

GAUHATI UNIVERSITY
Centre for Distance and Online Education

EDU-2016

M.A. Second Semester
(Under CBCS)

EDUCATION

Paper: EDU 2016
SOCIAL PSYCHOLOGY AND GROUP
DYNAMICS



CONTENTS:

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SLM Development Team:

HoD, Department of Education, G.U.

Programme Coordinator, MA in Education, GUCDOE

Dr. Manoja Kr. Nayak, Assistant Professor, GUCDOE

Course Coordination:

Dr. Debahari Talukdar Director, GUCDOE

Prof. Polee Saikia Programme Coordinator, GUCDOE,
Professor, Dept. of Education, G.U.

Dr. Manoja Kr. Nayak Assistant Professor, GUCDOE

Contributors:

Ms. Pali Phukan (Block I)
Guest Faculty, Dept. of Education, Gauhati University (Block II)

Dr. Darshana Changkakoti (Block III: Unit- 1)
Assistant Professor, Dept. of Education, Pandu College

Dr. Hridayananda Borah (Block III : Units- 2 & 3)
Assistant Professor, Dept. of Education, KKHSOU (Block IV)

Prof. Polee Saikia (Block V)
Professor, Dept. of Education
Gauhati University

Content Editing:

Prof. Polee Saikia Professor, Deptt. of Education
Gauhati University

Cover Page Design & Type Setting:

Bhaskar Jyoti Goswami GUCDOE

Nishanta Das GUCDOE

ISBN:

October, 2023

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Published on behalf of Gauhati University Centre for Distance and Online Education by the Director, and printed at Gauhati University Press, Guwahati-781014.

BLOCK I:
SOCIAL PSYCHOLOGY

Unit 1 : Concept, Nature and Scope of Social Psychology

Unit 2 : Importance of Social Psychology

Unit 3 : Methods and Techniques of Social Psychology

Unit 4 : Relationship between Individual and Society

Unit 1

CONCEPT, NATURE, AND SCOPE OF SOCIAL PSYCHOLOGY

Unit Structure:

- 1.1 Introduction
- 1.2 Objectives
- 1.3 Concept of social psychology
 - 1.3.1 Definition of social psychology
- 1.4 Nature of social psychology
- 1.5 Scope of social psychology
- 1.6 Summing up
- 1.7 Question and exercise
- 1.8 Reference and suggested readings

1.1 Introduction

Social psychology is one of the most important branches of human knowledge. It emerged at the interface of psychology and sociology in the early 20th century. While Psychology analyses the nature of humans, sociology analyses the nature of society. Social psychology on the other hand, analyses the nature and the relation of man to society. The sphere of social psychology is social and its focus is individual. Social psychology is the study of individual in social situation. This social situation can be person to person interaction, person to group interaction and a group related to another group. Social psychology is the study of how people think about, influence, and relate to others.

In this unit, the concept of social psychology is discussed in detail, along with its nature, and scope.

1.2 Objectives

After the discussion of this unit, the learner will be able to-

- Understand about the concept of social psychology
- Understand about the nature and scope of social psychology

1.3 Concept of social psychology

The word social psychology is concerning the psychology of human society. Social psychology investigates the relationship between society and individual. It is vitally concerned with the ways in which behaviour is affected by prior learning situations involving other human beings, in a word, with social reactions. Social psychology seeks to understand the development, notification, and change in the behaviour of individuals, primarily as this development and change is influenced by social interaction. Thus, social psychology studies the psychological processes of the individuals as they are primarily influenced or affected by social and cultural experiences. The major psychological processes with which Social Psychology is concerned are learning, perception, cognition, and motivation.

Social psychology describes the consciousness of an individual which is the creation of social impressions. Society influences the behaviour of a man from the day he is born to the day he dies. Directly or indirectly a man lives in some sort of social environment. All port has written, “Social psychology is the science which studies the behaviour of an individual in so far as his behaviour stimulates other individuals or is itself a reaction to their behaviour and which describes the consciousness of the individual in so far as it is a consciousness of social objects and reactions.” Social psychology studies only that behaviour of an individual which influences other individuals or is itself influenced by others. It studies the social interactions so far; they influence an individual.

