of which a group of people attempt to cope with ultimate problems of human life. Religion is the most effective and influential force which shapes human behavior. Religion includes Gods, Goddesses, evil spirits, soul and punya, heaven, hell, etc. These concepts are greatly valued by people as they think that their due attention to religious prescriptions will protect their lives and property. People abide by the religious norms because they are afraid that their wrong doing or violation of religious instructions may land them into hell. The practice and form of religion however may vary from society to society. People believe that salvation from the woes of life is possible only by practicing some of the basic religious beliefs. Religion makes people benevolent, charitable, forgiving and truthful. It supports folkways and customs. It provides a model for living and holds certain ideals and values. It helps the individuals to become moral, disciplined and a socialized member of the society. Thus, religion is an agency of social control.
- *Values*: These are a set of moral principles defined by society, institutions, cultural beliefs, and traditions. Social values are moral beliefs and principles that are accepted by the majority so as to ensure the continuity of a society (Ergil, 1984). These are the implicit guidelines that provide an orientation to the individual within the societal system, standards for action, direction for thinking and behaving ideally and used to establish framework for evaluating behavior. These can be used to judge or evaluate a particular behavior.

Values such as oneness in religion, democracy in society, monogamy in family, justice in social life are ultimate values. Values shape society's behavior, provide boundaries between what is right and what is wrong, what is permissible, prohibited, illegal, desirable or punishable. Thus they perform a social control function. Government and laws are normally established to preserve social values through enforcement procedures. Values are important indicators of society's continuity and welfare. These play an important role in a family so also in fields like economics and politics. Values are contagious, in the sense if we practice them, many others will follow.

Social values are very important for the nursing profession as these are essential to maintain a healthy relationship with patients and co-workers. The core values of nursing profession include altruism, integrity, honesty, social justice, empathy, loyalty and mutual respect.

**Figure 6.3. Agencies of social control**



## Agencies of Social Control

Social control is exercised through various agencies like family, state, educational institution, and neighborhood (Figure 6.3).

- **Family:** It is an important agency of social control. Every child gets initial exposure to social life from its family. A child learns morals, values, folkways customs and attitudes from its parents, siblings and other family members. The family prescribes rules and regulations that a member should follow. It teaches the child to conform to the societal norms and develops desired behavior in the child which ultimately forms a part of the social control. Parents in the family control behavior of their children by making them learn what is right or wrong, which behavior is desirable and which is not. Family inculcates social values in children.
- **State:** It refers to the regulatory system in a society. It is a political form of human association by which society is organized under the agency of the Government. State is an organized and formal system of social control. It exercises control over its members through legislations, police, armed forces and prisons. People obey the state orders because they know that these are in their best interest. Violating them result in penalty or punishment as per the law of the state. Thus, they act in conformity with orders of the state which helps in maintaining social control. Law is the most important method of man-made social control.
- **Educational institution:** Schools are a powerful agency of social control. These institutions mould the child's behavior in an effective way. Education imparts values, morals and ideals which in turn play a large role in regulating behavior. Education teaches an individual to conform to the norms of the society.
- **Neighborhood:** It serves as a medium of social control by ensuring uniformity and conformity and correcting deviant behavior.

Other social control agencies are public opinion, propaganda and press. Public opinion is the most important method of social control in a democratic set up. Radio, television, press and literature influence the ideas of people and bring desired changes in thinking of an individual.

## Role of a Nurse in Social Control

Nurses are working in various settings such as hospitals, community and other outreach centers. They deal with different people belonging to different backgrounds, status, culture, etc. Her knowledge about social control helps to make the patient understandable about the need for social control.

She can assess individuals whose behavior and attitude are not in conformity with the society. For example, a patient addicted to drinking alcohol, abusing his wife and creating nuisance. She can use social control measures to change his behavior such as education, police, etc. The nurse can also teach values, norms and folkways to control his behavior. She can impose sanctions and take help of social control means to modify attitude and behavior of the patient.

Nurse has an important role to play as an agent of social control in preventing social problems like abuse of tobacco, alcohol and other substances. She plays a key role in detecting health related social problems, providing awareness, early referral and prompt treatment.

## SOCIAL DISORGANIZATION

Society is a web of social relations. In an organized society, social relations are harmonious with functional balance being maintained between the various elements of social structures. Every society is controlled by a set of laws, norms, institutions and customs. When there is a lack of control in the society, functional imbalance and maladjustment exist resulting in social disorganization. It is a subjective judgment with no objective criteria to measure it. It brings disappointment, unsatisfied needs, irritation and unhappiness among the individuals in the society.

## Meaning and Definitions

- Social disorganization refers to a series of maladjustments in the society as a result of which the society fails to satisfy the needs of individuals.
- Social disorganization is “a state of disequilibrium and a lack of social solidarity or consensus among the members of a society”.

—**Emile Durkheim**

- Social disorganization is the process by which the relationships between members of a group are shaken.

—**Mowever**

- Social disorganization ensues when the harmonious relationship between various parts of the culture is disturbed.

—**Ogburn and Nimkoff**

- Social disorganization is a disturbance in the patterns and mechanisms of human relations.

—**REL Faris**

## Causes of Social Disorganization

Social organization is functional hypothesis. In fact, no society is completely organized. Some disorganization is always present in every society. There are multiple factors that may cause social disorganization. These are presented in **Box 6.2**.

1. **Extreme division of labor:** Division of labor is dividing the production process into different stages enabling workers to focus on specific tasks. It increases the overall efficacy. According to Emile Durkheim, extreme division of labor is the cause for social disorganization. In extreme division of labor solidarity diminishes and social equilibrium disturbed. This gives rise to economic crises, class struggles and industrial conflict leading to demoralization of individuals, family and community.

#### **Causes of social disorganization**

1. Extreme division of labor
2. Violation of social rules
3. Degeneration of social values
4. Industrialization
5. Cultural lag
6. Ecological disturbances
7. War
8. Disruptive social change
9. Biological factors
10. Conflict of goals and means
11. Change in the role and status of the individuals

1. **Violation of social rules:** According to WI Thomas and Znaniecki, members of the society are controlled by certain rules and regulation. When these rules and regulations fail to keep the individuals under control, social disorganization occurs.
2. **Degeneration of social values:** Social values play a very important role in maintaining the social order in the society. Due to rapid social changes, new values emerge while the old ones are lost. According to Elliot and Merrill, conflict between new and old values create social disorganization.
3. **Industrialization:** Industrialization resulted in family disorganization, urbanization, unemployment, crime and class conflicts. All these conditions led to social disorganization.
4. **Cultural lag:** It is a situation where technological advancements (material culture) outpace the transformation in rules and norms of the culture (non-material culture) leading to moral and ethical dilemmas for individuals. It occurs when non-material culture is incapable of changing at the same pace as the material culture. This gap is called cultural lag. It causes unequal rates of change in different parts of culture. This disproportionate rate of change in various elements of the functionally interdependent component system of a changing social structure produces a condition of disequilibrium. Though science and technology brought more knowledge and resulted in a higher standard of living, it produced social disorganization as well. Ogburn stated that various social problems such as family disorganization, unemployment, poverty and crime are a result of irregular changes in culture.
5. **Ecological disturbances:** Ecological disturbances such as earthquakes, floods, drought, pandemics and other catastrophic phenomena also cause social disorganization. During these conditions individuals are unable to adhere to social norms resulting in social disorganization.

6. **War:** War disturbs the economy of a country and introduces economic crisis and confusion leading to disorganization in the society.
7. **Disruptive social change:** Multiple factors such as geographical, psychological, technological and cultural factors bring about a social change. This social change may disturb the stability and organization of the society.
8. **Biological factors:** Problems such as population explosion, interracial marriages, inter caste marriages or sparse population in an area, racial intermixture, defective heredity traits may also have an impact upon the society leading to disorganization.
9. **Conflict of goals and means:** When individuals find it difficult to achieve goals through legitimate means, some of them resort to illegal and illegitimate activities such as crime or corruption to achieve their goals. This may lead to social disorganization.
10. **Change in the role and status of the individuals:** A change in the societal norms also brings about a change in the roles and statuses of people. For example, women now a days are pursuing various professions and no longer confining themselves to their homes. This change in the roles of women has caused family disorganization.

Delinquency, substance abuse, crime, corruption, high rates of mental illnesses, etc., are some of the consequences of disorganization which are undesirable for any society.

## Measures to Minimize Social Disorganization

Society should have some means to control disorganization. Various measures to control disorganization can be discussed under individual and society level measures.

### Individual level:

- Bring individual and group behavior in line with established norms of the society.
- Reform socially deviant members and maintain social control.
- Appreciate and reward winners of social cause, take punitive action against anti-social individuals.
- Regulate individuals' behavior through formal and informal means of social control.
- Deploy coercive measures by way of formal means of social control such as education, law, state, etc., in the event of deviance to ensure compliance.
- Exercise informal means of social control through customs, social norms, traditions, folkways, religion, etc.

### Society level:

- Exercise control over conflicts and avoid clashes in the society.
- Establish social uniformity and solidarity among the members and social organizations.
- Provide fair and equal chances for co-operation and competition to all individuals, groups and institutions.
- Put effort towards minimizing economic disparity and creating a democratic society.
- Establish a progressive society with flexible and dynamic norms and rules.
- Include desirable elements of social heritage in the teaching curriculum.

- Put effort to remove illiteracy and ignorance promoting universalization of education.
- Bring desired modifications in agencies of social control.
- Protect vulnerable individuals in the society.
- Maintain social order for uniformity in social groups.
- Check cultural maladjustment as the rapid pace at which the society is changing threatens to uproot the existing social system and replace it with a new system.

## SOCIAL PROBLEMS

Social problems are behavioral problems or conditions considered to be undesirable or objectionable by a major part of the population in the society. Every society has its own social problems. These arise with the emerging needs of the society causing dissatisfaction, suffering and misery. Social problems need to be alleviated or eliminated as these are considered a threat for the society.

### Definitions

- A social problem is a set of conditions which are defined as morally wrong by the majority or substantial minority within a society.

#### —Green

- A social problem is any deviant behavior in a disapproved direction of such a degree that it exceeds the tolerance limit of the community.

#### —Lundberg

- Social problem is a condition affecting significant number of people in ways considered undesirable; about which it is felt that something can be done through the collective social action.

#### —Horton and Leslie

## Nature and Characteristics of Social Problems

Social problems are considered morally wrong by a majority or at least a substantial minority. Social problems have three major criteria:

1. There is a need to do something to change the situation which constitutes a problem.
2. Existing social order needs to be changed to solve the problem.
3. Situation regarded as a problem is undesirable but not inevitable.

#### Common characteristics of social problems are:

1. **Disintegrative:** Social problems are related to majority of the members of the society and hence directly or indirectly disintegrate and disorganize the social system. These cause suffering and unhappiness thereby seriously affecting the values of the society. It is pathological in nature and harmful for the society.
2. **Multiple causes:** Each social problem has multiple causes and no single cause is responsible for it. For example, unemployment and crime have multiple causes such as illiteracy, increased population and poverty.



3. **Inter-relatedness:** Every social problem is inter-related with other problems. Thus for solving a social problem the inter-related problem needs to be solved first. For example, population explosion, poverty and crime are interconnected. To solve the problem of crime the issues of poverty need to be tackled first.
4. **Many remedies:** As there are multiple causes for any social problem there are also multisided remedies for its resolution. Efforts should be made to find all the possible causes for the problem so as to find an adequate solution for it.
5. **Relative concept:** Social problem is a relative concept. A social problem for a particular society may not really be a problem for the other society. Similarly, a social problem today may not be a problem tomorrow. Changes in law and mores change the concept of social problem. For example, in ancient Greece, prostitution was not a social problem but it is a social problem for the modern world now.
6. **Functional value:** Once a social problem is handled effectively it leads to social development.
7. **Universal:** Some social problems such as poverty, unemployment, crime, etc. are universal and permanent and are found in almost all societies.

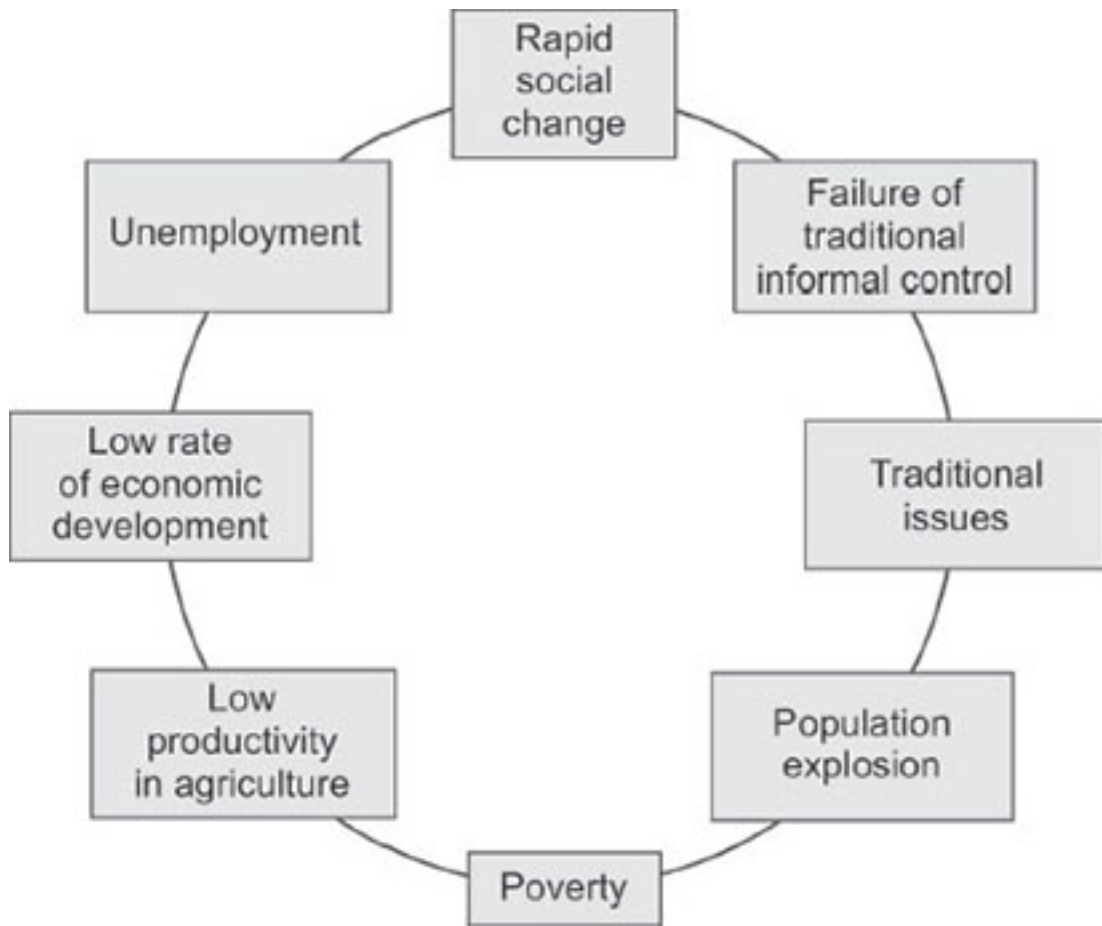
When a social problem occurs and develops beyond tolerance, there arises resentment against it and a demand is created for its remedy in the interest of social harmony.

## Causes of Social Problems

Most of the social problems are inter-related and have multiple causes. Following are some of the common causes for social problems (**Figure 6.4**):

1. **Rapid social change:** Social changes occur over time and are responsible for many changes in the society such as change in living conditions, attitudes and beliefs and often have long-term effects. Rapid pace of change results in a cultural lag. During this transitory period of social change old patterns of social life clash with the newly emerging patterns creating a strain in social life. It results in failure of social institutions to readily adapt to the growing needs. As the society undergoes a change, relationship between the members gets dissolved and the process of disorganization gives rise to a new order due to maladjustment of different components of social structures. It is an ongoing process which throws up problems that are unusual to the society.
2. **Failure of traditional informal control:** Social problems arise as the traditional informal controls fail to regulate the behavior of individuals. When a particular phenomenon or condition disturbs the social order and hinders smooth working of social institutions, it comes to be identified as a social problem. At the initial phase such conditions are neglected since they do not have any serious adverse effects on the social system. But gradually, they get accumulated and begin to affect normal social life. Then such condition is recognized as a social problem.

**Figure 6.4. Causes of social problems**



3. **Traditional issues:** Most of the social problems are rooted in the diverse religious faiths and varied sociocultural practices of the people. For example, casteism, communalism and gender discrimination led to social problems like dowry, untouchability, substance abuse, etc.
4. **Population explosion:** In India, population is rising at an alarming rate creating an excessive demand for food, shelter, clothing and other basic needs. Population explosion is interconnected with other social problems such as poverty, unemployment, exhaustion of natural resources and migration.
5. **Poverty:** It refers to lack of adequate resources necessary for basic survival or meeting a certain minimum level of living standard such as food, safe water, shelter and clothing. Poverty has devastating consequences on education, health, employment and other family problems such as domestic violence and divorce.
6. **Low productivity in agriculture:** Agriculture has been the backbone of the Indian economy. Farm productivity has been low due to climate change, small and fragmental land holdings, uncertain monsoon, decline in soil fertility, lack of entrepreneurship, excessive pressure of population on land, unscientific fertilizer consumption, incidence of pests and diseases, continued use of traditional methods of cultivation, lack of irrigation facilities and other related factors. As over 70% of population is still dependent on agriculture, low productivity is a major cause of poverty in the country.
7. **Low rate of economic development:** Economic development implies the process of increase in per capita income. Economic growth has been slow over the years creating a huge gap between availability and requirements of

goods and services. Shortage of capital and lack of entrepreneurship are the main causes for low rate of economic development. It results in poverty.

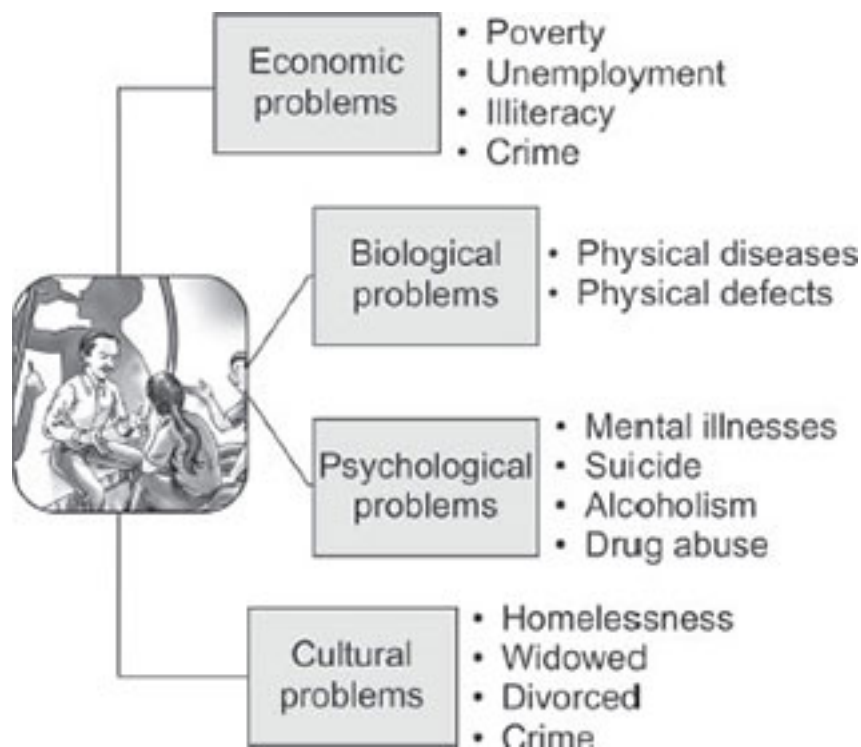
8. **Unemployment:** The low rate of economic growth may lead to unemployment as not enough jobs are being created thus increasing the number of jobless persons. The non-utilization and underutilization of human resources is also contributing to poverty.

## Types of Social Problems

Social problems are of two different types: individual and collective. Collective social problems include crime, divorce, housing, population explosion, poverty and disease. Problems at the individual level include alcoholism, delinquency, suicide, venereal diseases, mental illnesses and drug abuse, etc. Individual problems transform into collective social problems when they affect a large portion of population and the welfare and safety of larger groups. **Figure 6.5** depicts Harold A Phelps classification of social problems.

Social problem is a deviant behavior which affects significant portion of the population. It can be handled only by public concern, discussion, opinion formation and pressure. These problems cannot be solved in isolation as they require an integrated approach. For example, malnutrition can be eradicated only by removing poverty which in turn cannot be alleviated without solving the problems of unemployment.

**Figure 6.5. Classification of social problems**



## POVERTY

The word poverty originated from the French word 'poverte', from the Latin word 'paupertas' and from the word 'pauper' meaning poor. It refers to lack of adequate resources necessary for basic survival or meet a certain minimum level of living standard such as food, safe water, shelter and clothing. It is often measured by income and defined as those living under a threshold income level relative to the social norm of a population. However, in the present-day world it is also being extended to include access to health care, education and transportation.

## Definitions

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

—John L Gillin

- 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

## Causes of Poverty in India

Poverty has created two distinct groups in the society. First, who possess the means of production and thus capable of earning good incomes and the other who only have their labor or trade for survival. It is multivariate in symptoms, multidimensional in causes and quite complex in its relation to health. The various facets of poverty interrelate and reinforce each other. It serves as a multi-dimensional challenge for India that needs to be addressed on a war footing. Some of the main causes of poverty in India are:

1. **Rapid population growth:** Pressure of population without alternative sources of employment has led to a steady decline in income which is insufficient for meeting the family's basic requirement.
2. **Smaller land holdings:** A steady increase in population and lack of alternate source of employment has led to division and fragmentation of existing land holdings, making it unviable as an economic activity. This has resulted in low agricultural productivity and low levels of income.
3. **Unemployment and underemployment:** Unemployment and underemployment with intermittent nature of work in both rural and urban areas have led to people being thrust into poverty.
4. **Unequal distribution of wealth:** Attempts of the Government to redistribute the land among the landless for improving their living conditions has met with limited success. The unequal distribution of assets has led to persistence of poverty in India.
5. **Inequalities of income:** Concentration of income and wealth in the hands of a selected few has widened the gap between the 'haves' and the 'have nots' which again is a major cause of poverty.
6. **Tax system:** Although the direct tax system is progressive (based on taxpayer's ability to pay) and considered desirable in reducing the disparities in distribution of income and wealth, it has indirectly encouraged tax evasion and avoidance. Indirect tax system on the other hand has become more regressive (same percentage of tax is levied on products or goods purchased regardless of the buyer's income) becoming disproportionately hard on low earners.
7. **Low capital formation:** There has been a steady decrease in public expenditure in both agriculture and industrial sector leading to low productivity and low capital formation.
8. **Lack of infrastructure:** The slow pace of industrialization has not been able to absorb the influx of rural poor migrating to the urban areas in search of employment.
9. **Inflation:** A steep rise in the price of food grains and other essential goods at a rate higher than the price of luxury goods has further deprived the lower income groups.
10. **Social exclusion:** Members of the underprivileged class are unable to participate in the emerging employing opportunities as they are deprived of information, money, health services, necessary skills and knowledge. This is mostly because they are ascribed to various social categories at birth often based on religion, ethnicity and race.

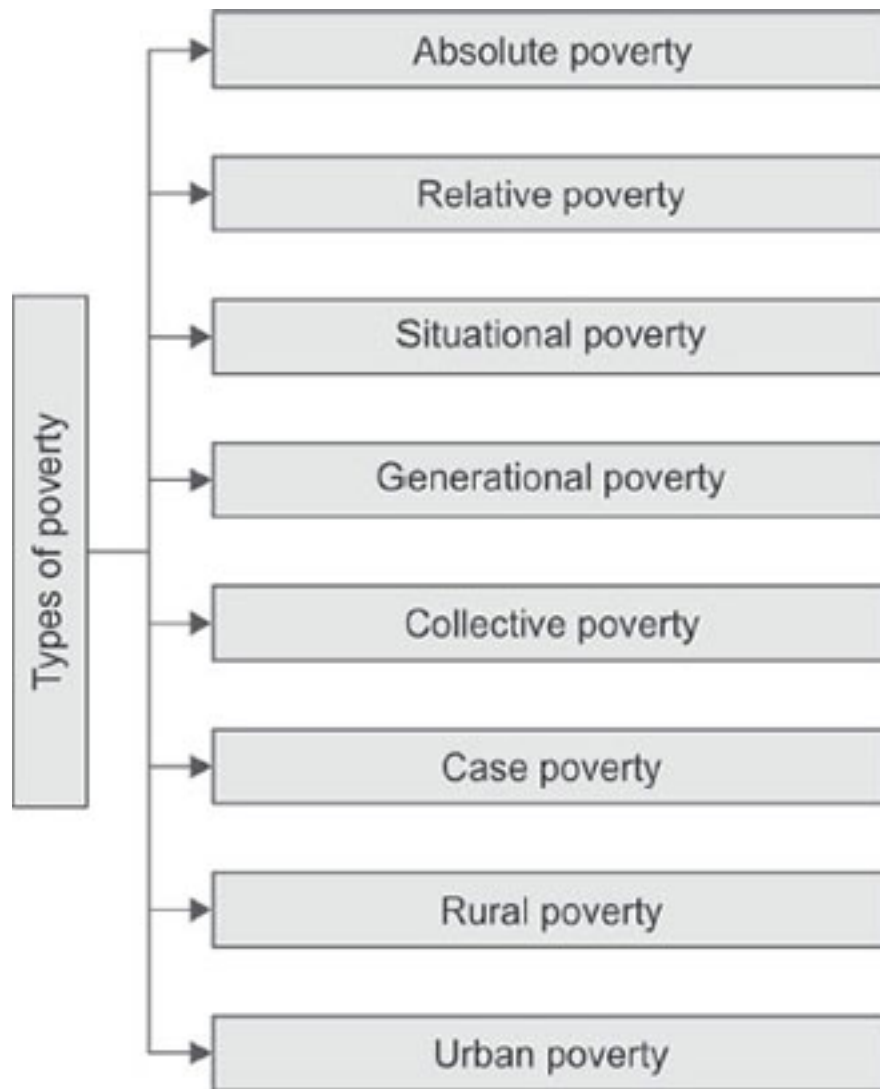
11. **Political factors:** The poor are marginalized in the political process leading to little or no influence over the policy-making process.
12. **Indebtedness:** Inability of the farmers to repay the crop loans on account of crop failure due to drought or other natural calamities compels them to borrow at exorbitant rates of interest pushing them into a debt-trap and eventually into poverty.
13. **Corruption:** It often leads to centralization of power wherein the leaders help themselves with the monetary resources which otherwise would have been used for development projects.
14. **Environmental degradation:** The negative impact of environmental degradation has been disproportionately felt by the poor as they often rely on natural resources to meet their basic needs and household maintenance.

## Types of Poverty

Poverty is complex and does not mean the same thing for all people. Various types of poverty are mentioned below (**Figure 6.6**):

1. **Absolute poverty:** Also known as extreme poverty or abject poverty, it is the total lack of resources and means required to meet the most basic standards of living like food, clean water, clothing, shelter and education. Those suffering from absolute poverty tend to struggle and experience many child deaths from preventable diseases. The characteristics of this type of poverty are the same everywhere.
2. **Relative poverty:** It is defined differently from place to place depending upon the social and economic context one lives in. It refers to poverty of people in comparison to other people living in the surroundings and thus a measure of income inequality.
3. **Situational poverty:** It is widespread but limited in its duration. It is usually linked to specific events like death, divorce, severe health problems or those that disrupt a society such as a war or natural disaster.
4. **Generational poverty:** It occurs in families where at least two generations have been born into poverty. Families living in this type of poverty are not equipped to move out of it.
5. **Collective poverty:** It is widespread and troubles the entire society. Generally found in war ravaged places and heavily exploited places it persists across generations.
6. **Case poverty:** It occurs when a person or family is unable to secure resources required to meet their basic needs although they are not scarce and people around them are living well. It is usually the result of sudden loss of employment, inability to work due to injury or illness.
7. **Rural poverty:** It occurs in rural areas with population below 50,000 and characterized by limited job opportunities, less access to services and quality education. People in such areas tend to mostly survive on farming and unskilled work.
8. **Urban poverty:** It occurs in metropolitan areas with population of at least 50,000. It is characterized by limited access to health and education, inadequate housing and services, unhealthy environment due to congestion and little or no social protection mechanism.

**Figure 6.6. Types of poverty**



## Poverty and Health in Context

Poverty interacts with health in many ways and undermines a whole range of human capabilities, possibilities and opportunities. It is a major cause of ill health and a barrier to accessing health care. They are both inter-linked resulting in a vicious cycle, especially in less developed countries with inadequate healthcare and welfare support systems. It is caused by systemic factors that can persist for generations in a family. Beginning before birth and continuing throughout an individual's life, poverty can significantly impact health and health outcomes. Uneven income distribution and social policy provisions appear to have a strong impact on poverty cycles and health inequities. Key facts which link poverty and health are as follows:

- Evidence from all parts of the world points to a link between poverty, hunger and poor child health. Poor health and hunger lead to poor performance at school and an inability to find work for supporting the family. This results in a continuous downward spiral which is almost irreversible.
- People enduring poverty are less educated and have less or no knowledge at all about the activities that promote health.

- Health care costs are mostly overwhelming for an individual and his family the burden of which occasionally results in families selling their property, taking children out of school for making an earning.
- The burden of caring is often thrust on the female family member who is forced to give up her education and take up a job to meet the household costs. Missing out on education has long-term implications for the female family members in terms of opportunities in later life and upkeep of her own health.
- Congested and poor living conditions in most cases contribute to the spread of airborne diseases such as tuberculosis and respiratory infections such as pneumonia.
- Lack of sanitation exposes children to vulnerable diseases and infections. Poor ventilation makes the people vulnerable to respiratory diseases.
- Families residing in well-constructed houses are less likely to fall prey to diseases and are also equipped to recover from common illnesses. Good physical health leads to sound mental health.
- Prevalence of a strong healthcare system promotes health status of the society as a whole especially among the poor who have little access to healthcare facilities. It protects the poor households from the devastating effects of exorbitant health care costs.

#### **Measures to eradicate poverty**

1. Acceleration of economic growth
2. Agricultural growth
3. Rapid development of infrastructure
4. Human resource development
5. Growth in non-farm employment
6. Access to land assets
7. Access to credit
8. Public distribution system
9. Health security for all
10. Fighting corruption
11. Educate women

## **Eradication of Poverty**

Eradication of poverty is a moving target. Past experience has shown that with development the definition of what constitutes poverty keeps changing. It calls for key information and smart strategies to fight poverty. Some of the remedial measures to eradicate poverty are as follows (**Box 6.3**):

1. **Accelerating economic growth:** Economic growth results in higher rate of capital formation leading to more employment opportunities, greater productivity and higher wages. This will help the poor to move above the poverty line.

2. **Agricultural growth and poverty alleviation:** Agricultural growth is an important determinant in reduction of poverty. However, for this to happen public investment in irrigation and other infrastructure needs to be hastened.
3. **Rapid development of infrastructure:** Public investment for development of infrastructure such as building of roads, highways, ports, telecommunication, power and irrigation needs to be stepped up as these are mostly labor intensive in nature.
4. **Human resource development:** Investment in schools, technical training institutes and vocational colleges, promote literacy and impart skills necessary to generate a good deal of employment opportunities and income for the poor.
5. **Growth in non-farm employment:** Generation of non-farm employment through activities like dairying, forestry, food processing, repair workshops, transportation, handicrafts, etc., can play a significant role in reduction of rural poverty.
6. **Access to land assets:** Redistribution of land and reforming laws will aid in reducing poverty among the rural folk.
7. **Access to credit:** Availability of farm loans on easy terms and conditions with low rate of interest help the farmers gain access to high crop yielding technology to raise farm productivity. It also helps him to carry out other allied activities to improve his income.
8. **Public distribution system:** Public distribution system is an effective way of raising the rural incomes by ensuring supply of essential commodities at subsidized prices to the poor households.
9. **Health security for all:** Emergence of a strengthened healthcare and welfare system can narrow the inequalities in health.
10. **Fighting corruption:** Corruption should systematically be weeded out to pave way for greater transparency on part of both the Government and the society.
11. **Educate women:** Efforts should be made to educate women and girls as they have a strong bearing on the wellbeing of their families, communities and countries as well. It allows them to break the traditional cycle of exclusion at home and in the society.

## Poverty Alleviation Programmes

Poverty alleviation programmes include a set of steps taken in an economic and humanitarian way for eradicating poverty in the society. These programs are aimed at reducing rate of poverty by providing proper access to food, monetary help, and basic essentials below poverty line (BPL) households.

The strategy for poverty alleviation is essentially two-fold. First, an effort should be made to provide greater opportunity for the poor to participate in the growth process by focusing on growth related sectors. Second, poverty alleviation and social sector programmes have to be strengthened and restructured for the betterment of the weaker sections of the society.

Alleviation of poverty though remains a major challenge before the Government, with greater revenues available for social programmes policy-makers can look forward to more far-reaching poverty alleviation programmes in India. Apart from attempting to eradicate poverty in India, poverty alleviation programmes have taken an initiative to provide employment opportunities to the BPL households. Some of the poverty alleviation programmes launched in the recent years for eradication of poverty in our country are as under:

1. **Mahatma Gandhi National Rural Employment Guarantee Act (MGNREGA):** It is a scheme wherein the Government provides at least 100 days of guaranteed wage employment in every financial year to every household whose adult members volunteer to do unskilled manual work.



2. **National Rural Livelihood Mission (NRLM):** A scheme evolved to provide jobs with regular income to the rural poor in self-help groups (SHGs).
3. **National Urban Livelihood Mission (NULM):** A scheme evolved to organize the urban poor in self-help groups, creating opportunities for skill development leading to market-based employment and helping them to set up self-employment ventures by ensuring easy access to credit.
4. **Pradhan Mantri Jan Dhan Yojana:** A scheme launched to ensure comprehensive financial inclusion of all households in the country by providing universal access to banking facilities with at least one basic bank account to every household for financial literacy, access to credit, insurance and pension facility. Under this scheme a person not having a savings account can open an account without the requirement of any minimum balance.
5. **Pradhan Mantri Jeevan Jyoti Bima Yojana and Pradhan Mantri Suraksha Bima Yojana:** A scheme aimed at providing life coverage to the poor and low-income sections of the society. The scheme offers a maximum assured amount of ₹ 2.00 lakhs.
6. **Ayushman Bharat:** A flagship scheme of the Government of India, it is the world's largest free healthcare scheme launched for achieving universal health coverage (UHC).
7. **Gramin Pradhan Mantri Awas Yojana:** It is a scheme launched to address the housing gaps existing in rural areas. Houses built under PMAY scheme are low-cost and disaster resilient.
8. **Pradhan Mantri Ujjwala Yojana (PMUY) and Saubhagya Scheme:** Ujjwala scheme is aimed at providing LPG connections to women from below poverty line households. Saubhagya scheme is aimed at providing energy access to all by last mile connectivity and electricity connections to all remaining unelectrified households in rural as well as urban areas to achieve universal household electrification in the country.
9. **Swachh Bharat Abhiyan or Clean India Mission:** A countrywide campaign initiated by the Government of India to eliminate open defecation and improve solid waste management and health conditions of the poor people.
10. **Jal Jeevan Mission:** A scheme aimed at improving the lives of people by providing assured tap water supply by 2024.
11. **Prime Minister Street Vendor's Atma Nirbhar Nidhi (PM SVanidhi):** A scheme to provide microcredit facilities to street vendors affected due to COVID-19 pandemic.
12. **COVID aid:** An economic package aimed at providing relief to poor migrant workers, farmers, construction workers, women, especially abled and the old who were economically hurt by the lockdown due to the coronavirus outbreak.

A critical assessment of poverty alleviation programmes suggests that due to unequal distribution of resources the benefits from alleviation programmes have also been appropriated among the non-poor. Compared to the magnitude of poverty prevalent in the country, the resources allocated are meagre. Inadequate training and low motivational levels of implementing officials, corruption and pressure from negative elements have resulted in wastage of the precious Government resources. Despite the launching and implementation of various poverty alleviation programmes a vast majority of vulnerable people still continue to live below the poverty line.

## Role of a Nurse

- As a primary healthcare professional, a nurse fully understands that poverty is a social determinant of health. She is thus well placed to mitigate the ill effects of poverty by providing access to appropriate health care services.
- Being more acquainted with health inequalities in poor neighborhoods she is better equipped to address health issues like HIV/AIDS and infant mortality.
- A community nurse can play an advocacy function in creating policy system and resource allocation to increase opportunities for health within the society.

# HOUSING

Housing is a basic human requirement that needs to be met on a priority basis. It has a distinct economic, psychological and symbolic significance. It is treated as an essential commodity for each family as it fulfills the basic human need for shelter, provides safety, warmth and a place to rest for both parents and children. However, population explosion has deprived many families from setting up a dwelling of their own. Though most governments take upon themselves the responsibility of providing housing to all it is again subject to political ideology prevalent in those countries. Housing problem is becoming a common feature in most of the developing countries, the reasons for which are stated below:

- **Rapid urbanization:** Decreasing rural population and the steady rise in urban population has led to overcrowding in cities. This increase has led to excess demand of housing units in the cities.
- **Industrial and economic development:** With the industry and economy making huge progress cities have drawn a lot of migrant workers from rural areas. This has led to emergence of slum districts and an increase in demand for housing units. However, the supply side has not been able to keep up with the increased urbanization.

## Causes for Housing Shortage

- Population growth
- Land speculation
- Increased land and construction cost
- Delays in permissions and finishing of housing projects
- Cheap housing loans
- Shortage of construction workers
- Scarce land resources
- Migration
- Competing land use
- More people living alone
- Fewer people getting married than before

## Effects of Housing Shortage

- Generation of slums
- Homelessness
- Difficulty in finding shelter
- Lack of affordable shelter
- High property prices
- Unhygienic conditions
- Health problems

## Solutions for Housing Shortage

- Social and public housing
- Encouraging low-cost and smaller homes for low-income group
- Rent control
- Government intervention in land purchase
- Focus on affordable housing, not luxury housing
- Limitation on land speculation
- Higher taxation on returns from real estate investments
- Efficient use of available space
- Making rural stay more attractive

The problem of housing is very acute in rural areas. The Government has been implementing various house construction programs for rural poor. Indira Awas Yojana is a country wide program for the rural population.

## FOOD SUPPLIES

Food supply includes food production and distribution. It helps to meet the demand for food products in the market. Proper food supply also helps to meet the nutrition of the population. The health of a community largely depends on the safety of its available food and water supply.