1.3.1 Definition of social psychology

Social psychology is an important branch of psychology which studies human interaction, its manifestations, causes, consequences, and the various psychological processes involved in it.

- Gordon Allport (1985) In a slightly different expression social psychology is defined as a discipline that uses scientific methods to understand and explain how the thought, feeling and behaviour of individuals are influenced by the actual, imagined, or implied presence of others”
- Myers and Spencer (2006) define socialpsychology as the “scientific study of how people think about, influence, and relate to one another”.
- Barron and Byrne (2007) defined social psychology as “the scientific field that seeks to understand the nature and cause of individual behaviour and thought in social situations”.
- (Kassin, Fein, & Markus, 2017) defined social psychology as the scientific study of “how we feel about, think about and behave toward the people around us and how our feelings, thoughts, and behaviours are influenced by those people in the social context”

CHECK YOUR PROGRESS

Q.1. What do you mean by social psychology.

Q.2. Define social psychology.

1.4 Nature of Social Psychology

The nature of social psychology is discussed below:

- Social psychology is scientific in nature. It applies the scientific method of systematic observation, description, and measurement to the study of the human behaviour in social context.
- Social psychology studies the issues related to the individuals' thought, feeling and behaviour.
- Social psychology studies cognition that relates to social activities and that helps us in understanding and predicting individuals' social behaviours.
- Social psychology provides a scientific account of social behaviour based on direct observation rather than on common beliefs.
- Social psychology also attempts to explain why people behave in a particular way in a particular social situation. Such interconnected explanations of social behaviours lead to formation of theories which help in predicting social behaviours and managing them in a desirable direction.

STOP TO CONSIDER:

Social psychology emerged at the interface of psychology and sociology in the early 20th century. It is scientific study of how individuals' thoughts, feelings and behaviours are influenced by the real or imagined presence of others. It focuses on understanding how social interactions, group dynamics, and social contexts shape human behaviour.

1.5 Scope of Social Psychology

Social psychology concentrates on the individual behaviour in the social context, so the subject matter of social psychology is the interactions of the individual with other individuals and society as well. It is the social world, based upon the relations of human to their fellow beings which furnishes the subject matter of social psychology. The scope of social psychology can be broadly outlined in the following ways:

- People generally express feelings of approval and disapproval, favourability and unfavorability, or likes and dislikes towards different persons, objects or issues that further influence their thought and actions. This phenomenon is termed as attitudes and social psychologists have been emphasizing upon various aspects of attitude, such as formation of attitude, attitude structure, attitude change, function of attitudes and relationship between attitudes and behaviour.
- One of the emerging areas of social psychology is social cognition, which studies the ways people perceive and remember information related to social stimuli. Various phenomena studied under social cognition are person perception, attribution process, schema, stereotypes, etc.
- Social influence is a traditional, core area of study in social psychology which refers to the way people affect the thoughts, feelings, and behaviours of others.
- Social psychologists are also interested in the question of why people sometimes act in a pro-social way (helping, liking, or loving others), but at other times act in an antisocial way (hostility, aggression, or prejudice against others).

Social psychologists have vastly studied various phenomena related to social groups and group dynamics. Groups may be understood in terms of group composition, group structures, group process and the effect this has on individual change and group development, as well as on task performance. Thus, a social psychologist studies almost everything that we do every day in the social context.

1.6 Summing Up

- Social psychology is the study of individual in social situation.
- Social psychology investigates the relationship between society and individual. It is vitally concerned with the ways in which behaviour is affected by prior learning situations involving other human beings, in a word, with social reactions.
- Social psychology describes the consciousness of an individual which is the creation of social impressions.

- Social psychology is scientific in nature. It applies the scientific method of systematic observation, description, and measurement to the study of the human behaviour in social context.
- Social psychology studies the issues related to the individuals' thought, feeling and behaviour.