## Causes of Poor Food Supply

- **Lack of financial resources:** Most people in the country do not have enough money to buy food.
- **Assistance from financial institutions:** Farmers find it difficult to borrow money from the banks to overcome financial distress.
- **Land ownership:** A vast majority of fertile land is under the control of few landlords.
- **War and local conflict:** Wars and conflicts can disrupt farming and also affect transportation of food items.
- **Poor transport infrastructure:** In situations like floods and drought, poor transport infrastructure prevents transportation of relief supplies from one place to another.
- **Lack of appropriate technology:** One of the major causes for low crop yields is the lack of professional advice and appropriate equipment.
- **Over grazing:** A higher density of milch cattle results in land becoming bare leading to soil erosion. This in turn affects crop yield.
- **Scanty rainfall and drought:** Timely rainfall plays a very important role in food production as most of the farmers resort to rainfed cultivation.
- **Other causes:** Increase in price of food, global warming, urbanization, poor natural resources, environmental conditions, no access to modern inputs, etc.

## Consequences of Poor Food Supply

- Malnutrition
- Higher risk for chronic health conditions such as anemia and other nutritional deficiency disorders
- Poor physical quality of life
- Inability to engage in daily activities as well as social interactions
- Increase in food prices
- Unemployment
- Violent conflict

Potential health problems related to food supply can arise from several sources such as lack of sanitation, food borne diseases, and poverty.

## Remedial Measures

- Reduction of population growth
- Promote economic prosperity
- Invest in agriculture production
- Effective population and migration policies
- Development of rural infrastructure
- Protect soil and water resources
- Implement microeconomic policies
- Expansion of national and international agricultural research
- Natural resources management
- Prevention of environmental degradation
- Soil management and land improvement
- Proper storage and transportation facility
- Reduction in food wastage
- Improving trade policies and other welfare programs
- Government control over agencies involved in safety of food and water supply
- Following regulations of local and state public health officials in matters of food safety

## Welfare Schemes Related to Food Supplies

Department of Food and Public Distribution is responsible for management of food economy of the nation. The main objective of this department is to ensure food security for the country through timely and efficient procurement

and distribution of food grains. The activities of this department include procurement of food items, their storage, transportation and delivery to the distributing agencies.

Some of the welfare schemes related to food supplies introduced by the Government of India are:

- Mid Day Meal Programme
- Wheat Based Nutrition Programme
- Annapurna schemes
- Schemes for adolescent girls
- Supplementary nutrition programmes
- National Nutrition Mission

## Role of a Nurse

The nurse should obtain information on the nutritional problems in the community and plan programs accordingly to control them. The community health nurse should educate family and community on various available nutritional programs to combat malnutrition and other nutritional deficiency disorders.

## ILLITERACY

Illiteracy is defined as the lack of sufficient education whereby one is unable to read and write. It can also mean ignorance or lack of knowledge in a specific subject. Literacy rate though having improved six times since independence, India is still home to the largest population of illiterate adults in the world.

### Causes of illiteracy

1. Illiterate parents
2. Absence of family support
3. Unemployment of the educated
4. Lack of awareness
5. Social barriers
6. Lack of affordable education
7. Poverty

## Causes of Illiteracy

Causes of illiteracy are many and varied. Some of the important causes are detailed below (**Box 6.4**):

1. **Illiterate parents:** Children born to illiterate parents end up being illiterate as there is not much emphasis on the importance of education. This is mostly true in remote rural areas where the previous generations have not had any formal education.

2. **Absence of family support:** When the family is poor with almost no financial resources, there is not enough support or encouragement for the child to attend school.
3. **Unemployment of the educated:** Most people believe education to be a tool to earn good jobs and lead a happy life. In a situation where the educated are unable to secure jobs and remain unemployed there is little motivation for the illiterates to pursue formal education.
4. **Lack of awareness:** Lack of awareness about the benefits of going to school and getting educated is again a major cause for illiteracy. People in urban areas are more aware of the benefits of eliminating illiteracy and social benefits thereon compared to their counterparts in the remote rural areas.
5. **Social barriers:** Societal barriers such as early marriage and restriction on girl education are a major cause of illiteracy among the female population. Societies where caste factor is prevalent, those from the lower castes are forced to carry out manual jobs and restricted from pursuing schooling.
6. **Lack of affordable education:** Those living in isolated and widespread areas with little or no education facilities continue to remain illiterate. The nearest educational facility may be miles away forcing them to stay back at home. Lack of basic educational facilities in rural areas again has been a major cause for illiteracy among such population.
7. **Poverty:** Poverty often forces parents with meagre financial resources to choose basic needs such as food, shelter and clothing over educational costs. Number of children not going to school or dropping out is much higher when the basic education is not free compared to such places where it is mandatory and comes for free.

## Effects of Illiteracy

- **Hampers economics and social progress:** Education empowers an individual in seeking opportunities and pursuing them. It provides them with the expertise in making intelligent decisions which in turn drive the family and society. Illiteracy on the other hand hinders economic and social progress and weakens the structure of the society.
- **Poverty:** Poverty is a direct consequence of illiteracy. Inability to read and write makes it difficult to find gainful employment making it a challenge to meet the everyday needs of the family. Illiterate people thus end up being underpaid, underemployed or unemployed.
- **Child marriage:** Illiterate parents while failing to recognize the benefits of schooling resort to getting them married early. It is also a means to trade the girl child in a bid to make the ends meet. It is rampant especially in areas where children have stayed away from school.
- **Miserable life:** Being an illiterate makes the individual a social misfit. He is usually the center of ridicule and suffers from low esteem. Unable and read and follow mandatory instructions in certain situations can also prove fatal.
- **Social crimes:** Education is responsible for the development of socially acceptable patterns of behavior. Lack of formal education is many a times a precursor for engaging in unlawful activities. Social crimes in most cases are directly related to those dropping out of school.
- **Illiteracy across generations:** Illiteracy like a curse cuts across generations. The subsequent generations deem it as a norm and make no effort to learn reading, writing or getting educated.
- **Health impact:** People with low levels of literacy are more likely to experience adverse health outcomes, have poor health literacy and practice poor health behaviors. It may cause higher hospital admission rates, lack of engagement with health services and lack of understanding and adherence to medical advice. Illiteracy is associated with under nutrition, greater infant and maternal mortality, acute and chronic diseases.

## Strategy to Reduce Illiteracy

Illiteracy is a clear hurdle in the development of a country. It affects every person in the country. Some of the strategies to reduce illiteracy are:

- **Free and compulsory education:** Government sponsored free education at primary, secondary and college level can play a major role in reducing the level of illiteracy. Such a move will encourage families with insufficient financial resources to continue sending their children to school.
- **Lowering the cost of higher education:** One of the main causes for students not pursuing higher education are the exorbitant costs involved. Even if they do continue with it, they end up with huge debts towards the end of the course making it difficult for them to save or lead a comfortable life. To overcome this the Government should take steps to lower the cost of university education.
- **Creating awareness:** Awareness about the benefits of schooling can convince many parents into sending their children to school. NGOs can play a vital role in creating such awareness and reduce the number of children dropping out of school year after year.
- **Grant-in-aid:** Grants, subsidies and scholarships play a vital role in reducing the financial burden of families that are unable to pay for the educational costs of their children. It also allows the family to divert the insufficient financial resources towards other income generating activities.
- **Providing incentives:** Government and NGOs can step in to provide free textbooks and various other incentives in a bid to attract and encourage reading culture among children and reduce financial burden on parents.
- **Digitalization:** Creation of innovative platforms for promoting reading and learning among rural folk can effectively reduce illiteracy. Digital libraries can be a source for expanding knowledge especially those lacking mobile connectivity and staying in far flung areas.
- **Gender parity:** Launching targeted programs to encourage gender parity in schools can also reduce illiteracy among the girl population effectively.
- **Free meals:** The Midday Meal scheme launched by the Government has improved enrolment, attendance and retention of students in Government schools.
- **Vocational training:** The current system of learning alone is not enough to provide the required skills to earn a job. Practical training is also necessary to fill in the gap. Carpentry, plumbing, tailoring are some such skills which can help an individual to seek employment.
- **Teacher training:** The role of a teacher is very important for the improvement of the education system. Lack of qualified teachers can affect the learning outcomes. To overcome this, it is necessary to train the teachers regularly and hire only qualified teachers.

Though many people see education as a tool to gain skills and expertise necessary for the job market, its role in development of social skills necessary for overcoming everyday challenges cannot be undermined. Everyone should aspire to get educated and reap the benefits of becoming literate as there is no room for illiteracy in the modern-day society.

Nurse should understand that adequate health literacy is important in prevention of diseases and promotion of health. Nurse should also know that illiteracy has a direct impact on human health.

## PROSTITUTION

Known as the oldest occupation in the world, prostitution is defined as an act of granting direct sexual access for payment on a relatively indiscriminate basis. It provides sexual satisfaction to the client through full-fledged sexual intercourse or some sort of direct physical contact. It can also be defined as sex engaged in for commercial reasons rather than for its own sake. Though merely referred to as commercial sex, it often carries a strong negative connotation to it.

According to suppression of immoral traffic in woman and girls act, 1956 – “Prostitution means a female who offers her body for the promiscuous sexual intercourse for the hire whether in money or in any kind”.

Prostitution is an illicit sex union on a promiscuous and mercenary basis with emotional and indifference.

—Elliot and Merrill

## Causes of Prostitution

A multitude of factors are generally responsible for an individual becoming involved in prostitution, important ones being:

- Inability to meet the family needs due to extreme poverty
- Childhood experience of being raped and being neglected by parents
- Ill treatment by parents and isolation
- Dysfunctional home environment due to failed relationship between parents
- Early marriage and desertion, divorce, separation
- Desire for luxury
- Acceptance of prostitution due to ignorance
- Lack of sex education
- Inability to arrange for marriage
- Bad company
- Family business
- Social customs
- Rebellious attitude
- Substance abuse
- Delinquency
- Excessive sexual drive, greed, dejection
- Unsatisfactory marital life
- Lack of social values

## Types of Prostitutes

Prostitutes can be classified into various types on the basis of their modus operandi:

- **Brothel prostitute:** Operations are carried out in a brothel by an ex-prostitute. The prostitute is paid a commission for the sexual service rendered by her.
- **Call girl:** She operates independently from her own place and solicits customers through middlemen.
- **Street prostitute:** She solicits customers on the streets and takes them to an assigned place.



- **Other types:** Operations are carried out in bars, massage parlors, amusement centers and dance clubs.

## Effects of Prostitution

- Prostitution leads to personal, family and social disorganization. It also has far-reaching psychological and medical consequences.
- Prostitute and the person who approaches her suffer moral collapse and deterioration of their position in the society as a high degree of social stigma is attached to it.
- Prostitutes suffer immense mental debilitation due to objectification of their bodies.
- Prostitution normalizes violence as it is mostly associated with sexual violence and physical assault.
- It is associated with high rates of exposure to traumatic events.
- It is linked to a host of physical health problems such as HIV, physical injuries and gynecological problems.
- It is also linked to a host of mental health problems such as depression, posttraumatic stress disorder and suicidal ideations.
- Men involved in prostitution as juveniles report high incidence of depression, substance abuse and low self-esteem.
- As an industry, prostitution contributes to gender inequality, projects an unequal and negative representation of sexuality for young people in the society.

## Prevention and Control of Prostitution

Whatever the cause, the whole act of prostitution is demoralizing. It requires strictest measures to curb it at its root. Some of the possible measures that can be taken to prevent and control this evil practice are mentioned below.

1. **Strict adherence to law:** The government should take steps for strict enforcement of prevailing laws to desist new entrants from taking up prostitution. Repeat offenders must be tried under law and strictly punished. Those willing to reform and create a new image of themselves should be provided with an opportunity to re-establish themselves.
2. **Creating awareness among public:** Social awareness along with an effective social media campaign regarding the negative effects of prostitution can bring about a marked change in the public perspective. Fighting the deep-rooted menace requires voluntary efforts of the public in addition to the Government initiative.
3. **Creating employment opportunities:** Generating employment opportunities for the youth will shy them away from such immoral acts. Women oriented jobs both unskilled and semi-skilled may be created to provide them with steady income. Alternately, vocational training may also be provided with assured jobs and loans at the end of the training programme.
4. **Providing education:** Along with providing employment opportunities, prospects must be provided for improving their educational level. This will help them to raise their children as model citizens in the society and bring greater good to their family.
5. **Providing monetary assistance:** Schemes may be launched for providing bank loans to those who are desirous of taking up economic activities in a bid to reform themselves and join the mainstream society.
6. **Establishing of rehabilitation centers:** For those who dread the society and find it difficult to join the mainstream, rehabilitation centers may be established for providing them with a healing touch.
7. **Guidance and counseling:** Prostitutes must be provided counseling services so as to highlight the ill effects associated with their profession. They must be encouraged to cultivate a positive attitude towards life.

8. **Welfare measures:** Government of India passed the Suppression of immoral Traffic Act (SITA) in women and girls in 1956. Later it was amended and retitled as Immoral Traffic Prevention Act in 1986. According to this Act prostitution is banned and punishable.

## Nursing Implications

A nurse should know that prostitution results in sexually transmitted diseases such as syphilis, gonorrhoea, HIV/AIDS, etc., which can be life threatening.

The nurse should participate in awareness creating programs by educating on social and health aspects of sexually transmitted diseases, propagate the laws and provisions of alternate employment opportunities, etc.

## DOWRY

A dowry is the transfer of wealth in the form of parental property, gifts or money by the bride's family to the groom or his family apparently for the bride. It is the ancient custom of expecting and demanding gifts as a condition to accept marriage proposal. It is most common in cultures that are matrilineal wherein the women are expected to reside with the husband's family.

Of all the problems faced by women today dowry is probably the most challenging of all as it is most rooted and all pervasive in the society. Though it all began as an exchange of gifts symbolizing love and prestige, it slowly became a custom with the bride's family being forced to meet the expectations of the groom's family. It has now reached a stage where dowry is negotiated directly and openly.

## Causes of Dowry

- **Social custom and tradition:** Customs influence the way people eat, dress and behave. Social customs and traditions are one of the main causes of the dowry system.
- **Security:** Dowry is a way of bride's parents expressing their love for the daughter of the family. It is a way to ensure that she is financially provided for and not subjected to discomfort in her in-laws home.
- **Gift:** It is a voluntary transfer of parental property or valuable gifts from the bride's family to the groom's family as a mark of remembrance.
- **Caste system:** Choosing of soul mate mostly restricted to within castes and subcastes due to the prevalent social and religious practices has promoted and furthered the dowry system. Dowry is also seen as a means for both the bride and the groom's family to uphold their prestige in the society.
- **Price rise:** With inflation and general rise in prices of gold, silver and immovable properties the groom's family looks at dowry as an opportunity to secure their financial position. The groom's parents also look at dowry as a genuine demand for the financial stress they have undergone in educating and making him a worthwhile citizen in the society.

## Effects of Dowry System

- Dowry related abuse and violence
- Female infanticide
- Great economic burden on bride's family
- Lowers status of women and damages her dignity
- Promotes child marriage

- Leads to suicide by young girls
- Girls remain unmarried

## Laws Against Dowry System in India

1. **The Dowry Prohibition Act, 1961:** This legislation imposes a penalty in case of exchange or demand for dowry.
2. **Protection of Women from Domestic Violence Act, 2005:** This law protects the women from all forms of abuse namely physical, emotional, sexual or verbal aggression.

## Remedial Measures

- Educating the society to eradicate the dowry system
- Women empowerment
- Gender equality
- Initiate mass media campaigning
- Social awareness campaigns
- Encourage inter caste and inter community marriages

Dowry is a social stigma that can be eradicated by awareness and strict enforcement of law.

## CHILD LABOR

Children around the world are routinely engaged in paid and unpaid forms of work that are not harmful to them. Children or adolescents participating in work that does not affect their health and personal development of interfere with their schooling is regarded positively. It includes household activities, assisting in family business, earning pocket money during holidays, etc. Such activities contribute to their development and make them more skilful as they grow up to become productive members of the society in their adult life.

## Causes for Child Labor

There are many interlinked factors contributing to the prevalence of child labor. It is both a cause and consequence of poverty. The reasons for prevalence of child labor can be looked at from both employer's and children's perspective:

From employer's perspective

- Cheap labor
- High capacity to work
- Easy to exploit
- Little risk of accountability

From children's perspective

- Provides for daily sustenance
- Builds a secure future

- Supports family income
- Covers educational costs

## Effects of Child Labor

When children are too young and involve in hazardous activities that may affect their physical, mental, social, educational development and/or interfere with their schooling forcing them to drop out prematurely it is termed as child labor. They are enslaved, separated from their families and exposed to serious illnesses. It deprives them of their childhood, potential and dignity. The children are also at risk of various forms of exploitation including sexual exploitation and production of child pornography.

## Strategies for Preventing Child Labor

Some of the strategies to help tackle the root causes of child labor are:

- Implementation of prevailing child labor laws strictly
- Rehabilitation of child victims
- Stable economic growth
- Respect for labor standards
- Social protection
- Recognizing needs and rights of the children
- Providing safety net to children at risk
- Making administration children friendly
- Providing educational services to enhance the learning environment
- Involving religious leaders, parents and community groups to monitor vulnerable children and keep them away from hazardous work
- Providing support services to parents to improve food security and income levels
- Ensure that parents send their children to school.

## Legal Measures Against Child Labor

- The Child Labour Act, 1986: It is the first national level and universally applicable legislation undertaken by the Government of India to prevent the appointment of children below 14 years.
- Article 24 of the Constitution states that children below 14 years shall not be employed in any factory or hazardous unit.
- In accordance with the constitution of India, no child below the age of 14 years shall be employed to work in any factory or mine or engaged in any other hazardous employment. Employment of a child under 14 years of age is strictly prohibited in any establishment.
- With the problem of child labor posing a big challenge for the nation, the Government has been taking various measures to tackle this menace. Considering the gravity and magnitude of the problem and its undisputed link to poverty and illiteracy a collaborative action at all levels is required to tackle the problem.

# CHILD ABUSE

Child abuse and neglect refers to any physical, emotional or sexual intentional maltreatment or neglect by an adult in a role of responsibility towards someone who is under 18 years of age. It can be any kind of action that results in harm or possible harm to a child. The adult may be a parent, member, caregiver or a teacher, etc.

Child abuse is the most significant social and health problem that can have long-term impact on health and wellbeing of the child. It includes physical injury, threats of physical violence, verbal abuse, sexual abuse which may or may not require medical attention.

## Definitions

- Child abuse can be defined as harming (physical, emotional or sexual), ill-treatment, neglect or deprivation of a child.
- Child abuse refers to any child who receives non-accidental physical and psychological injury as a result of acts and omissions on the part of his parents, guardian or employer.

—Burgess

## Types of Child Abuse or Neglect

Child abuse and neglect can be classified into three types: physical, emotional and sexual (Table 6.2).

**Table 6.2. Types of child abuse**

Type of abuse	Description	Indicators in child
<b>Physical neglect:</b> Failure to meet the basic needs of child such as food, shelter, clothing or medical care, etc.	<ul style="list-style-type: none"> <li>• Failing to provide a child with basic needs</li> <li>• Leaving a child in any situation without arranging necessary care for them</li> <li>• Refusal to assume parental responsibility</li> <li>• Leaving the child alone for unacceptable periods of time</li> </ul>	Developmentally delayed, malnourished, poor personal hygiene, poor school performance, rebellious or defiant behavior, self-harm behavior
<b>Physical abuse:</b> Use of physical force against a child intentionally causing injury	Punching, beating, kicking, shaking, biting, burning or throwing the child	<ul style="list-style-type: none"> <li>• Unexplained injuries such as bruises, cuts, abrasions, or burns</li> <li>• Unexplained fractures, delay in seeking medical attention for a child, injuries that do not match given explanation</li> </ul>
<b>Emotional abuse:</b> A pattern of denying child love, approval and security. Occurs when a child's emotional, psychological or social wellbeing and sense of worth is continually maltreated	It includes bullying, yelling, criticizing, rejecting, degrading, ignoring, isolating, exploiting, shaming and terrorizing a child	Bed wetting, frequent psychosomatic complaints like headache, nausea, abdominal pain, self-destructive behavior, alcohol or drug abuse, attention seeking behavior,

Type of abuse	Description	Indicators in child
		symptoms of depression, anxiety, withdrawal or aggression
<b>Sexual abuse:</b> Sexual involvement or contact between a child and an adult. Adult uses the child for a sexual purpose	It includes any touching for sexual purpose, fondling of breasts, buttocks, genitals, oral sex, and sexual intercourse. It also includes voyeurism, photographing children inappropriately, involving the child in pornographic activities or prostitution	Blood stain in underwear, bruises, lacerations, redness, swelling or bleeding in genital, vaginal or anal area, excessive itching or pain in the genital or anal area, difficulty in sitting or walking, nightmares, sleeping problems, withdrawn behavior, mood swings, bed wetting, self-harm behavior

## Risk Factors for Child Abuse

Following factors may increase the child's risk of becoming abusive:

- Marital conflict, single parenting, family stress, domestic violence
- Previous history of abuse
- Mentally or physically disabled child
- Financial stresses in the family
- Poor parenting skills
- Alcohol, drug or other substance abuse

## Causes of Child Abuse

The exact cause of child abuse is not known. Following factors influence the potential for abuse:

- **Domestic violence:** Non-cordial relations within the family and frequent domestic violence at home may cause child abuse.
- **Alcohol or drug abuse:** Substance abuse among parents is a major cause for child abuse. It may affect a parent's ability to meet their child needs.
- **Untreated mental illness in parents:** If parents are suffering with chronic mental illnesses and remaining withdrawn from their kids, there is a possibility of the children being subjected to abuse.
- **Lack of parenting skills:** If the parents have poor parenting skills, they fail to provide adequate care and neglect the child.
- **Stress and lack of support:** When parents are under acute stress it is difficult to fulfill emotional needs of the child. The stresses can be divorce, financial worries, job related issues, lack of support to help with the demands of parenting.
- **Hostile environment:** Many children are forced to work in intimidating, hostile, humiliating environment, and experience various unwelcome forms of sexual conduct.
- **Intergenerational transmission of child maltreatment:** Parent may have experienced abuse as a child in their own families which could have caused them to develop an insecure attachment style.

## Effects of Abuse on Children

Child may have self-devaluation, dependency, mistrust, revitalization, withdrawal from people, emotional trauma, deviant behavior and interpersonal problems.

## Emergency Management

- Contact parents if child is not abused by parents
- Contact NGO agencies and Child Line agencies
- Provide emergency medical aid
- Maintain privacy by not disclosing the name of the child to the media or public

## Remedial Measures

- Create safe places for children in the society where they can be nurtured and cared.
- Create conducive environment for children to express their feelings and emotions freely without any inhibitions.
- Adequate supervision of the child
- Educate children on safety measures, emergency contact numbers
- Sex education
- Develop support systems for children

## DELINQUENCY

According to section 2(k) of the Juvenile Justice Act, 2000, 'juvenile is a person who has not completed 18th year of age'. When a person's behavior deviates from the normal course of social life it is termed as delinquent. Juvenile delinquency refers to antisocial behavior committed by young people who are under an age specified by the law of the land. It is the breaking of the law by minors.

## Meaning

- A juvenile delinquent is a minor who has participated in illegal activities.
- Juvenile delinquency is the criminal activity charged by a person who is under the age of 18 years.
- Juvenile can be defined as a child who has not attained the age of adult and can be held liable for his criminal activities.
- Juvenile delinquency is the participation by a minor between the ages of 10 and 17, in illegal activities.

## Delinquency Acts

Delinquent children belong to the exceptional category of children who exhibit deviant behavior. They display criminal behavior and are punishable under legal procedure. Following are acts of delinquency:

- Violation of social norms and values
- Threatening peace of the society

- Crime ranging from naughtiness to major assault punishable by law
- Being involved in illegal crimes
- Running away from home without the permission of parents
- Use of vulgar language
- Committing sexual offences
- Visiting gambling centers

## Causes for Delinquency

Various risk factors involved in juvenile delinquency can be categorized into individual, family, mental health, substance abuse and environmental related factors.

1. **Individual factors:** Multiple risk factors are involved in causing delinquency behavior. These are lower intelligence, impulsive behavior, uncontrolled aggression, etc.
2. **Family factors:** Lack of parental supervision, poor parent child relationship, broken family, abusive parents, neglect, antisocial parents.
3. **Mental health factors:** Personality disorders, conduct disorder, lack of empathy, disregard for societal norms.
4. **Substance abuse factors:** Use of harmful substances illegally motivates young people to commit crimes to obtain money for drugs. When a child is under the influence of drugs or alcohol, he is most likely to engage in destructive, harmful or illegal activities.
5. **Environmental factors:** Antisocial peers, gang membership, bad company, etc.

Understanding the causes of juvenile delinquency is an integral part of prevention.

## Remedial Measures

Prevention and control of juvenile delinquency requires a lot of effort on the part of family and the entire society. Following are some of the remedial strategies:

- **Individual programs:** Counseling, psychotherapy, improving interaction between parents and child, improvement in economic conditions of the family, provision for better educational facilities.
- **Educational programs:** Parental education to improve family relationships, education and care of children. Teaching caretakers on good parenting skills, conducting youth awareness programs with an aim to create awareness about the ill-effects of drugs, gangs, sex and weapons.
- **Recreational programs:** The main benefit of recreational programs is that they feel liberated after school hours. This will allow the youth to connect with other adults and children in the community. These positive friendships may assist the children in later life. Recreational programs are planned to fit the personalities and skills of different children and may include sports, dancing, music, karate, etc.
- **Community programs:** These programs involve youth within the community groups. These groups provide an opportunity to interact in a safe social environment.

## Other Remedial Measures

- Facilities for proper treatment and reformation of juvenile delinquents with the provision of juvenile courts and reformation centers.



- Establishing child guidance clinics to provide appropriate treatment to the disturbed and maladjusted children.
- Giving proper assistance to under privileged children to build in them good character and law-abiding attitude.
- Improving social environment of slums to prevent children from getting misdirected.

## Agencies to Rehabilitate Juvenile Delinquents

- Juvenile courts
- Remand homes
- Certified schools
- Foster homes
- Reformatory schools
- Auxiliary homes

It is important to eradicate the problems of juvenile delinquency. The state has to take reformatory measures to inculcate values in delinquent children and give confidence to them so that they can further play a constructive role in the society.

## CRIME

- Crime is an antisocial and illegal behavior with penalties attached to it. It is an action against the law or a rule written and created by the Government. It violates prevailing norms or cultural standards set by social codes of the society.
- Crime is an act that has been shown to be actually harmful to society or that is believed to be socially harmful by a group of people that has the power to enforce its beliefs, and that places such act under the ban of positive penalties.

—**John Gillin**

- Crime is a social injury and an expression of subjective opinion varying in time and place.

—**Donald Taft**

From the above definitions it can be deduced that an act may be considered a crime if it is harmful, illegal, with malafide intention, has criminal intention, cause-effect relationship, concurrence of intention and conduct and punishment prescribed is legal.

## Causes of Crime

Crime is primarily the outcome of an interaction between various social, economic, cultural and family conditions. Though complex and interrelated, it can be summarized into following categories:

- **Biological and genetic factors:** Personality disorders, congenital disorders and acquired disorders (inheritance of criminal traits by atypical arrangement of chromosomes, changes in parts of the brain), prenatal factors, individual deviations from average state of mental balance, age, gender.
- **Social environment:** Inequality in social structure, concentration of power, inaccessibility to services, political instability, exposure to criminal potential during childhood.
- **Family structure:** Dysfunctional family condition comprising of parental inadequacy, parental conflict, lack of respect and responsibility, abuse and neglect of children, family violence.

- **Psychological factors:** Greed, anger, jealousy, revenge, pride, low self-esteem, impulsiveness, rage, fear, thrill, admiration, excitement, intelligence, desire for control and power, stress due to non-achievement of socially valued goals.
- **Economic factors:** Lack of financial resources, educational opportunities, gainful employment, poor housing, desire for luxury, property, benefits from criminal activity being higher than earnings from legal employment and exposure of being caught and convicted.

## Effects of Crime

Crime is one of the most rampant social problems in today's society as it exists across all cultures and touches about everyone to some degree. It is impossible to predict the precise effects of crime on the victim as a similar offence can evoke different reactions in different people. It imposes significant costs socially and financially and has a wide variety of effects on both the individual and the society.

- Antisocial behavior impacts each one in the community and reduces the quality of life for all residents.
- Some effects of crime are less tangible and cannot be precisely defined. These can be in the form of trauma, guilt, pain and suffering. Psychological effects such as anger, depression and fear can lead to anxiety, sleeplessness, flashbacks and post-traumatic stress disorder (PTSD) necessitating professional help.
- Family is disrupted and friends are lost. Behavior is altered and shaped by crime. Worry of revictimization limits social life and work life, leads to loss of trust in new acquaintances, community and society.
- Communities with a high crime rate report the exit of professionals in higher income brackets. Such communities also have fewer thriving businesses as they are often affected by thefts, violence, instability and decline in property prices.
- Even crimes such as prostitution, drug abuse and gambling have major social consequences as the scarce community resources are diverted for upkeep of law and order, running the judiciary, treatment, rehabilitation and crime prevention programs.
- Apart from the victim and their families, the offender and his family are also affected financially, socially and psychologically. These are mostly in the form of judicial costs, criminal penalties, payment of compensation to victims, lost wages during the period of detention, loss of future income due to criminal record, loss of a parent/ caretaker for the children and loss of productivity to the industry.
- The social effects of crime vary among various segments of the society. The women are more impacted than men as the crimes they suffer are more violent and prolonged. Similarly, elderly are more affected than the younger adults and children more affected than the adults as they are physically weaker and more susceptible to crime.
- In a societal structure the effects of crime go beyond the victim and the offender. The knowledge of victimization and its shock can have a 'ripple effect' across the state.

## Strategies to Prevent Crime

- The Government of India has enacted many laws for control and prevention of crime. Strict adherence to these laws is necessary to control the prevalence of crime and make the society a safe place to live in.
- Better housing, improved employment opportunities and a more equal society may be provided to reduce the crime rate as people engaged in work lead a contented life and are less likely to break the law.
- Optimal social, emotional, behavioral and cognitive development in children may be promoted so as to reduce the incidence of juvenile delinquency.
- The corrupt individuals may be socially isolated and alienated.

- NGOs and activists should be roped in to prevent public order crimes (crimes without any victims—prostitution, drug addiction, alcoholism, homosexuality) as such activities disorganize the community and culture.
- Government and the society should take up the responsibility of those juveniles who are orphans and uncared for by their guardians as they have a greater chance to go off track.
- Village vigilance committees may be set up in the villages for reporting crimes to the police.

## SUBSTANCE ABUSE

Substance abuse is the medical term used to describe a pattern of using a substance that causes significant problems or distress. These problems include missing work or college, using substance in dangerous situations such as driving a car. Continued substance use interferes with interpersonal relationships involving family members and friends. The term substance is used in reference to any drug, medication, or toxin that shares the potential for abuse.

### Meaning

Substance abuse refers to maladaptive pattern of substance use that impairs health in a broad sense.

Substance abuse is a recognized medical disorder which refers to the abuse of legal or illegal substances such as alcohol, nicotine or prescription medications, opioids, cocaine, cannabis, etc.

### Commonly Abused Substances

- Alcohol
- Opioids
- Cannabis
- Cocaine
- Amphetamines and other sympathomimetics
- Hallucinogens (e.g., LSD, phencyclidine)
- Sedatives and hypnotics (e.g., barbiturates)
- Inhalants (e.g., volatile solvents)
- Nicotine
- Other stimulants (e.g., caffeine)

### Causes of Substance Abuse

#### Biological Factors

- **Genetic vulnerability:** Family history of substance use disorder. For example, twin studies suggest that genetic mechanisms might account for alcohol consumption.
- **Biochemical factors:** Role of dopamine and norepinephrine have been implicated in cocaine, ethanol and opioid dependence. Abnormalities in alcohol dehydrogenase or in the neurotransmitter mechanism are thought to play a role in alcohol dependence.

- **Neurobiological theories:** Drug addicts may have an inborn deficiency of endo morphins. According to another neurobiological theory, enzymes produced by a given gene might influence hormones and neurotransmitters contributing to the development of a personality that is more sensitive to peer pressure.
- Withdrawal and reinforcing effects of drugs (they serve as maintaining factors).
- Comorbid medical disorder (for example, to control chronic pain).

## Behavioral Theories

- Behavioral scientists view drug abuse as a result of conditioning or cumulative reinforcement from drug use.
- Drug use causes a euphoric experience perceived as a rewarding experience thereby motivating the user to keep taking the drug (which then serves as a biological reward).
- Stimuli and settings associated with drug use may themselves become reinforcing or trigger drug craving that can lead to relapse (many recovering addicts change their environment to eliminate cues that could promote drug use).

## Psychological Factors

- General rebelliousness
- Sense of inferiority
- Poor impulse control
- Low self-esteem
- Inability to cope with the pressures of living and society (poor stress management skills)
- Loneliness, unmet needs
- Desire to escape from reality
- Desire to experiment, a sense of adventure
- Pleasure-seeking
- Machoism
- Sexual immaturity

## Social Factors

- Religious reasons
- Peer pressure
- Urbanization
- Extended periods of education
- Unemployment
- Overcrowding

- Poor social support
- Effects of television and other mass media
- Occupation: Substance use is more commonly found among chefs, barmen, executives, salesmen, actors, entertainers, army personnel, journalists, medical personnel, etc.

## Easy Availability of Drugs

- Taking drugs prescribed by doctors (for example, benzodiazepine dependence).
- Taking drugs that can be bought legally without prescription (for example, nicotine, opioids).
- Taking drugs that can be obtained from illicit sources (for example, street drugs).

## Psychiatric Disorders

Substance use disorders are more common in depression, anxiety disorders (particularly social phobias), personality disorders (especially antisocial personality) and occasionally in organic brain disease and schizophrenia.

## Risk Factors for Alcohol Dependence

### Age

The earlier a person begins drinking, the greater is the risk for dependence. People with a history of abuse, family violence, family history of alcoholism, depression and stressful life events are a high risk for early drinking.

### Gender

Studies suggest that women when compared to men are more vulnerable to many of the long-term consequences of alcoholism like alcohol hepatitis, cirrhosis of liver and brain cell damage by alcohol.

### History of Abuse

Individuals who were abused as children have a higher risk for substance abuse. They also respond poorly to treatment than those without such a history.

## Consequences of Substance Abuse

- Substance abuse commonly leads to physical dependence, psychological dependence or both.
- It may cause unhealthy lifestyles and behaviors such as poor diet.
- Chronic substance abuse impairs physical, social and occupational functioning leading to personal, professional, financial, and legal problems (drug seeking is commonly associated with illegal activities such as robbery or assault).
- Substance abuse leads to various health issues. The long-term physical effects of drug use vary depending on the type of drug and the duration of use. The common health conditions associated with substance abuse are coronary artery disease, arrhythmia and heart attack. Drugs that people smoke and inhale can damage the respiratory system and lead to chronic respiratory infection and diseases. The kidneys filter excess minerals and waste products from the blood. Heroin, ketamine and synthetic cannabinoids can cause kidney damage or kidney failure. Chronic drug and alcohol use can damage liver cells leading to inflammation, scarring and even liver failure. Long-term drug use can also effect a person's memory, learning and concentration.

- Drug use beginning in early adolescence may lead to emotional and behavioral problems including depression, problems with family relationships, failure to complete school and chronic substance abuse problems.
- In pregnant women, substance abuse jeopardizes the fetal well-being.
- IV drug abuse may lead to life-threatening complications.
- Psychoactive substances produce negative outcomes in many patients including maladaptive behavior, “bad trips,” and even long-term psychosis.
- Illicit street drugs pose added dangers as materials used to dilute them cause toxic or allergic reactions.

## Prevention of Substance Abuse

### Primary Prevention

- Reduction of over prescribing by doctors (especially with benzodiazepines and other anxiolytic drugs).
- Identification and treatment of family members who may be contributing to drug abuse.
- Introduction of social changes with an intent to affect drinking patterns in the population as a whole. This can be made possible by:
  - Putting up the price of alcohol and alcoholic beverages
  - Controlling or abolishing the advertising of alcoholic drinks
  - Controlling the sales (by limiting hours or banning sales in supermarkets)
  - Restricting availability and lessening social deprivation (Governmental measures)
- Other approaches are to strengthen the individual's personal and social skills to enhance self-esteem and resistance to peer pressure.
- Health education to college students and the youth about the dangers of drug abuse through academic curriculum and mass media. Health education should also include certain specific groups where a substance like alcohol may be culturally accepted. For instance, in certain tribal communities such as the *Lambani* group manufacture of arrack and its intake is considered normal. Some communities use it in the postnatal period as it is believed to strengthen the pelvic muscles and also speed up retroversion of the uterus. Such attitudes should be addressed and corrected.
- Overall improvement in the socio-economic condition of the population.

### Secondary Prevention

- Early detection and counseling.
- Brief intervention in primary care (simple advice by a general practitioner plus an educational leaflet).
- Motivational interviewing involving feedback to the patient on the personal risks that alcohol poses together with a number of options for change.
- A full assessment including an appraisal of current medical, psychological and social problems. Assessment also includes ascertaining whether alcoholism is the primary or secondary problem. For example, a patient with diabetic neuropathy may be using alcohol to numb pain. Alcohol is also used by some to relieve asthmatic symptoms. In such instances, treatment of the medical problem can help to control alcoholism.

- Detoxification with benzodiazepines (diazepam, chlordiazepoxide).

## Tertiary Prevention

Specific measures include:

- Alcohol deterrent therapy (disulfiram or antabuse).
- Other therapies include assertiveness training (to prevent yielding to peer pressure), teaching coping skills (some take drugs to combat stress), behavior counseling, supportive psychotherapy and individual psychotherapy.
- Agencies concerned with alcohol-related problems: Alcoholics Anonymous (AA), Al-Anon, Al-Ateen, etc.
- Some practical issues under relapse prevention include:
  - Motivation enhancement including education about health consequences of alcohol use
  - Identifying high-risk situations and developing strategies to deal with them (craving management)
  - Drink refusal skills (assertiveness training)
  - Dealing with faulty cognitions
  - Handling negative mood states
  - Time management
  - Anger control
  - Financial management
  - Developing work habit
  - Stress management
  - Sleep hygiene
  - Recreation and spirituality
- Family counseling to reduce interpersonal conflicts which may otherwise trigger relapse.

## Rehabilitation

The aim of rehabilitation of an individual deaddicted from the effects of alcohol/drugs is to enable him to leave the drug sub-culture and develop new social contacts. As a part of the rehabilitation process patients first engage in work and social activities in sheltered surroundings and then take greater responsibilities for themselves in conditions increasingly like those of everyday life. Continuing social support is usually required when the person makes a transition to normal work and living.