1.7 Question and Exercises

- **Short answer questions:**

1. What do you mean by social psychology?
2. Write the nature of social psychology.

- **Long answer questions:**

1. Discuss the concept, nature, and scope of social psychology.

1.8 References/ Suggested Readings

- Mathur, S. (2004). *Social Psychology*. Agra: Shri Vinod Pustak Mandir.
- Sharma, R. (2010). *Essentials of Social Psychology*. Delhi: Surjeet Publications.
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Unit 2

IMPORTANCE OF SOCIAL PSYCHOLOGY

Unit Structure:

2.1 Introduction

2.2 Objectives

2.3 Importance of social psychology

2.4 Relationship of social psychology with other social sciences

 2.4.1 General psychology

 2.4.2 Sociology

 2.4.3 Economics

 2.4.4 Abnormal psychology

 2.4.5 Cultural Anthropology

2.5 Scope of social psychology

2.6 Summing up

2.7 Question and exercise

2.8 Reference/suggested readings

2.1 Introduction

Social psychology is the study of how people think about, influence, and relate to others. It emerged at the interface of psychology and sociology in the early 20th century. While Psychology analyses the nature of humans, sociology analyses the nature of society. Social psychology on the other hand, analyses the nature and the relation of man to society. The sphere of social psychology is social and its focus is individual. It is the study of individual in social situation. This social situation can be person to person interaction, person to group interaction and a group related to another group. The

formation of pre-conditions of social psychology is the same as the development of any other scientific discipline.

2.2 Objectives

After the discussion of this unit, the learner will be able to-

- *understand* about the importance of social psychology,
- *understand* about the relationship of social psychology with other social sciences.

2.3 Importance of Social Psychology

Social psychology is an important study. The importance of social psychology is discussed below:

- Social psychology touches one of the most fundamental aspects of human living. Social psychology tells individual the ways which may help the individual to lead a useful and healthy life in the society.
- The social psychology points out the ways for the integration in society. For the stability in the society and for avoiding conflicts among the various members of the society, the study of social psychology is important.
- There are certain individuals in the society who indulge in anti-social behaviour. To remove the anti-social elements of the society, the study of social psychology is important.
- The social psychology also makes a study of the individual's innate endowments. It also studies the effect of culture on the personalities of the individuals.
- Social psychology is also important because it studies the mental processes as they manifest themselves in social situations.

- The social psychology can also help in the removal of international tensions. The international tensions are often the result of religious, social, political, or economic differences among the people of various nationalities.
- The knowledge of social psychology is also helpful in the industrial situations. The social psychology can tell how better relations can be promoted between the labourers and millowners.

CHECK YOUR PROGRESS

Q.1. Write the importance of social psychology.

2.4 Relationship of social psychology with other social sciences

Social psychology is a subfield of psychology that focuses on how individuals' thoughts, feelings, and behaviors are influenced by social interactions and the social environment. While it is a distinct discipline, it shares connections and overlaps with several other fields, including general psychology, sociology, economics, abnormal psychology, and cultural anthropology. The relationship of social psychology with each of these fields are discussed below:

2.4.1 Social psychology and general psychology

Social psychology is a subfield of general psychology. General psychology encompasses the study of various aspects of human behavior, cognition, and mental processes. Social psychology specifically examines how individuals' thoughts, emotions, and behaviors are influenced by social factors, such as social norms, group dynamics, and interpersonal relationships. It draws on general psychological theories and research methods to investigate social phenomena.

Both social psychology and general psychology are positive sciences. Both psychologies use the psychological methods, experiments, tests, etc. The methods, used by both are scientific, implying that both proceed through the orderly method of

observing, collecting data classifying it and then generalising to arrive at general principles that can be verified and which may form the basis of future prediction through the establishment of invariable casual relations.

2.4.2 Social psychology and sociology

Social psychology has intimate relationship with sociology. Sociology makes a scientific study of social organization and group behaviour as distinct from the behaviour of the individuals. It studies how the groups are organized and what are their structures. Thus, it is concerned with the study of the group in its various aspects. The social psychology also makes study of the groups with respect to the behaviour of the individuals in them. Thus, both the sciences study the group but from different angles. However, it can be said that social psychology cannot be studied properly unless or until it tries to understand the organization and structure of the groups etc. that is, unless it seeks the aid of sociology. On the other hand, the formation of groups, their developments, the discipline it imposes on its members and demands for compliance it makes can never be understood unless the behaviour of the individuals in group situations is studied that is the help of social psychology is sought. A social psychologist will not be able to understand the human nature and behaviour unless he studies the structure, organization, and culture of societies.