# HUMAN IMMUNODEFICIENCY VIRUS/ ACQUIRED IMMUNODEFICIENCY SYNDROME

Acquired immunodeficiency syndrome(AIDS) is a sexually transmitted disease caused by the human immunodeficiency virus. Acquired means 'not hereditary'; immune means 'body's defense system'; deficiency means 'impairment of immunity system'; and syndrome a combination of signs and symptoms.

## Major Modes of Transmission of HIV

- Having sexual intercourse with infected individual
- Blood, blood products and contaminated needles with infected organism
- Using unsterile needles, syringes and razor sets
- An infected mother may pass infection to her unborn child
- Getting tattooed without sterilizing the needles
- Intravenous drug abuse

## Major Symptoms of AIDS

- Chronic diarrhea for more than a month
- Prolonged fever for over a month
- Sudden loss of 10% or more body weight
- Lymphadenopathy

## Minor Symptoms of AIDS

- Persistent cough for more than a month
- Skin rash
- Thrush in the mouth and throat
- Swollen glands
- Chronic generalized herpes simplex

## Diagnosis

- ELISA (initial test)
- Western blot (confirmation test)
- Test results may be negative during the window period even though the person is infected.
- Children born of HIV positive mothers may test positive for upto 15–18 months even if they are not infected as they still carry the antibodies of the mother.

Generally, it takes 3–24 weeks for persons to test positive after they have been infected.

## Treatment and Prevention

- There is no cure. Also no vaccine is available for prevention. Only symptomatic treatment and antiviral drugs can delay the onset of AIDS.



- Prevention is the only cure for HIV and AIDS. It can be easily prevented by adopting simple measures such as:
  - Having safe sex, sticking to one partner or using condom, using safe sex practices
  - Using safe blood for transfusion
  - Using sterile or disposable needles and instruments
  - Safe motherhood-HIV test during pregnancy, protecting child of HIV positive mother during pregnancy, labor and breastfeeding
  - Using safe razor or blade, never sharing shaving blades with anyone
  - Educating and providing awareness as it is the only weapon to prevent HIV/AIDS.

## **Social Impact of HIV/AIDS**

- HIV/AIDS affects the economy through increased mortality and morbidity. It has raised the mortality rate of population aged between 15-49 years.
- Stigma and discrimination associated with HIV continues to be a major challenge.
- HIV infection often results in unemployment, rejection by spouse or partner, family or community, disruption in inter-personal relationships due to guilt and shame, taboo and social stigmatization.
- Societal, economic and cultural impact is generally disastrous for HIV positive people and their families.
- Social rejection of infected people frequently results in destruction of personal and community ties and deep moral, cultural and economic distress.

## **COVID-19**

Coronavirus disease (COVID-19) is an infectious disease caused by the SARS-CoV-2 virus. This disease originated in China. In March 2020, the World Health Organization (WHO) declared COVID-19 outbreak a pandemic.

## **Mode of Transmission**

- COVID-19 virus spreads mainly from person to person through inhalation of droplets or aerosols (small droplets) among those in close contact (within about 6 feet or 2 meters).
- The virus travels in respiratory droplets released into the air when an infected person coughs, sneezes, talks, sings or breathes.
- These droplets can be inhaled through nose or land in the mouth or eyes of the person nearby and transmit infection.
- It can be transmitted through touching, shaking hands with an infected person and touching contaminated surfaces.

## **Signs and Symptoms**

The incubation period (time after exposure and before having symptoms) is 2 to 14 days. Common signs and symptoms are:

- Fever, cough, tiredness, headache

- Loss of taste and smell
- Muscle aches, chills, sore throat, runny nose
- Shortness of breath or difficulty breathing, chest pain
- Nausea, vomiting, diarrhea, rash, etc.

Symptoms may range from very mild to severe. While some individuals may not exhibit any symptoms, others may have symptoms which may range from mild symptoms to worsened shortness of breath and pneumonia or even experience multisystem inflammatory syndrome etc.

## Prevention

- Wearing a properly fitted mask
- Washing hands using soap and water for at least 20 seconds or alcohol-based hand sanitizer.
- Maintaining social distancing—avoid close contact with anyone who is sick or has symptoms
- Getting vaccinated
- Following respiratory etiquettes—covering mouth and nose with elbow or a tissue when coughing or sneezing, avoiding touching of the eyes, nose and mouth.
- Avoiding crowds and indoor places that have poor air flow
- Disinfecting frequently used surfaces such as doorknobs, tables, chairs.
- Getting adequate sleep, eating healthy diet, drinking plenty of liquids and doing regular exercises so as to strengthen the immune system to fight infection.

## Social Impact of COVID-19

COVID-19 pandemic affected many aspects of human life. The areas of impact include health, economic, labor productivity, agricultural production and development, pressure on health sector, women and migrant population.

- COVID-19 has created a global health crisis and caused dramatic loss of human life worldwide along with social and economic crisis.
- It has impacted people across all regions and classes with a more adverse effect on the poor and disadvantaged.
- Efforts to control the spread of the virus had led governments worldwide to take necessary steps to encourage social distancing, including closure of economic activities.
- Lockdown and quarantine caused separation from loved ones, loss of freedom, sense of loneliness, irritability, helplessness, etc.
- Uncertainty about the advancement of the disease caused psychological consequences such as anxiety, depression, suicidal behaviors, etc.
- The economic and social disruption caused by the pandemic led to extreme poverty and risk of losing livelihood.
- Border closures, trade restrictions and confinement measures prevented farmers from accessing markets, buying and selling their products and disrupted domestic and international food supply chains. It also reduced access to healthy, safe and diverse diets.

- As breadwinners lost jobs, many fell ill and died, the food security and nutrition of millions of women and men fell under threat.
- Low income countries and marginalized populations, people living in poverty situations, older persons, persons with disabilities, small scale farmers and indigenous people were the hardest hit due to pandemic and its aftermath.
- Further, when experiencing income losses, people resorted to negative coping strategies such as distress sale of assets, predatory loans or child labor.
- Migrant agricultural workers faced risks in their transport, working and living conditions and struggled to access support measures.
- Strictly regulated human movement and transport to monitor the growth of the epidemic significantly reduced economic activity.
- As a consequence of the pandemic, health care professionals were overworked and suffered with psychophysical stress, post-traumatic stress disorders, anxiety, insomnia, etc.
- Generation of different types of waste particularly hospital waste indirectly created a number of environmental concerns.

If the above problems are not addressed through policy, the social crisis created by the COVID-19 pandemic may also increase inequality, exclusion, discrimination and global unemployment in the long term.

## VULNERABLE GROUP

Vulnerable groups are physically, mentally or socially disadvantaged persons who are unable to meet their basic needs and mostly requiring specific assistance.

### Concept of Vulnerability

- Vulnerable groups are underprivileged as compared to others due to lack of access to healthcare services and other basic needs of healthy life such as safe water, food, shelter and sanitation.
- They have physical limitations, are unable to protect themselves from an external threat and have inadequate access to resources. Hence their physical security or health is at risk.
- They experience higher risk of poverty, social discrimination and need special attention to avoid potential exploitation.
- These are special groups who for various reasons are weak and victims of violations of their fundamental rights and thus requiring protection.
- Vulnerability may also be imposed on an individual by others through harassment and abuse based on gender, race, ethnic or political differences.
- Alternatively, vulnerability may spring from the individual due to personal limitations or weaknesses. Personal limitations that can cause vulnerability include:
  - *Physical limitations*: Illness, inadequate strength and capabilities.
  - *Social marginality*: Inability to obtain necessary social protection, co-operation, assistance or support.
  - *Inadequate knowledge or skills*: Inability to seek and utilize health facilities and other resources.
  - *Mental or emotional disabilities*: Inability to function normally in a given social context.

- The list of vulnerable groups is presented in **Figure 6.7**. The common problem these people experience is homelessness, unemployment and illiteracy.

**Figure 6.7. Vulnerable group**



- Persons with disability
- Migrants
- Children
- Pregnant women
- Elderly people
- Ex-prisoners
- Refugees
- Substance abusers
- People suffering with chronic illness
- Scheduled castes and tribes
- People living with HIV/AIDS

## Elderly

- In India, most of the elderly are suffering from some minor or major health issue and are also economically dependent.
- Most of them suffer with one or other chronic disease.
- They are less capable of taking care of themselves.
- Due to urbanization the number of nuclear families has increased further adding to the problems of the elderly.
- They are left alone as other adults have moved to distant places for employment.
- Their health is a major area of concern in the society.
- They usually suffer from multiple health issues.
- They also suffer from lack of ownership of property and financial assets.
- This lack of economic independence affects their access to health services and other basic resources such as food, clothing, house and safety.

## Handicapped

- A person with physical and mental disabilities experiences limitations in physical, social, psychological and economic spheres.

- They suffer from various forms of discrimination, poverty and social exclusion.
- They have less access to education, employment and other socio-economic opportunities.
- They experience barriers while accessing health services. People with mental disability experience greater discrimination.
- They suffer with stigma and violation of human rights.
- This impacts their recovery process, access to appropriate treatment, adequate housing, education and employment negatively.
- Some people who grow up with a disability (handicap) devote most of their time and energy in overcoming it and excelling in developing skills which are difficult to acquire.
- A few others cope with their disability by ignoring it and concentrating on achieving excellence in alternate areas.

## **Minorities (Schedule Caste/Schedule Tribes) and Other Marginal Groups**

- The term 'Minority' is used in Article 29, 30, 350(A) of the Indian Constitution.
- Six communities are declared as minority communities namely Sikhs, Muslims, Christians, Zoroastrians, Buddhists, Jains as per clause (c) of section 2 of the National Commission for Minorities Act, 1992.
- Minorities and immigrants are identified as disadvantaged in almost every state.
- They experience discrimination and suffer from economic, social and political marginalization.
- High rates of health issues and malnutrition reported among the marginalized groups result in mortality and morbidity.
- While schedule caste and tribes belong to the poorest strata of the society, they report low literacy rates and also experience more health problems.
- They are less likely to afford and get access to healthcare services when required.
- Some lower castes are still dependent on others for their livelihood.
- Structural discrimination against these groups takes place in the form of physical, psychological, emotional and cultural abuse.
- They exhibit lower scores on social inclusion such as employment rates, higher school drop-out rates, homelessness, and criminal inclination.

## **Preventive Measures**

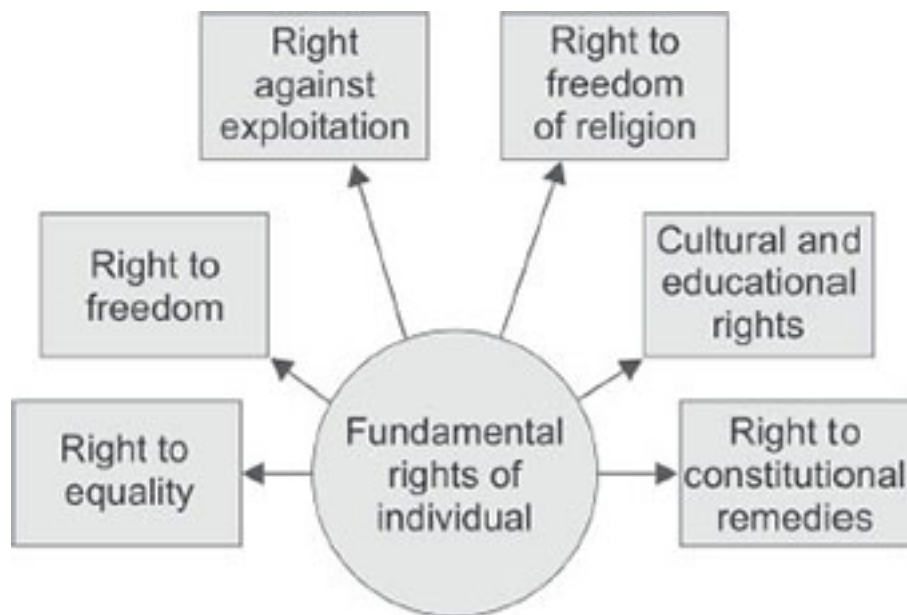
- Providing greater access to mainstream services and opportunities
- Enforcing legislation to overcome discrimination
- Developing targeted approaches to respond to the specific needs of each group
- Addressing the psychosocial needs of these population

# FUNDAMENTAL RIGHTS

Fundamental rights are the basic human rights enshrined in the Constitution of India, recognized by the Supreme Court and guaranteed to all citizens. They are applied without discrimination on the basis of race, religion, gender, etc. These rights are so important that the Constitution has listed them separately. A special provision has been made for their protection so as to ensure that they are not violated by the Government.

Fundamental rights are provided in part III of the Indian Constitution. These are essential for the existence and development of individuals. In the event of their violation the individual can approach courts for their protection.

**Figure 6.8. Fundamental rights of individuals**



## Fundamental Rights of Individual

The Constitution of India has provided six fundamental rights for individuals (**Figure 6.8**). These are:

1. **Right to equality** (Article 14-18): Equality before law, prohibition of discrimination on the basis of race, religion, caste, gender, etc., equal access to public places, equality of opportunity in public employment, abolition of untouchability.
2. **Right to freedom** (Article 19-22): It guarantees freedom for citizens to live a life of dignity among other things. The articles include protection of rights concerning freedom of speech and expression, assembly, association, movement, residence, profession, protection with respect to conviction for offences, right to life and personal liberty, right to elementary education, protection against arrest and detention in certain cases.
3. **Right against exploitation** (Article 23-24): Prohibition of forced labor, prohibition of employment of children.
4. **Right to freedom of religion** (Articles 25-28): Freedom to attend, manage and practice religious affairs.
5. **Cultural and educational rights** (Articles 29-30): Protection of language, culture of minorities, right of minorities to establish educational institutions.
6. **Right to constitutional remedies** (Article 32): Right to move the courts to issue directions or orders or writs for enforcement of rights.

## Fundamental Rights of Women

The privileges granted to women by the Constitution of India are as follows:

1. **Preamble of the constitution:** Under the Constitutional law, women have equal rights as men so as to enable them to take part effectively in the administration of the country.
2. **Equality before law:** Prohibition of discrimination on grounds of religion, race, caste and gender.
3. **Equality of opportunity:** Equality of opportunity in matters of public employment and prohibition of discrimination on grounds of sex.
4. **Humane conditions at work:** Directs the state to make provision for securing justice and humane conditions of work and for maternity relief.
5. **Fundamental duty:** Enjoins upon every citizen to renounce practices derogatory to the dignity of women.
6. **Reservation of seats for women in panchayats and municipalities:** Provides for reservation of not less than one-third the total number of seats in panchayats and municipalities for women to be allotted by rotation to different constituencies.
7. **Voting rights/electoral law:** Reservation of seats for women in municipalities is provided. The office of the chairperson in the panchayat at the village or any other level shall be reserved for SCs, STs and women.

## Fundamental Rights of Children

Children are more vulnerable to exploitation and abuse than adults. Hence, they need special attention and separate rights. Rights of children take into account their needs, development, fragility, specificities and age-appropriate requirements and overall wellbeing. The aim of these rights is to nurture children physically, mentally and emotionally and end the suffering of children. Children are defined as any person under the age of 18, having unique needs stemming from their vulnerabilities.

The Constitution of India guarantees all children certain rights. These include:

1. Right to free and compulsory elementary education for all children in the 6 to 14 years age group (Article 21A).
2. Right to be protected from being abused and forced by economic necessity to enter occupations unsuited to their age or strength (Article 39).
3. Right to equal opportunities and facilities to develop in a healthy manner and in conditions of freedom and dignity and guaranteed protection of childhood and youth against exploitation and against moral and material abandonment (Article 39).
4. The right to an identity (Article 7 & 8): Children are entitled to a name, legally registered with the government and a nationality. This ensures national support as well as access to social services.
5. The right to health (Article 23 & 24): It includes medical care, nutrition, protection from harmful habits and safe working environments.
6. The right to education (Article 28): Right to free primary education in safe and healthy environment to nurture child's physiological development.
7. The right to a family life (Article 8, 9, 10, 16, 20, 22 & 40): Children must live with their parents until it is harmful to them. In the absence of family members children have the right to be looked after by caretakers.
8. The right to be protected from violence (Article 19 & 34): Children must not suffer ill-treatment or sexual or physical violence.

9. The right to an opinion (Article 12 & 13): All children deserve the right to voice their opinions, free of criticism or contempt. Children have the freedom of expression based on their maturity.
10. The right to be protected from armed conflict (Article 38 & 39): The government must ensure that children are not forced to participate in any armed struggle.
11. The right to be protected from exploitation (Article 19, 32, 34, 36 & 39): Protection from violence is critical for freeing children from exploitation. Children cannot be made to work in difficult or dangerous conditions. Children also cannot be punished cruelly.

All children are entitled to all of these rights, irrespective of race, color, religion, language, ethnicity, gender or abilities.

## ROLE OF NURSE IN REDUCING SOCIAL PROBLEMS AND ENHANCE COPING

As nurses are dealing with patients, they need to have knowledge regarding how individual and their family behaves during health and illness in terms of health promotion and disease prevention strategies.

The sociological vision will help the nurse to find the core reasons of social problems and then solve them in a right way.

Sociology is of great importance in finding solutions to social problems. It scientifically studies the role of institutions in the development of individuals' health. It also helps in the understanding and eradication of social problems.

Sociology uses factual scientific methods and attempts to predict cause and effect relationships in relation to social problems. This enhances nurse's skills, knowledge in monitoring and evaluating health conditions of people and bringing changes and innovation in health care based on research.

Modern sociology tries to study reasons for crisis and find solutions to come out from the crisis of society. According to Earle and Denny 2005, nurses in their nursing practice should know the basic problems of modern sociology.

### Nursing Strategies to Reduce Social Problems

- **Nurse should assess social factors responsible for individuals' illness. The nurse needs to ask patient's access to:**
  - Physical and mental healthcare services
  - Housing conditions, availability of nutritious food, clean drinking water
  - Health education resources
  - Transformation facilities
  - Social support
  - Locality of residence
- **Community collaboration:**
  - To address social problems of community, the nurse needs to collaborate and communicate beyond traditional healthcare boundaries such as local government, housing society, etc.
  - Nurse should foster strong communication among cross-sector stakeholders to define planned vision and strategies needed to address social problems and improve positive health outcomes.



• **Public advocacy:**

- Bring a change at the local level by working with community-based agencies so as to influence policy makers in drafting legislations.
- Empower individuals, families and communities by educating them about prevention of health problems and addressing social problems.
- Educate public on superstitious beliefs and their effect on health and illness, family welfare services and social welfare programs available for people of their community.
- Identify the vulnerable individuals and assess their biopsychosocial issues. Empower them by educating them on services, legal acts and other benefits.
- Identify community facilitators and barriers to achieve health goals.

## **Nursing Strategies to Enhance Coping Among Individuals**

- Encourage the individual to share his problems
- Identify stressors, signs of stress and determine coping strategies of individuals
- Help the individuals to make a list of effective coping skills that would have worked during specific stresses.
- Encourage the individual to adopt new skills and practice effective coping mechanisms such as getting adequate sleep and rest, eating balanced diet, doing regular exercise, taking a vacation, engaging in pleasurable activities, practicing relaxation techniques, avoiding use of alcohol and other harmful substances.