Sociology and social psychology both study human behavior and social interactions. However, sociology takes a broader perspective by examining social structures, institutions, and large-scale social processes. It focuses on societal-level phenomena such as social stratification, social movements, and social change. In contrast, social psychology tends to focus on the individual-level processes underlying social behavior and interactions. There is often overlap between sociology and social psychology, particularly when studying topics like group behavior, social influence, and social identity.

2.4.3 Social psychology and economics

Economics is the study of how individuals, groups, and societies allocate resources and make decisions in the face of scarcity. While economics primarily focuses

on economic behavior and decision-making, social psychology contributes to understanding the social and psychological factors that influence economic choices. Social psychology research has explored topics such as decision-making biases, judgment heuristics, and the role of social norms and incentives in economic behavior. The interdisciplinary field of behavioural economics combines insights from psychology and economics to study how psychological factors impact economic decision-making.

Economics deals with earning and spending of money. This science makes a study of productivity, trade, distribution of money etc. All these subject-matters of economics are dependent on the co-operation of the people. The productivity, the trade, the home economics, the expenditure, currency is all dependent on the individual's behaviour. Laws of economics are framed with reference to the individual's living in the society. The social psychology deals with the individual's living in the society. Thus, each of these sciences influence each other.

STOP TO CONSIDER:

Social psychology is a subfield of psychology that focuses on how individuals' thoughts, feelings, and behaviors are influenced by social interactions and the social environment. While it is a distinct discipline, it shares connections and overlaps with several other fields, including general psychology, sociology, economics, abnormal psychology, and cultural anthropology.

2.4.4 Social psychology with abnormal psychology

Abnormal psychology is concerned with the study of atypical or disordered patterns of behavior, emotion, and thought. Social psychology contributes to abnormal psychology by examining how social factors and social interactions influence the development, maintenance, and treatment of psychological disorders. For example, social psychologists may study the role of social stigma in mental health, the impact of

social support on psychological well-being, or the social determinants of abnormal behavior.

The social psychology depends to a very great extent on abnormal psychology for understanding the abnormal or anti-social behaviour of individuals. The abnormal behaviour of the individual, many a times, is a consequence of brain injury, alcoholism, and other diseases. The study of social psychology is also helpful in the study of abnormal psychology. Many of the abnormalities of the behaviour may have social origin. They may be dependent on the culture which is prevalent in the society of which the individual is a member.

2.4.5 Cultural Anthropology

The social psychology is also related with anthropology. According to Wissler, the psychology studies the behaviour of the individual while cultural anthropology studies group behaviour. According to this view, it may be said that cultural anthropology is not concerned with the individuals. But sometimes, it so happens that cultural anthropology has also to make a study of individuals and then this study becomes a part of general psychology.

Cultural anthropology is the study of human cultures, including beliefs, practices, social structures, and cultural variation across different societies. Social psychology and cultural anthropology share an interest in understanding human behavior within a sociocultural context. Cultural anthropologists often examine cultural norms, values, and practices, while social psychologists' study how these cultural factors influence individuals' thoughts, feelings, and behaviors. There is potential for collaboration between social psychologists and cultural anthropologists in areas such as cross-cultural psychology, cultural influences on social cognition, and intergroup relations.

2.5 Summing Up

- Social psychology is the study of how people think about, influence, and relate to others. It emerged at the interface of psychology and sociology in the early 20th century.

- Social psychology is important because it studies the mental processes as they manifest themselves in social situations.
- The social psychology can also help in the removal of international tensions. The international tensions are often the result of religious, social, political, or economic differences among the people of various nationalities.
- Both social psychology and general psychology are positive sciences. Both psychologies use the psychological methods, experiments, tests, etc.
- Sociology and social psychology both study human behavior and social interactions.
- Economics primarily focuses on economic behavior and decision-making; social psychology contributes to understanding the social and psychological factors that influence economic choices.
- Abnormal psychology is concerned with the study of atypical or disordered patterns of behavior, emotion, and thought. Social psychology contributes to abnormal psychology by examining how social factors and social interactions influence the development, maintenance, and treatment of psychological disorders.
- Social psychology and cultural anthropology share an interest in understanding human behavior within a sociocultural context.

2.6 Question and Exercises

- **Short answer questions:**

1. Explain the importance of social psychology.
2. Explain the scope of social psychology.

- **Long answer questions:**

1. Discuss the relationship of social psychology with general psychology.
2. Discuss the relationship of social psychology with sociology.
3. Discuss the relationship of social psychology with economics.
4. Discuss the relationship of social psychology with abnormal psychology.
5. Discuss the relationship of social psychology with cultural anthropology.

2.7 References/Suggested Readings

- Mathur, S. (2004). *Social Psychology*. Agra: Shri Vinod Pustak Mandir.
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Unit 3

METHODS AND TECHNIQUES OF SOCIAL PSYCHOLOGY, RELATIONSHIP BETWEEN INDIVIDUAL AND SOCIETY

Unit Structure:

3.1 Introduction

3.2 Objectives

3.3 Methods and techniques of social psychology with reference to

3.3.1 Observation

3.3.2 Introspection

3.3.3 Experimental

3.3.4 Case History

3.3.5 Survey

3.3.6 Correlation

3.3.7 Sociometry

3.3.8 Questionnaire

3.4 Relationship between individual and society

3.5 Summing up

3.6 Questions and exercise

3.7 Reference/suggested readings

3.1 Introduction

Social psychology encompasses a wide range of methods and techniques used to study the ways in which individuals' thoughts, feelings, and behaviors are influenced by the social environment. Social psychology aims to understand human behavior and the underlying processes in a systematic and scientific manner. Methods and techniques provide a structured framework for conducting research, ensuring that studies are conducted with rigor and precision. They allow researchers to collect reliable and valid data, which is essential for drawing accurate conclusions and making sound scientific

contributions. In this unit some commonly employed methods and techniques in social psychology are discussed in detail in below.

3.2 Objectives

After the discussion of this unit, the learner will be able to-

- Know the different methods and techniques of social psychology.
- Understand about the relationship between individual and society.

3.3 Methods and techniques of social psychology

Methods and techniques help minimize bias and subjectivity in the study of social psychology. By employing standardized procedures, researchers can reduce personal biases and ensure that data collection and analysis are conducted in an objective and systematic manner.

3.3.1 Observation Method:

In social psychology, the observers are trained as social scientists who set out to answer questions about a particular social phenomenon by observation and coding it according to a prearranged set of criteria. This method varies according to the degree to which the observer actively participates in the scene. At one extreme the observer is a non-participant. She/he neither participates nor intervenes in anyway as for example: a researcher is interested in children's social behaviour may stand outside a playground to observe. Children at play in some situations, by their very nature, require observer participants, who observe, but tries not to alter the situation in any way, for example – to get to know the intricacies of certain social phenomena like rituals, cultural way. The observer can be a participant as a friend or relative. Certain behaviours are difficult to observe as they occur rarely or privately. It is confined to one group of people, setting, and activity.

In observational studies, researchers observe individuals in natural or controlled settings to gather data on their behavior. These studies can be conducted covertly or overtly, and they provide valuable insights into real-world behaviors and social interactions.

3.3.2 Introspection Method:

Introspection is the oldest method for the collection of the data of social psychology. During introspection, one concentrates his ideals towards his own inner mental processes. He then makes a report on his own present and past experiences. Introspection can be used profitably in many situations dealing with social behaviour. For example, if an individual shows a particular type of attitude towards the people of a particular group or class he may be asked to introspect and give a reply to the question: why does he show such an attitude? Similarly, we can understand the psychology of fashion if we ask those who invent fashion and those who follow them to introspect and to make a report as to what prompts them to do so.