## **SOCIAL WELFARE PROGRAMS IN INDIA**

Social welfare system is a set of programs designed to assist those individuals and families who are in need. This system functions with the efforts of the Government. Social welfare programs are government programs that help individuals and families in providing financial aid and welfare services. Most social welfare programs have a list of eligibility requirements for individuals wishing to receive financial support. It is an ongoing process meant to care for specific needs of the society. Social welfare programs protect the citizens from financial insecurities of life. These programs generally provide assistance for food, housing, child care and medical care.

The First Five Year Plan (1951-1956) recognized the importance of promoting social services to improve living standards of Indian citizens. Accordingly, the Central Social Welfare Board was set up in 1955 with the objective of organizing welfare programs for women, children and disabled persons. Social welfare programs are designed for the weaker sections of the society so as to help them join the main stream society. The two main characteristics of the social welfare programs according to Wayne Vasey, 1958 are:

1. Meeting the basic needs of the family and strengthening family system through utilization of welfare services.
2. Strengthen the individuals' capacity to cope with their life situations.

Social welfare includes services for women, children, youth, elderly, minorities, disabled, drug and alcohol addicts, economically under privileged such as destitute and unemployed, scheduled castes and tribes.

## **Women Welfare Services in India**

The department for women and child development was formed in 1985 to implement policies and programs related to women and child welfare. Following are the various programs and schemes meant for women:

## Social Legislations

- The new constitution of India accorded equality of rights to women with men.
- All women enjoy political rights equal with men.
- In Panchayat Raj bodies, seats are reserved for women.
- Some of the acts related to women welfare are:
  - *The Hindu Marriage Act and Divorce Act 1955*: It legalized the marriage and divorce process
  - *Child Marriage Restraints Amendment Act, 1978*: It prohibited child marriage and raised the age of marriage for girls from 15 to 18 years and 18 to 21 years for boys.
  - The daughter was given a right to equal share in self-acquired property of the father.
  - *The Dowry Prohibition Act, 1961 and 1984*: This legislation imposes a penalty in case of exchange or demand for dowry.
  - *Protection of Women from Domestic Violence Act, 2005*: This law protects the women from all forms of abuse namely physical, emotional, sexual or verbal aggression.
  - *The Maternity Benefit Act, 1961*: Provides maternity benefits to women
  - *The Equal Remuneration Act, 1976*: It provides equal remuneration to men and women workers.
  - *Women Health Volunteers [Accredited Social Health Activist (ASHA)]*: Started during 2005-06 with an objective of providing health services in rural sector.
  - Girl Child Protection Scheme (GCPS) 2005: It provides welfare services to children and disabled.
  - The Pre-natal Diagnostic Technique Regulation and Prevention of Misuse Act, 1994: It regulates female child related abortions.
  - The above legislative measures aided in the reduction of social inequalities among men and women.

## Educational Programs

- Special programs have been started for women in adult education centers to provide education related to health, nutrition, child care and family planning.
- The Ministry of Welfare has launched Functional Literacy Programs for adult women.
- The Central Social Welfare Board gives grants to voluntary organizations to conduct courses for girls who failed in matric/secondary level examinations.
- The Central Social Welfare Board has been implementing the Awareness Generation Scheme since 1987 to create social awareness among women.

## Employment and Income Generating Programs

- **Employment and Income Generation Production Program**: It was started in 1982 to train women belonging to weaker sections of the society and provide them employment on sustained basis.
- **Rehabilitation and Distress Scheme**: It was launched in 1977 with an aim to rehabilitate women in distress and provide them vocational training cum employment.

- **Support to Training and Employment Program for Women (STEP):** It aims to increase self-reliance and autonomy of women by enhancing their productivity and enabling them to take up income generation activities.
- **The Swarnajayanti Gram Swarojgar Yojana (SGSY):** This scheme helps women to improve their professional skills and promote marketing.
- **The Jawahar Gram Samridhi Yojana (JGSY):** It was launched in 1999 with an objective to create demand driven community village infrastructure and generation of supplementary employment for unemployed poor in rural areas.
- **Development of Women and Children in Rural Areas Scheme:** This scheme provides self-employment services.
- **Jawahar Rozgar Yojana Scheme:** It aimed to generate employment on productive works that are of substantial benefit to poor and contribute to the creation of rural infrastructure.
- **Training for Rural Youth and Self Employment:** It was launched to provide technical skills and upgrade the traditional skills of rural youth.

## Hostels for Working Women

- A central scheme of assistance for construction of hostel buildings for working women was started in 1972.
- Government of India introduced a scheme of grant-in-aid for construction of new/expansion of existing buildings for providing hostel facilities to working women in cities, smaller towns and also rural areas.

## Mahila Mandals

- A scheme of welfare extension projects was started in 1954 to provide basic minimum services to women and children. It comprises of Balwadis, maternity and health services, literacy and social education for women, art and craft centers and recreational facilities in rural areas.
- **The Indira Awas Yojana:** This scheme provides assistance for construction of houses for people below the poverty line in rural areas. Priority is extended to widows and unmarried women.

## Other Programs

- **The National Maternity Benefit Scheme:** It is aimed to assist expected mothers by providing them # 500/- each for the first two live births.
- **Accelerated Rural Water Supply Programme:** Through this program women are trained so as to master enough skills in using and maintaining hand pump for the supply of drinking water.
- **Rashtriya Mahila Kosh Scheme:** It facilitates credit support in the form of microfinance to poor women for income generating activities.
- **Ujjawala Scheme:** Comprehensive scheme for prevention of illicit trafficking, rescue rehabilitation and reintegration of victims who were trafficked for commercial sexual exploitation.

## Child Welfare Programs in India

### Constitutional Safeguards for Indian Children

- Article 25 ensures that no child below the age of 14 years shall be employed to work in any factory or hazardous environment.
- Article 39 ensures that children are not forced by economic necessity to enter vocations unsuited to their age and strengths.

- Article 45 ensures free and compulsory education for all children up to the age of 14 years.

## Legislations Related to Children

- **The Hindu Adoptions and Maintenance Act, 1956:** Laws related to adoption and maintenance of both boys and girls.
- **The Pre-conception and Pre-Natal Diagnostic Technique Act, 1994:** Regulate the use of pre-natal sex determination techniques.
- **The Child Labor Prohibition and Regulation Act, 1986:** Prohibits engagement of children in certain employment and regulates working conditions.
- **The Juvenile Justice Act, 2002 and Amendment Act, 2006:** Laws relating to proper protection and care of juveniles in conflict with law.
- **The prohibition of Child Marriage Act, 2006:** Prohibits child marriages.

## Institutional Frameworks for Child Welfare

- **The National Commission for Protection of Child Rights (NCPCR):** It was set up in 2007 to protect, promote and defend child rights in the country.
- **The National Institute of Public Co-operation and Child Development (NIPCCD):** It focuses on maternal and child health, nutrition, positive mental health in children.

## Child Welfare Schemes

- **Integrated Child Development Services (ICDS), 1975:** The main aim of this program is to improve nutrition and health status of children in the age group of 0-6 years. The services include: supplementary nutrition, immunization, health check-ups, referral services, non-formal pre-school education, health and nutrition education to all women.
- **National Health Policy for Children, 1974:** The provisions included in this policy are health, nutrition of children and mothers, education of mothers, free and compulsory education of children up to the 14 years, recreation, cultural and scientific activities. Treatment, education and rehabilitation of physically handicapped, emotionally disturbed and mentally retarded children and special assistance to children belonging to weaker sections, SCs and STs and other economically weaker sections. Provisions of facilities to the delinquent, destitute, neglected and exploited children to enable them to become useful citizens.
- **The National Institute of Co-operation and Child Development (NIPCCD), 1966:** The main functions are dissemination of information pertaining to women and child development and public co-operation through documentation and publications. Technical advice and consultancy to central and state governments in promotion and implementation of policies and programs for women and child development.

## Other Programs

- **Mid Day Meal Scheme for school going children:** Providing nutritional support to children.
- **Creche Scheme for the children of working mothers:** Overall development of children.
- **Reproduction and child health programs:** To provide quality primary healthcare services to women in the reproductive age, family planning and immunization.
- **Immunization program:** Vaccinating all the children
- **Sarva Shiksha Abhiyan:** Focuses on compulsory education to all children

- **Integrated programs for street children:** Provision for shelter, nutrition, health care, sanitation, protection from abuse, education and recreational facilities for destitute and neglected children.
- **The National Rural Health Mission:** Services are focused on women and child health, reduction in child and maternal mortality.

## Social Welfare Programs for Old People

- **Integrated Program for Senior Citizens:** Under this scheme, grant-in-aid are given for running and maintenance of senior citizen homes/old age homes, Mobile Medicare unit, etc.
- **Rashtriya Vayoshri Yojana (RVY):** This scheme provides physical aids, assisted living devices to senior citizens belonging to BPL category and suffering from age-related disabilities.
- **Senior Citizen Welfare Fund:** This welfare fund has been created to be utilized for such schemes, for promoting financial security of senior citizens, health care and nutrition of senior citizens, welfare of elderly widows, scheme related to old age homes and day care of senior citizens.
- **National Council of Senior Citizens (NCSrC):** It oversees the implementation of policy and programs for the aged.
- **Vayoshreshtha Samman:** This program recognizes the efforts made by eminent senior citizens and institutions involved in rendering distinguished services for the cause of elderly persons.
- **National Social Assistance Program (NSAP):** Under this program old age pension is provided to old aged, widows, disabled persons and bereaved families on death of primary bread winner belonging to below poverty line household.
- **Annapurna Scheme:** Through this scheme senior citizens get food grains.
- **Antyodaya Anna Yojana (AAY):** Under this scheme rice and wheat is provided under subsidized cost to households headed by widows, terminally ill, disabled persons, senior citizens with no assured means of maintenance or societal support.
- **Pradhan Mantri Vaya Vandana Yojana (PMVVY):** Provides social security to elderly.
- **Income Tax Rebate:** Ministry of Finance provides income tax rebate to senior citizens.
- **Concession in fares and other amenities:** Indian railways have taken steps to provide concession in fares for senior citizens in addition to providing various welfare measures for the senior citizens.
- **National Program for Health Care of Elderly (NPHCE):** This provides dedicated healthcare services to the elderly people. This program is implemented through National Health Mission.
- **Other schemes:** Senior Citizen Health Insurance Scheme (SCHIS), Pradhan Mantri Jan Arogya Yojana (PMJAY), concession in air fare and other amenities, medical facilities for elderly, homes for widows, telephone facilities, recreational centers, banking facilities, etc.
- **Legislations related to elderly:** Maintenance and Welfare of Parents and Senior Citizens Act, 2007.

## Health and Family Welfare Programs

The Union Ministry of Health and Family Welfare is responsible for implementing various schemes and programs related to health and family welfare and prevention and control of both communicable and non-communicable diseases. The Ministry comprises of four departments namely: Department of Health and Family welfare, Department of AYUSH, Department of Health Research and Department of AIDS Control. Health programs and services are rendered through subcenters, primary health centers, community health centers, district hospitals and tertiary medical care centers.

The Department of Health and Family Welfare, Government of India has introduced various programs/schemes and enacted various legislations on health sector. Some of the important programs and legislations are described below:

## Programs on Health Sector

- **Cancer control program:** Launched in the year 1984 with an aim to make available cancer treatment facilities across the country.
- **Mental health program:** National Mental Health Programme was launched in the year 1982 with an objective to ensure availability and accessibility of mental healthcare facilities for all. It focuses on mental health knowledge and skills and promotion of community participation in development of mental health services.
- **Prevention and Control of Diabetes, Cardiovascular Diseases and Strokes:** This scheme was launched in the year 2008 with an aim to prevent and control non-communicable diseases using health promotion and health education advocacy, early detection through screening and capacity building of health system.
- **Central Government Health Scheme (CGHS):** This scheme is intended for Central government employees and their dependent family members.
- **National Vector Borne Disease Control Programme (NVBDCP):** This programme focuses on prevention and control of vector borne diseases namely malaria, filaria, kala-azar, dengue, chikungunya, Japanese encephalitis, etc.
- **Pradhan Mantri Swasthya Suraksha Yojana (PMSSY):** The scheme objective is to correct regional imbalances in the availability of affordable tertiary health care services and setting up of AIIMS-like institutions and upgrading Government medical colleges.
- **Other Health Programs:** Prevention and Control of Fluorosis, Rashtriya Arogya Nidhi, Leprosy Education Programme, prevention and control of deafness, programme for control of blindness, iodine control programme, Ayushman Bharat, etc.

**Rural health services:** Health services in rural area are implemented through primary health care system. It includes subcenters, primary health centers, community health centers and National rural Health Mission.

**Maternal health programs:** Schemes for improving obstetric care services are Janani Suraksha Yojana, essential obstetric care, quality antenatal care, prophylaxis and treatment of nutritional anemia, post-natal care for mother and newborn, skilled attendance at birth, etc.

**Child health programs:** Important child health programs are Navjaat Shishu Suraksha Karyakram, integrated management of neonatal and childhood illness, Facility Based Integrated Management of Neonatal and Childhood Illness, sick newborn care, nutritional rehabilitation centres, school health programs, universal immunization program, home-based newborn care.

**Medical education:** Various statutory councils have been established by acts of parliament with the main aim to regulate medical education at under and postgraduate level and maintain registers of the medical, nursing and other practitioners. These councils are National Medical Council (NMC), Dental Council of India (DCI), Central Council of Indian Medicine (CCIM), Central Council of Homeopathy (CCH), Pharmacy Council of India, Nursing Council of India, Rehabilitation Council of India.

## Social Welfare Programs for Disabled

**National Institute for the Disabled:** Under the Ministry of Welfare there are four national institutions viz. National Institute for the Orthopedically Handicapped at Kolkata, National Institute for the Visually Handicapped at Dehradun, National Institute for the Mentally Handicapped at Secunderabad, Ali Yavar Jung National Institute for the Hearing Handicapped at Mumbai. These institutions produce educational material and other aids for the handicapped and conduct research in rehabilitation and development of suitable models.

**Rehabilitation Council of India:** This council prescribes syllabus for the various training programs, recognizes training institutions and maintains rehabilitation registers.

**District Disability Rehabilitation Center (DDRC):** It is the initiative of the Ministry of Social Justice and Empowerment, Government of India to facilitate comprehensive services to Persons with Disabilities in rural areas. This scheme provides restorative, medical, educational, vocational and placement services for disabled.

**Artificial Limb Manufacturing Corporation:** The Government of India has set up an Artificial Limb Manufacturing Corporation at Kanpur to produce high quality aids and appliances for handicapped persons.

## Schemes for Disabled

- **DISHA:** Early intervention and schools readiness scheme
- **VIKAAS:** Day care center scheme for persons with autism, cerebral palsy, mental retardation and multiple disabilities
- **SAMARTH:** A scheme to provide respite home for orphans, families in crisis and persons with disability.
- **GHARAUNDA:** A scheme to provide group homes for persons with autism, cerebral palsy, mental retardation, and multiple disabilities.
- **NIRAMAYA:** This scheme provides affordable health insurance to persons with autism, cerebral palsy, mental retardation and multiple disabilities.
- **SAHYOGI:** A scheme to set up caregiver cells for training and creating skilled workforce of caregivers to care for persons with disabilities and their families.
- **GYAN PRABHA:** A scheme to encourage people with autism, cerebral palsy, mental retardation, and multiple disabilities for pursuing educational and vocational courses.
- **PRERNA:** A market scheme to create viable and wide spread channels for sale of products and services produced by persons with disability.
- **SAMBHAV:** Provides aids and assistive devices for disabled.
- **BADHTE KADAM:** Provides awareness, community interaction and encourages innovative projects for disabled.

## Social Welfare Programs for Drug Addicts

The Ministry of Social Justice and Empowerment, Government of India addresses the prevention and rehabilitation aspect of substance use through the establishment of rehabilitation centres. The Drug De-Addiction Program (DDAP) was initiated in 1988 under the Ministry of Health and Family Welfare, Government of India. Through this program de-addiction centers have been established in government hospitals.

Drug Abuse Monitoring system was established to track the pattern of drug use, monitor and evaluate activities of the treatment centers. Article 47 of the Constitution of India prohibits the consumption of intoxicating drinks and drugs which are injurious to health.

## Drug Law Enforcement Agencies in India

- The Narcotics Control Division
- The Central Bureau of Narcotics (CBN)
- The Narcotic Control Bureau
- Directorate of Revenue Intelligence

- Central Bureau of Investigation
- Custom Commission
- Border Security force

## **Legislative Polices Related to Drug Matters**

The following acts mandatorily prohibit the production, cultivation, sale and possession, trade, purchase, use, consumption and import or export of psychotropic substances as well as narcotic drugs.

- The Narcotic Drug and Psychotropic Substance (NDPS) Act, 1985
- Prevention of Illicit Traffic in Narcotic Drug and Psychotropic Substance Act, 1988
- Drugs and Cosmetics Act, 1940

## **Social Welfare Programs for Underprivileged Sections of Society**

The scheduled castes, scheduled tribes and other backward classes constitute the under privileged. The term scheduled caste was cited for the first time in the Government of India Act, 1935. Under Article 341 of the Constitution certain backward classes suffering from untouchability and social disability were declared as scheduled castes.

## **Constitutional Safeguards**

- Article 17 abolishes untouchability and forbids its practices.
- Article 46 protects under privileged section from social injustice and all forms of exploitation.
- Article 15 (2) removes any disability, restriction or conditions with regard to access to shops, public restaurants, hotels and places of public entertainment or use of wells, tanks, bathing ghats, roads and places of public resort maintained by general public.
- Article 29 (2) forbids denial of admission to educational institutions maintained by the state or receiving grants out of state funds.
- Article 19 (5) describes general rights of all citizens to move freely, settle in and acquire property.
- Articles 16 and 335 permit the state to make reservation for the backward classes
- Articles 330, 332, 334 provide special representations in the Lok Sabha and the State Vidhan Sabhas to scheduled caste and tribes.
- Articles 164 and 338 permit setting up of Tribes Advisory councils and separate departments in the states and the appointment of a special officer at the centre to promote their welfare and safeguard their interests.
- Article 244 relates to a special provision for the administration and control of scheduled and tribes areas.
- Article 23 prohibits traffic in human beings and forced labor.
- Protection of Civil Rights Act, 1955

## **Commission for SC/ST**

National Commission for Scheduled Castes and Tribes was set up in 1978 and 1987 respectively to study the extent and ramifications of untouchability and social discrimination, to evaluate the effectiveness of present measures and also to recommend further remedial measures.



## Centrally Sponsored Schemes

- Prematric scholarship for the children of those engaged in unclear occupations
- Postmatric scholarship for scheduled castes and scheduled tribes students
- Book banks for SC/ST students studying in various courses
- Girls hostel schemes
- Coaching and allied schemes
- Tribal development and welfare strategy
- Tribal co-operation marketing federation

### Review Questions

#### Long Essays

1. Write the meaning of social organization. List the elements of social organization. Describe types of social organization.
2. Write the meaning of social system. Explain role and status as a structural element of social system.
3. What is the meaning of social control? What are the objectives and need for social control? Describe the process of social control.
4. What is the meaning of social control? Describe formal and informal means of social control.
5. Define social disorganization. Describe causes and measures to minimize social disorganization.
6. What is social problem? Describe characters and causes of social problems in India.
7. What is poverty? Explain causes and types of poverty. Describe role of poverty in health and illness.
8. What is poverty? List out the strategies to eradicate poverty.
9. Explain consequences and remedial measures for poor food supply.
10. What is illiteracy? Explain causes, effects and strategies to reduce illiteracy in rural India.
11. What is child abuse? What are the causes and types of child labor? Explain remedial measures to control child abuse.
12. What is crime? Explain causes and effects of crime with a brief note on strategies to control crime.
13. What is substance abuse? What are the consequences of substance abuse? Discuss prevention of substance abuse in India.
14. What are the major modes of transmission of HIV? List its signs and symptoms. Explain prevention of HIV.
15. Describe social welfare programs in India.