Introspection is also of great help in verifying the results of observation. If one observes that the individuals show more activity when they are in a group than when they are alone, he can ask the subjects who are more active in a group to introspect and to answer the question that what factors motivate them to be more active.

In experimental situation, introspection has its own place. After the performance of the experiment the experimenter asked the subject to report what mental processes he has experienced during the experiment. The subject answers this question based on introspection. Thus, we cannot avoid introspection in the field of social psychology. The rating scales and public opinion polls are based on introspections.

Through introspection we can study those mental processes of individuals which are peculiarly private to them and cannot be studied by any other method. For example, the individuals' hopes, wishes, attitudes etc. can be studied only through introspections.

CHECK YOUR PROGRESS

Q.1. What is observation method?

Q.2. What is introspection method?

3.3.3 Experimental Method:

Experimentation has been the dominant research method in social psychology, mainly because it is without equal as a method for testing theories that predict causal relationships between variables. The goal of an experiment is to see what happens to a phenomenon, such as obedience, when the researcher deliberately modifies some features of the environment in which the phenomenon occurs (that is, if variable A is changed, will there be resulting changes in B).

There are two basic types of experiments in social psychology laboratory and natural laboratory and natural experiments have their rules. The laboratory experiment is of particular interest in social psychological discussions. Social psychologists use some variations. Two of the most common of these variations are the quasi-experiments and the true randomized experiments. These two methods differ with respect to realism of the setting in which data are collected, and the degree of control that the researcher has over that setting.

Steps in Experimental Method:

1. Selection of the Problem- First the problem for experimentation is selected.
2. Formation of Hypothesis- The hypothesis is set upon the basis of earlier studies or by obtaining the views of experts or some previous findings.
3. Choice of Subjects- The individuals are chosen on which the experiment is to be conducted. If the experiment is to be conducted on some group, then the group is chosen after employing some special techniques.
4. Determination of Variables and Experimental Design- At this step the selection of independent and dependent variables is made. These variables are selected in accordance with the hypothesis or hypotheses. It is also determined at this step as to which will be intervening variables and how will they be controlled? It is essential to decide at this stage as to what shall be the design of the experiment. By design we mean to develop or plan for the experiment in such a manner that the hypotheses framed by us can be tested or the problems raised in the experiment can be solved.

5. Description of Procedure and Instructions- At this step the procedure of the experiment is described. The description is presented by the experimenter who also narrates the method by which the data will be collected. Besides these instructions are given for observing certain essential precautions.
6. Presenting the Results- The results are presented in the form of acceptance or rejection of hypotheses. The extent and the nature of influence of independent variable on dependent variable are also mentioned.
7. Discussion of Results- At this last step the results are discussed. The reasons for getting the present results are also argued upon.

3.3.4 Case History Method:

This method is quite profitably used in social psychology. In this method the significant influences which operate on an individual, are studied. In case history all the data pertaining to an individual are obtained. The data is obtained from the individuals, relatives, friends, neighbors, teachers, and others who know them. The case history enquires about the pre-natal and post-natal conditions of the individuals. It enquires the details of the individual's health at the time of his birth. It also enquires about the rate of development and growth of the individual at the various stages of his development. In fact, whatever records of the individual's infancy, childhood, adolescence, maturity can be obtained, are obtained. Thus, by having complete knowledge of the individual, his behaviour in a particular situation is judged.

The case history should be obtained by highly trained persons. Only trained persons will be able to gather the data about the individual in an objective and disinterested manner. The case history is of very great help in the diagnosis of the cases which suffer from social abnormalities. The causes of the abnormal behaviour of the individuals can be assessed if all the details of their development and their relations with the other people are enquired in a comprehensive manner. By knowing the causes, the proper remedies can be applied to treat the socially abnormal persons.

3.3.5 Survey Method:

Social psychologist uses survey method in quite a good number of investigations. This method is used by selecting a small sample from a large population. Through this method any social behaviour or the attitudes, opinions or beliefs of individuals can be investigated. The data for these investigations is collected through the techniques like interview or questionnaire etc. In the words of Kerlinger, "Survey research is that branch of social scientific investigation that studies large and small population by selecting and studying samples chosen from the population to discover the relative-incidence, distribution and interrelations of sociological and psychological variables."