#### Short Essays

1. Write a note on elements of social organization.
2. Explain types of social organization.
3. Write a note on characteristics of voluntary associations.

4. Narrate functions of voluntary associations.
5. What is the interrelationship between institutions?
6. Explain various functions of social control.
7. Describe various types or forms of social control.
8. Describe agencies of social control.
9. What is the role of a nurse in social control?
10. Types of social problems in India.
11. Explain poverty alleviation programmes.
12. What are the solutions for housing shortage in India?
13. Describe prevention and control of prostitution in India.
14. What are the remedial measures and laws against dowry system in India?
15. Legal measures and other preventive strategies for control of child labor in India.
16. List out some of the important strategies to control crime.
17. Explain role of nurse in reducing social problems and enhancing coping among individuals and groups.
18. Explain fundamental rights of individuals.
19. Explain fundamental rights of women.
20. Explain fundamental rights of children.
21. Explain women welfare services in India.
22. Explain child welfare programs in India.
23. Explain social welfare programs for old people.
24. Explain health and family welfare programs.
25. What are the social welfare schemes for disabled?
26. Narrate constitutional safeguards for underprivileged sections of the society.
27. Social impact of COVID-19 pandemic.

**Short Answers**

1. Meaning of social organization
2. List elements of social system
3. List types of social system
4. Social disorganization
5. List informal means of social control
6. Ill effects of poor housing
7. What are the consequences of poor food supply?

8. Health problems related to prostitution
9. Effects of dowry system
10. Effects of child labor
11. Causes of delinquency
12. Consequences of substance abuse
13. Vulnerable group
14. List child welfare schemes
15. List social welfare programs for drug addicts

**Multiple Choice Questions**

1. Features of social life that create tension in a social system:
  - a. Dysfunction
  - b. Problems
  - c. Anarchy
  - d. Anomie
2. Which among the following is an informal method of social control?
  - a. Customs
  - b. Coercion
  - c. Law
  - d. Education
3. \_\_\_\_\_ are the general abstract moral principles defining what is right or wrong.
  - a. Laws
  - b. Values
  - c. Folkways
  - d. Norms
4. As per the Dowry Prohibition Act, 1961, punishment for giving or taking or demanding or accepting dowry is:
  - a. Up to five thousand rupees fine
  - b. Up to six months imprisonment and or up to five thousand rupees fine
  - c. Up to three months punishment and or up to one thousand rupees fine
  - d. Up to one year punishment and/or up to ten thousand rupees fine
5. The minimum requirements of a person include:

- a. Food
  - b. Vehicle
  - c. Association
  - d. Furniture
6. Poverty is a state in which a person is:
- a. Poor
  - b. Does not have proper home
  - c. Unable to fulfil basic requirements
  - d. Does not have proper clothes
7. Poverty across other people, regions or countries is known as:
- a. Urban poverty
  - b. Rural poverty
  - c. Relative poverty
  - d. Absolute poverty
8. Which of the following is true for democratic mode of participation in a social organization?
- a. Leaders make independent decisions in group related matters
  - b. Little or no input from the group on decision process
  - c. Leaders use coercive power
  - d. Members of the society engage themselves in the decision process
9. Which of the following statements is true for autocratic mode of participation in social organization?
- a. Leaders use coercive power
  - b. Members of the society engage themselves in the decision process
  - c. More input from the group on decision process
  - d. Leaders involve group members in decision making process
10. Members of the organization are inter-related to each other, every member has an assigned role and position in the society, modes and norms control its members. These are the elements of:
- a. Social organization
  - b. Social control
  - c. Social disorganization
  - d. Social norms

11. Which of the following is a formal method of social control?

- a. Customs
- b. Traditions
- c. Laws
- d. Cultural norms

12. Which branch of sociology deals with the problems in a society?

- a. Criminology
- b. Social pathology
- c. Law
- d. Social morphology

13. Modes of action which do not conform to the norms of a society:

- a. Violence
- b. Deviance
- c. Rejection
- d. Crime

14. Non-conformity to a set of norms is known as:

- a. Crime
- b. Habit
- c. Deviance
- d. Violence

15. A method of protecting society from criminals by keeping them in prison is:

- a. Social control
- b. Rehabilitation
- c. Retribution
- d. Incarceration

16. Job-related crimes committed by people belonging to high status is called:

- a. Crime
- b. White-collar crime
- c. Secondary deviance
- d. Incarceration

17. Ways to encourage conformity to society's norms is:

- a. Social control
- b. Social sanctions
- c. Social system
- d. Social structures

18. Which of the following is an illicit sex union?

- a. Dowry
- b. Crime
- c. Prostitution
- d. Sati

19. Which of the following statement is true for physical neglect of a child?

- a. Failing to provide a child with basic needs
- b. Leaving a child in a situation without arranging necessary care
- c. Refusal to assume parental responsibility
- d. All of the above

20. Emotional abuse denotes:

- a. Beating
- b. Punching
- c. Biting
- d. Yelling

21. Which of the following is an indicator/indicators for child sexual abuse?

- a. Withdrawal behavior
- b. Blood stain in underwear
- c. Mood swings
- d. All of the above

22. A juvenile delinquent is a \_\_\_\_\_

- a. Major who has participated in an illegal act
- b. Minor who has participated in an illegal act
- c. Man who has participated in an illegal act
- d. Woman who has participated in an illegal act

23. Which one of the following rights of Indian constitution guarantees all the fundamental rights to every resident of a country?
- a. Right against exploitation
  - b. Right to freedom
  - c. Right to equality
  - d. Right to constitutional remedies
24. Which article of the constitution abolishes untouchability?
- a. Article 18
  - b. Article 15
  - c. Article 14
  - d. Article 17
25. Which of the following articles contains the right to religious freedom?
- a. 25–28
  - b. 29–30
  - c. 32–35
  - d. 23–24
26. In which part of the Indian Constitution are the fundamental rights provided?
- a. Part II
  - b. Part III
  - c. Part IV
  - d. Part V
27. Prohibition of discrimination on grounds of religion, race, caste, sex or place of birth is a fundamental right classified under?
- a. Right to freedom of religion
  - b. Right to equality
  - c. Right against exploitation
  - d. Right to vote
28. Which fundamental right is concerned with abolition of social distinction?
- a. Right to equality
  - b. Right against exploitation
  - c. Right to life and liberty

d. Cultural and social rights

29. Which one of the following is a human right as well as a fundamental right under the constitution of India?

- a. Right to information
- b. Right to employment
- c. Right to education
- d. Right to housing

30. Which of the following is correct with respect to right against exploitation?

- a. Prohibition of traffic in human beings and forced labor
- b. Freedom as to payment of taxes for promotion of any particular religion
- c. Protection of interests of minorities
- d. Equality before law

31. In which of the following five-year plans did the Indian government recognize the importance of promotion of social services to improve living standards?

- a. First five-year plan
- b. Second five-year plan
- c. Third five-year plan
- d. Fourth five-year plan

32. Which of the following is a collective social problem?

- a. Poverty
- b. Suicide
- c. Venereal diseases
- d. Mental illnesses

33. Which of the following is an individual social problem?

- a. Poverty
- b. Population explosion
- c. Housing
- d. Alcoholism

34. Substance abuse means:

- a. Physiological and psychological dependence on drugs
- b. Maladaptive pattern of substance use



Social Organization  
and Disorganization

- c. Experiencing withdrawal symptoms
- d. Developing tolerance

**ANSWER KEY**

1. a	2. a	3. b	4. b	5. a	6. c	7. c	8. d	9. a	10. a
11. c	12. b	13. b	14. c	15. d	16. b	17. a	18. c	19. d	20. d
21. d	22. b	23. d	24. d	25. a	26. b	27. b	28. a	29. c	30. a
31. a	32. a	33. d	34. b						

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# Chapter 7. Clinical Sociology

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Clinical sociology is that branch of sociology which deals with the application of sociological knowledge, principles and analysis to understand the individual, group, community and organization with a purpose to reduce distress, manage conflicts and assist in achieving meaningful and effective functioning of the individual in the society.

## Definitions

- Clinical sociology is the application of a variety of critically applied practices which attempt sociological diagnosis and treatment of groups and group members in the community.

—Glassner and Freedman (1979)

- Clinical sociology is a kind of applied sociology or sociological practice which involves intimate, sharply realistic investigations linked with efforts to diagnose problems and suggest strategies for coping with these problems.

—Lee (1979)

## Functions of Clinical Sociology

- It interprets individual problems in a social context and helps the individual to change himself and the harmful aspects in the surrounding social environment.
- It applies sociological theories, research methods and interventions to social issues and problems.
- It focuses on health interventions by working with medical practitioners, community health services, social policy and public health campaigns.
- It focuses on improving quality of people's lives.
- It is a practice-oriented specialty which works with individuals and groups, focuses on case studies and is change oriented. The aim is to bring a change in behavior and growth.

## Clinical Sociologists

Clinical sociologists analyze social situations and reduce problems through interventions. Analysis includes critical assessment of beliefs, practices and policies to improve the situation. Interventions include creation of new systems as well as change of existing systems based on continuing analysis.

—Fritz (2001)

- Clinical sociologists may work as an individual, family or group counselors, community organizers, consumer advocates, focus group facilitators, action researchers, administrators or policy makers.
- Many clinical sociologists not only collaborate with medical practitioners, nurses, psychologists, psychiatrists and nutritionists but also advocate and support health and mental health programs.
- They also involve in counseling, interpersonal therapy, intervention programs with youth, substance abuse services and group grief counseling.
- Clinical sociologists work in a variety of settings which include sociology and social work department of universities as a teacher or researcher, mental health care settings as a researcher or counselor, community health centers, child guidance centers, juvenile institutions as a service provider.

## Functions of Clinical Sociologists

- Carry out systematic and scientific observation and measurement of social situation and behavior.
- Provide an accurate assessment and diagnosis of the social situation.
- Offer appropriate prescriptions or solutions to social problems.
- Counsel and provide socio-therapy for individuals, couples, families and groups.
- Conduct research activities in the areas of family functioning, human growth and development, social issues, etc.
- Provide training and supervise para-professionals.
- Provide consultation services with the help of community agencies to develop and implement welfare programs.
- Participate in observation and analysis of social situations to understand the causes for various social problems and conflicts.

## ROLE OF CLINICAL SOCIOLOGY IN CRISIS INTERVENTION

Crisis can be viewed as an integral component of daily life situations. A crisis may influence people's lives in different ways. As a consequence of crisis experience the individual may go down to a lower or less healthy level of functioning than what was before the crisis or may resume the same level of functioning by repressing the crisis and the related emotions. On the other hand he may function at a healthier level than preceding the crisis because the challenge of a crisis can bring out new strengths, skills and coping mechanisms.

Intervention at a crisis is extremely important to prevent mental illness because long-standing problems make the person totally incapable of handling the situation. If proper guidance is provided at the right time the victim will come out of it and be better equipped to handle future problems in life.

## Crisis

Crisis is a state of disequilibrium resulting from the interaction of an event with the individual's or family's coping mechanisms which are inadequate to meet the demands of the situation, combined with the individual's or family's perception of the meaning of the event.

—Taylor (1982)

## Crisis Intervention

Crisis intervention is a technique used to help an individual or family to understand and cope with the intense feelings that are typical of a crisis. It is a practice-oriented set of procedures designed to offer emotional first aid for the individual who is experiencing incapacitating stress.

## Use of Clinical Sociology in Crisis Intervention

- Principles and concepts of sociological tradition are relatively applicable to crisis intervention as well.
- There are similar characteristics between crisis intervention and clinical sociology. Both are intervention strategies focused on change and applicable at the individual level.
- As Fritz, 1985 states both approaches to clinical sociology and crisis intervention are defined by explicit intervention, i.e., intervention for positive change.
- Many sociological concepts are also applicable to crisis intervention practice as the two approaches are quite compatible.
- Both interventions believe in the concept that individuals are social beings affected by social circumstances. Crisis is not experienced in a psychological vacuum. It is the social forces that are responsible for formation of crisis. Crisis event is a social act in that the individual experiencing the crisis is influenced through social circumstances.
- Crisis intervention and clinical sociology understand that social circumstances play a vital role in crisis development and crisis intervention.
- There is a reciprocal benefit gained from the combined use of crisis intervention and clinical sociology.
- Crisis must be examined from a social perspective meaning the role of society and social forces which influence the individual must be recognized.
- The therapist should understand the client's social environment as well as psychological, emotional and behavioral aspects. This understanding of the social realm is an evidence of the importance of integration of clinical sociology principle in crisis intervention.
- The concepts of clinical sociology help the therapist to understand the dynamics that must be dealt with within the client's social environment.
- Clinical sociology offers the therapist a wide array of interpretive strategies for problem identification and solution. These include identification of status, role, group dynamics, conflict, interactionism, situational analysis, definition of the situation, etc.
- Through the utilization of sociological perspective, the therapist gains necessary insight into the social nature and function of interpersonal and intrapersonal crisis. With this understanding the therapist may step into the crisis situation with more than customary level of knowledge associated with crisis intervention.

- The therapist must help the individual restore to a stable level of social functioning.
- Stable functioning is a state where the client is capable of understanding the crisis, demonstrating effective social and psychological functioning and learning from crisis and intervention. This will make the client better equipped for future crises.
- Although the therapist deals directly with the individual, social reality of the client must be recognized. This may entail an intervention which not only leads to a change in the individual but also a change within a dyad, family or a social group.
- Orientation of the clinical sociological approach affects the group level even when an individual is being treated. This type of influence may be desired as a part of the intervention strategy or may also be a therapeutic by-product of the encounter.
- The therapist must treat the individual as a social being on the micro level while taking into account the social and sociological variables which influence behavior and affect.
- Personal crisis is formed through an interpretive and definitional framework.
- Precipitating events are given a meaning through interpretation which in turn leads to a crisis state through a perceived threat to socio-emotional stability.
- It is through the precipitating events and the definition of the situation that the crisis is produced.
- Once the therapist understands the social psychological basis of crisis formation, effective intervention strategy can be developed.
- Intervention process includes:
  - Crisis assessment
  - Information gathering
  - Control
  - Direction
  - Progress assessment
  - Referral

Through these steps clinical sociologists work with the client towards the goal of socio-emotional stability.

## **SOCIOLOGICAL STRATEGY FOR DEVELOPING SERVICES FOR THE ABUSED**

Abuse is defined as any action that intentionally harms or injures another person. It is a form of behavior or an act that is intentional of imposing an authority over, intimidate, force or hurt another person. It can be lack of proper activities or happening within any relationship where there is an anticipation of trust which causes harm or distress to a vulnerable person.

### **Risk Factors for Abuse**

- Lack of mental capacity to make decisions about their own safety

- Being physically dependent on others for personal care and activities of daily living
- Low self-esteem
- Social isolation
- Lack of access to health and social services
- Social situations that increase the risk of abuse (being cared for in a care setting, stigma and discrimination, lack of access to information and support, social exclusion, etc.)

## Types of Abuse

Abuse can be physical, psychological, sexual, financial, neglect, etc. (**Figure 7.1**).

- **Physical abuse** may involve bodily injury. For example, slapping, pinching, kicking, choking, inappropriate use of physical restraints. The signs of physical abuse include bruises, lacerations, wounds, rope marks, fractures, etc.
- **Psychological abuse** refers to the deliberate causing of emotional pain. For example, bullying, threats of harm, abandonment, humiliation, blaming, harassment, isolating, use of silence, yelling, verbal abuse, etc. Signs of psychological abuse include being emotionally upset, agitated, extremely withdrawn, unusual behavior, nervousness, etc.
- **Sexual abuse** refers to unwanted sexual contact. For example, unwanted touching, rape, sexual explicit photographing. Signs of sexual abuse include bruises around sexual organs, genital infections, vaginal or anal bleeding, torn, stained or bloody underclothes, etc.
- **Financial abuse** occurs when the resources or income of a vulnerable adult are illegally or improperly used by another person. For example, theft, fraud, exploitation, misuse of property, withdrawing money illegally, forging cheques, stealing valuables, etc.
- **Neglect** includes ignoring medical or physical care needs. It occurs when a person's action deprives a vulnerable adult of his basic needs. For example, not providing basic items such as food, water, clothing, safe living environment, medicines or health care. The signs of neglect include dehydration, malnutrition, untreated bed sores, poor personal hygiene, unsafe living condition, etc.

**Figure 7.1. Types of abuse**



## People Vulnerable for Abuse

The following population are vulnerable for abuse (**Figure 7.2**):

- **Women:** Women are more vulnerable to abuse due to their lower level of education, inferior status in the society, gender discrimination, etc. Social protective interventions include education for girls, equal opportunities, empowerment strategies, etc.
- **Elderly people:** Older people are more vulnerable to abuse due to lack of access to regular income, declining physical and mental capacities and physical dependency on others for self-care. Becoming a widow increases the vulnerability for abuse especially if they have no assets, property or employment. Social protection is usually in the form of old age pension.
- **Children:** Children have limited levels of autonomy and dependency and hence are more prone for abuse. Social protection strategies include strengthening of family's capacity to care for children, legislative approaches, enhancing parenting skills, intervention to lessen harms and prevent future skills.
- **Persons with disability:** Being unable to carry out physical work they are more prone to poverty and face physical and communication barriers. These factors make them vulnerable to abuse. They are dependent on social assistance grants.

Figure 7.2. People vulnerable for abuse





## Abuse Preventive Social Strategies

The primary aim of safeguarding individuals from abuse is to keep them in a safe and protected place and prevent further abuse. Some of the common strategies to prevent abuse are:

- Strengthening economic support to family
- Empowering the individual
- Informing about their rights
- Avoiding potential risk situations
- Awareness raising
- Providing information and advice

Government programs to reduce abuse:

- Beti Bachao Beti Padhao
- Deendayal disabled rehabilitation scheme
- Integrated Child Development Services
- Integrated child protection schemes
- Integrated Rashtriya Madhyamik Shiksha Abhiyan
- Janani Suraksha Yojana
- Mahatma Gandhi National Rural Employment Guarantee Scheme
- National Health Mission
- National Mental Health Program
- Scholarship Schemes
- Pradhanmantri Kaushal Vikas Yojna

### Review Questions

#### Long Essays

1. Define clinical sociology and clinical sociologist. Describe functions of clinical sociology.
2. Explain one use of clinical sociology in crisis intervention.
3. List the people who are vulnerable for abuse. Explain various abuse prevention social strategies.

#### Short Essays

1. What are the functions of clinical sociology?
2. Describe sociological strategies for developing services for the abused.

**Short Answers**

1. Define clinical sociology.
2. List the people who are vulnerable for abuse.

**Multiple Choice Questions**

1. \_\_\_\_\_ is a technique used to help an individual to cope with intense feelings:
  - a. Counseling
  - b. Psychoeducation
  - c. Group education
  - d. Crisis intervention
2. Which of the following is an example of physical abuse?
  - a. Slapping
  - b. Bullying
  - c. Unwanted sexual contact
  - d. Fraud
3. Which of the following is an example of psychological abuse?
  - a. Slapping
  - b. Bullying
  - c. Unwanted sexual contact
  - d. Fraud
4. Which of the following is an example of sexual abuse?
  - a. Slapping
  - b. Bullying
  - c. Unwanted sexual contact
  - d. Fraud
5. Which of the following is an example of financial abuse?
  - a. Slapping
  - b. Bullying
  - c. Unwanted sexual contact
  - d. Fraud

**ANSWER KEY**

1. d	2. a	3. b	4. c	5. d					
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# 1. Glossary

Absolute poverty	Also known as extreme poverty or abject poverty, it is the total lack of resources and means required to meet the most basic standards of living like food, clean water, clothing, shelter and education. Those suffering from absolute poverty tend to struggle and experience many child deaths from preventable diseases.
Accommodation	It is the process of adjusting oneself to the new environment by making necessary internal adjustments to social situations and overcoming difficulties faced by them.
AIDS	It is a sexually transmitted disease caused by the human immunodeficiency virus.
Assimilation	It is a form of social adjustment. It is a process by which individuals belonging to different cultures are united into one. It is concerned with mutual cultural diffusion, absorption and incorporation of culture by another. Through this process persons and groups come to share a common culture and fusion of two or more cultures into a single common culture. For example, husbands and wives with different cultural backgrounds often blend and share a common culture.
Association	It is an organization deliberately formed for the collective pursuit of some interest or set of interests which its members share.
Case poverty	It occurs when a person or family is unable to secure resources required to meet their basic needs although they are not scarce and people around them are living well. It is usually the result of sudden loss of employment, inability to work due to injury or illness.
Cast	It is a form of social stratification which divides the society into various social groups in a hierarchical order on the basis of ritual purity and pollution. It is an endogamous group associated with traditional occupations observing maximum commensality.
Child abuse	Child abuse and neglect refer to any physical, emotional or sexual intentional maltreatment or neglect by an adult in a role of responsibility towards someone who is under 18 years of age. Child abuse is the most significant social and health problem that can have long-term impact on health and wellbeing of the child. It includes physical injury, threats of physical violence, verbal abuse, sexual abuse which may or may not require medical attention.
Child marriage	It is the practice of getting children married before they attain their puberty.
Civilization	It is a state of human society that is very developed and organized. It refers to advancement of human wisdom, includes technology and economy for making life more convenient.
Collective poverty	It is widespread and troubles the entire society. Generally found in war ravaged and heavily exploited places, it persists across generations.
Community	It includes a group of people living within a geographical area and sharing basic conditions of common life.
Competition	Is a modified form of social struggle for possession of money, goods, status, love or power, etc. It occurs whenever there is an insufficient supply of material or non-material goods.

Conflict	Is a deliberate intent to oppose. It is a non-associative social process observed when an individual or a group seeks to attain its own end. In this process groups or cultures lose or do not have communication or co-operation with one another. It is a personal activity opposed to co-operation.
Conjugal family	A family consisting of adults among whom a sexual relationship exists. It includes spouses and their dependent children. Off late the term conjugal family is being used for partners in long-term sexual relationship, not actually being married.
Consanguine family	A family with members among whom blood relation exists or those who are consanguineal kin (family consisting of parents, children and siblings).
Co-operation	It is a goal oriented social process wherein individuals or groups work collectively for the achievement of common goals or objectives. For example, Indians irrespective of their caste, creed and religious differences fought unitedly against the British to gain independence.
Crime	Crime is an anti-social and illegal behavior with penalties attached to it. It is an action against the law or a rule written and created by the government. It violates prevailing norms or cultural standards set by social codes of the society.
Criminology	It studies the criminal behavior of individuals or groups and different aspects of criminal behavior such as its origin, nature, extent, causes, consequences, control and prevention.
Cultural diffusion	It is the spread of one's cultural practices, beliefs or items among members of the same culture or different cultures around the world. It takes place when members of different societies come in contact with one another. For example, during migration, trade, war and missionary activities. Diffusion also takes place indirectly through mass communication media such as newspapers, television and films. Diffusion or spread of cultural traits was the primary force for human development.
Cultural diversity	It is the existence of a variety of cultural or ethnic groups within a society. It is synonymous with multiculturalism and also refers to acknowledging that all cultural expressions are valid, having different cultures respect each other's differences, empowering diverse groups to contribute, and celebrating the differences, not just tolerating them. Cultural diversity exposes individuals to new tastes and experiences.
Cultural lag	It is a situation in which technological advancements occur faster than the changes in rules and norms of the culture.
Cultural transmission	It is a process by which accumulated knowledge of one generation is passed on to the next generation within societies that possess language, traits, complexes and patterns. These are transmitted in a written form or by word of mouth.
Cultural uniformity	Similarity among all cultures is known as uniformity of cultures or cultural uniformity. Due to this uniformity, co-operation in political, economic, religious, educational, technological and industrial fields develops among different societies. Uniformity in culture is mostly due to the similarity of needs and availability of resources. A few examples of culture uniformity are family life, marriage, inheritance, language, housing and clothing.
Culture	Culture is the pattern of learned and shared behaviors, beliefs, norms, practices of a particular social or ethnic group.

Custom	It is a pattern of action shared by most or all members of a society. It is a form of social behavior that persists for a long period of time, is well established in a society and becomes a tradition and receives some degree of formal recognition. Custom changes at a slower rate while fashion changes at a faster rate.
Dowry	It refers to the transfer of wealth in the form of parental property, gifts or money by the bride's family to the groom or his family apparently for the bride.
Endogamous	Also called in-marriage, it is the custom of restricting the marriage within one's own group, range or relationship.
Exogamous	A rule of marriage where one must marry outside his own group.
Extended family	Also termed as multigenerational family it consists of a husband, wife and relatives in close proximity such as aunts, uncles, grandparents and cousins. Such a family structure is formed due to certain financial difficulties or a few elder relatives being unable to care for themselves. These relatives live together and share their household chores.
Family	It is a close-knit group of people related to one another by a blood bond or a legal bond. Individuals having a common ancestor are part of a family and related through blood bonds. It includes close and distant relatives such as siblings, parents, grandparents, aunts, uncles, nieces, nephews and cousins.
Fashion	It is a form of behavior that is socially approved at a given time, but subjected to change periodically.
Folkways	These are appropriate ways of behaving and doing things that stem from casual interactions and emerge out of repetition and routines. They are most often unconscious in operation, detailed and minor instructions, traditions or rules for day-to-day life that help us function effectively and smoothly as members of a group. They have no moral significance and rarely result in serious consequences for violating them. Examples may include table etiquette, waiting in a line, dressing rules, etc. Folkways may in turn be divided into fashion and customs.
Fraternal polyandry	It refers to the marriage between a woman and multiple men who are brothers. This form of marriage is practiced in the Khas tribes of Uttaranchal.
Fundamental rights	These are basic human rights enshrined in the Constitution of India, recognized by the Supreme Court and guaranteed to all citizens. They are applied without discrimination on the basis of race, religion, gender, etc. These rights are so important that the Constitution has listed them separately. A special provision has been made for their protection so as to ensure that they are not violated by the government.
General sociology	It studies general social laws and the process and interaction of human beings with a goal to improve day-to-day activities of the society.
Generational poverty	It occurs in families where at least two generations have been born into poverty. Families living in this type of poverty are not equipped to move out of it.
Historical sociology	It focuses on how societies developed through history. It studies how and when different social groups or organizations originated, their social structure and how they were shaped by complex social processes.
Illiteracy	It is defined as the lack of sufficient education whereby one is unable to read and write. It can also mean ignorance or lack of knowledge of a specific subject.

Industrial sociology	It studies the different industrial organizations and their inter-relationships with institutions of the society.
Industrialization	It a process by which an economy is transformed from an agricultural one to the industry and machine-based manufacturing of goods. Individual manual labor is replaced by mechanized mass production.
Institutions	It refers to established codes of conduct, rules and regulations which provide guidelines for carrying out human activities.
Inter-caste marriage	A family characterized by the union of a man and woman belonging to two different castes.
Joint family	A family system characterized by the presence of three generations living together under the same roof, sharing a common kitchen and purse. Only unmarried or widowed daughters are part of such families while the married daughters become a part of their husband's families.
Juvenile delinquent	A juvenile delinquent is a minor who has participated in illegal activities.
Juvenile	Juvenile can be defined as a child who has not attained the age of an adult and can be held liable for his criminal activities.
Laws	Laws are formal, standardized norms that have been enacted by the legislature and enforced by formal sanctions. These are written codes that discourage behavior that would typically result in injury or harm to another person including violations of property rights. These may either be civil or criminal. Civil laws deal with disputes among persons or groups of people while criminal law deals with public safety and wellbeing.
Marriage	It is a socially approved way of establishing a family of procreation.
Material culture	Material culture refers to man-made objects created by a society that are related to physical aspects of our life. It is concerned with the external, mechanical and utilization of objects such as tools, clothes, food items, furniture, buildings, roads, banks, parliament, currency system, etc. This material culture helps to define its members' behavior and perceptions.
Matriarchal family	A family where woman is head of the family with complete authority vested in her. After marriage, husband resides in the wife's house and descent is traced through the mother's side. Children are brought up in the mother's house. Succession of property is through the female line, i.e., only daughters inherit the property.
Medical sociology	It deals with application of sociological perspectives and methods in the study of health issues in societies with a focus on the socio-cultural milieu that is related to health and illness.
Modernization	Modernization is the transformation of a traditional, rural, agricultural society to a secular, urban, industrial society. It brings desired changes in material as well as non-material culture including the way of life. It makes positive changes in the social, economic, industrial, technological, cultural, moral, religious and educational system. It also impacts on values, motivations, achievements and aspirations of the individual. Basically, it is a value change, significant institutional modification and improvement.
Monogamous	It is a form of marriage where there is a relationship with only one partner at a time rather than multiple partners.

Monogamy	It is a form of marriage wherein the man remains in marriage with a single woman at a time. He or she remarries another person in the event of a divorce or death of the partner. It is the most common form of marriage prevalent in the world today.
Mores	It refers to standards of behavior that are widely observed and have a great moral significance in the society. These are social norms based on cultural values considered to be crucial for existence, safety, wellbeing and continuity of the society or the group. These are stricter than folkways and often dictated by a society's values, ethics, and sometimes religious influences rather than its written laws.
Non-fraternal polyandry	It refers to the marriage between a woman and multiple men who are not brothers. This form of marriage is prevalent among the Nair caste in Kerala.
Non-material culture	These are intangible outcomes of culture. It comprises of non-physical aspects which we cannot touch, feel, taste or hold. These include words people use, language they speak, beliefs they hold, habits they have, rituals and practices they follow. It also includes our way of thinking, feeling and acting. It is easier to change the material culture of any society than the non-material part. Every culture is a product of interaction between its material and non-material aspects.
Non-sororal polygyny	It refers to the marriage between a man and women who are not related as sisters. Such form of marriage is practiced for social, economic and political reasons.
Norms	It refers to rules that deal with kind of behavior that is acceptable and appropriate within a culture. These are an essential element of culture derived from values and more specific than them. They are implicit principles for social life, relationships and interactions which tell us what to do, how to do, when to do and why to do something.
Nuclear family	More common in the modern-day societies, it includes parents and their children living in the same residence. Members of the family are limited to only two generations. Children in such a family structure enjoy greater opportunities due to financial ease of the two parents. It is more or less autonomous in nature, not controlled by the elders of the family. It is an outcome of disintegration of the joint family system.
Patriarchal family	A family where male is the head of the family with complete authority vested in him. After marriage, wife resides in her husband's house, descent and property is traced through the male line. Children are brought up in the father's house. Such societies are commonly found across the world and thus very common.
Personal disorganization	When individual behavior deviates from the social norms it is called personal disorganization. A disorganized person is one who fails to meet the requirements of the society in which he lives.
Political sociology	It studies the interrelationship between society and politics. It includes the study of different political ideologies, their origin, development and functions. Various activities and behavior of political parties are studied in this branch.
Polyandrous	It is a form of marriage where a woman has more than one husband.
Polyandry	It refers to the marriage between a woman and multiple men.
Polygamy	It is defined as a marriage between one person and two or more spouses simultaneously. This form of marriage is permitted in some religions and tribes.



Polygynous	It is a form of marriage where a man has more than one wife.
Poverty	It refers to lack of adequate resources necessary for basic survival or meet a certain minimum level of living standard such as food, safe water, shelter and clothing.
Primary social group	It is an important component of social structure in any society. In this, the group members have face to face contact and exhibit intimate relationship. For example, family and friends' group.
Prostitution	It is defined as an act of granting direct sexual access for payment on a relatively indiscriminate basis.
Race	Race is a group of people who are born of common ancestors and have similar physical attributes and share a 'we-feeling'.
Relative poverty	It is defined differently from place to place depending upon the social and economic context one lives in. It refers to poverty of people in comparison to other people living in the surroundings and thus a measure of income inequality.
Rural poverty	It occurs in rural areas with population below 50,000 and characterized by limited job opportunities, less access to services and quality education. People in such areas tend to mostly survive on farming and unskilled work.
Rural sociology	It studies the rural life in a scientific way. It focuses on the pattern of life in rural people such as their behavior, beliefs, culture, tradition, norms, values, etc. It also studies social institutions, social structure, social processes, etc., of a rural society.
Sanskritization	It is the process of upward mobility. In this process an individual belonging to a lower caste tries to augment his position in the caste hierarchy by practicing the customs, rituals, ideologies and way of life of the higher caste system. Lower castes try to imitate the life-styles of upper castes to raise their social status. Sanskritization helped in the upliftment of weaker sections and their gaining secular power.
Secondary social group	It is a formal and institutional relationship. In this, the group members have an indirect interaction and exhibit less intimate relationship. People choose such groups according to their interest. For example neighbors, colleagues, political party, trade unions, etc.
Secularization	It is a process of cultural transition in which religious values are gradually replaced with non-religious values whereby religious thinking, practice and institutions lose social significance. Individuals within secular society may still practice a religion at an individual level. Decisions about religious matters are personal and family based. Religion does not have a large impact on society as a whole.
Situational poverty	It is widespread but limited in its duration. It is usually linked to specific events like death, divorce, severe health problems or those that disrupt a society such as a war or natural disaster.
Social change	It refers to alterations or modifications or changes in structure and functioning of social systems such as changes in social structures, institutions, roles performed by individuals, social relationships among people, pattern of social interactions, values, norms and functioning over a period of time. Basically, it refers to transformation of culture and social institutions over time.
Social class	A social class consists of people who possess same socio-economic status, wealth, education or occupation. Each class has a set of values, attitudes, beliefs and behavioral norms which differ from those of the other classes.

Social control	It is a system or organization by which social relations or behaviors are controlled. It is essential for the continued existence of the society. It controls the behavior, attitudes and actions of individuals to balance their social situation. Through social control members of the society are made to conform to the social norms.
Social disorganization	It refers to a series of maladjustments in the society as a result of which the society fails to satisfy the needs of individuals.
Social group	A social group consists of two or more people who regularly interact on the basis of mutual expectations and share a common identity.
Social isolation	It is the absence of social contact and cut off from normal social networks, characterized by an absence of social interactions, social support and engagement with wider community activities or structures.
Social mobility	It refers to the movement of individuals or groups in social positions over time. There is a shift in an individual's social status from one status to another. It may include changes in health status, literacy rate, educational status, etc. Social mobility happens over time and provides people with better standards of living and greater social interaction.
Social morphology	It studies the geographical aspects of a society such as how the density of population can affect a society.
Social organization	It is a state in which various institutions in society are functioning in accordance with their recognized or implied purposes.
Social physiology	It studies the influence of dynamic processes in a society such as how religion, morals, law, economics and political aspects can affect a society.
Social problems	These are behaviors problems or conditions considered to be undesirable or objectionable by a major part of the population in the society.
Social processes	It refers to forms of social interaction that occur over and over again. Through social processes individuals and groups interact and establish social relationships.
Social stratification	It means society's categorization of its people into various strata or layers based on their income, race, education and power. Through this ranking process some people come to rank higher than others.
Social system	It is a network of relationships and is an orderly and systematic arrangement of social interactions.
Social welfare programs	These are government programs that help individuals and families in providing financial aid and welfare services.
Social welfare system	It is a set of programs designed to assist individuals and families who are in need. This system functions with the efforts of the government.
Socialization	It is the learning of social values and roles by its members. It is the process through which individuals imbibe norms, customs, values and roles of the society he lives in and acquires necessary skills to perform societal roles.
Society	It refers to a group of people living in a particular region having shared customs, laws and organizations.
Sociology of demography	It studies the size, composition, density, distribution and measurement of population. It determines factors of population change and its trend.

Sociology of economy	It studies the economic activities of a society such as production, distribution, consumption and exchange of goods and services.
Sociology of law	This branch of sociology is related to moral order of the society. It studies rules, regulations, law and order in the society.
Sociology of religion	It studies the structure of religion in the social system and the influence of religion and religious constitutions in the social system.
Sociology	Sociology is the study of human interactions and inter-relations, their conditions and consequences.
Sororal polygyny	It refers to the marriage between a man and women who invariably are sisters. The practice of several sisters simultaneously being the spouses of the same man is called 'sororate'. It is derived from the Latin word 'soror' meaning sister.
Status	Is the position occupied by an individual in the society and a position that individual holds in a given system. Well-defined rights and responsibilities are assigned to these positions. During the lifetime every person occupies different statuses based on their age, gender, occupation, qualification and class.
Substance abuse	It is a recognized medical disorder which refers to the abuse of legal or illegal substances such as alcohol, nicotine or prescription medications, opioids, cocaine, cannabis, etc.
Taboos	Taboos are very strong negative norms. These are so strong that their violation is considered to be extremely offensive resulting in extreme disgust and even expulsion from a group or society. Culture absolutely forbids them. For example, eating pork, gambling, incest, cannibalism and consumption of alcohol are a taboo in some cultures.
Transcultural society	It refers to a group of people living as a community where different culture, religion and language work together with much understanding and the principle of give and take.
Transculturalism	It refers to the lifestyle of people from different cultural or national communities. It indicates movement across time, space and other cultural boundaries. In transculturalism human culture encompasses and extends across two or more cultures.
Tribe	A tribe is a group of people usually living in a hilly forest or well-demarcated areas. They are absolutely illiterate, usually dark and weak, engage in hunting, occupy a common general territory, whose marriages always take place among themselves, speak a common language and practice a common culture as a tribe.
Urban poverty	It occurs in metropolitan areas with population of at least 50,000. It is characterized by limited access to health and education, inadequate housing and services, unhealthy environment due to congestion and little or no social protection mechanism.
Urban sociology	It studies the way of life in urban people. It focuses on social organizations or institutions, social structure, and social interactions of urban society. It also studies the social pathology of urban society such as crime, corruption, robbery, beggary, unemployment, prostitution, environment, pollution, etc.
Values	Values are guidelines and general road maps for our lives, decisions, goals, choices and actions. They serve as a guide for human behavior and provide a framework to

judge what is right or wrong, correct or incorrect, desirable or undesirable, ethical or unethical, acceptable or unacceptable. Values motivate people to act one way or another. Values do not have a biological origin but are developed socially while living in a society.

Voluntary association

It is a group of individuals who voluntarily enter into an agreement to form a body to work together for a purpose.

Vulnerable groups

These are physically, mentally or socially disadvantaged persons who are unable to meet their basic needs and may require specific assistance.

Westernization

Westernization refers to the blind imitation of the social ways and values prevailing in western countries. It means adoption of western values. Westernization in India can be observed in all fields of society viz., social, economic, political, cultural, religious and educational. Westernization impacted widening of modern education, education for all, abolition of sati system and slavery practices positively.

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# 1. Further Reading

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