The survey method used in social psychology for studying the different types of problems. Most often it is used in the following situations:

- i. Census Survey- In this type of survey the opinion of whole of the population is investigated about some well-chosen problem. In census survey the total population is investigated. The results are drawn based on social status, economic status, political learnings etc. On which basis the results are to be determined and reported depend on the framing of hypotheses and the objectives of the investigation.

Survey method is used in investigation of some such problems of social psychology like propaganda, rumour, public opinion etc. which cannot be scientifically studied by any other method. Extensive studies can be made through survey method. The survey can be conducted on the total population as well as on a representative sample.

STOP TO CONSIDER:

The case history method is a research approach used in social psychology to gain in-depth understanding of individual cases or specific phenomena. It involves the detailed examination of a particular person, group, or situation over a period.

The survey method is a widely used research approach in social psychology for collecting data from many participants. Surveys involve the administration of standardized questionnaires or interviews to gather information about attitudes, beliefs, behaviors,

3.3.6 Correlation Method:

Correlation is a relationship between two (or more) variables such that systematic increase or decrease in the magnitude of one variable is accompanied by systematic increase or decrease in the magnitude of the others” (Reber & Reber, 2001: 158).

Correlational investigations try to determine, ‘what is the relationship among the variables of interest to the researcher?’ The question is asked, ‘as something changes in amount, how do other things vary? One may ask if wealthier people were happier than those who had little money.

A Correlational study of the connection between income and happiness thus inquires whether more money is associated with greater happiness (Positive correlation), or with lower happier (a negative correlation) or does not go along with happiness (a zero correlation). The degree of relationship is assessed mathematically and is expressed as a correlation coefficient ranging from +1.00 to -1.00. A positive correlation indicates that the scores on the two variables move in the same direction; as the scores rise (or fall) on one variable, they also rise or fall on the other variable. A negative correlation indicates that the score moves in opposite directions: an increase in the scores on one variable is accompanied by a decrease in scores on the other. The magnitude of the obtained correlation reflects the degree of this relationship. The plus sign indicates a positive relation and the minus sign a negative correlation. The closer a correlation value comes to positive or negative 1.00, the stronger the relationship between two variables.

One of the most important points in understanding the result of correlation research is that finding a correlation between two variables does not in any way imply that two are linked causally. It may be that one variable causes the changes in the other, but it is just as plausible that it does not. It is even possible that some third, unmeasured and previously unconsidered variable is causing both variables to increase or decrease simultaneously. We can take the example of the possible relationship between television violence and viewer aggression. Because in most cases it is difficult to control adult viewers’ television viewing habits, researcher must carry out correlation studies in which the aggressive content of television programs viewed by an individual is compared with the degree of aggressive behaviour that person carries out.

Suppose the results are supportive of the hypothesis that high aggressive content is associated with high viewer aggression and that low aggressive content is associated with low viewer aggression. Drawing the conclusion that aggressive behaviour caused the aggression would be inappropriate and quite possibly inaccurate. It follows, then that although the use of correlation techniques allows us to learn what associations exist between two variables, it does not inform us about causality.

3.3.7 Sociometry Method:

Sociometry is one of the techniques which is used to analyse and study the extent and nature of social relationship of individual within a group. It is a way to find out the personality related problems e.g., it helps in identifying individuals who are isolated or rejected in a group. With the help of this technique, we can identify those individuals who do not like to friendly and want to be alone always (isolates) while there are individuals whom the group does not want to befriend (rejected). It is a technique which helps in understanding social behaviour and relationships. There are usually three types of sociometric techniques: (i) the nomination (ii) the social acceptance and (iii) the 'who's who' or 'guess who.' In the nomination techniques there are certain given criteria on basis of which the participants are asked to select the names of his/her peers against each criterion (e.g., names of three close friends). In the technique of social acceptance, the levels of social relationship are stated and the participant selects his/her sociometric choice. In the 'Guess who' technique, the participant must guess the name of the person on basis of certain descriptions mentioned of related/known individuals e.g., this is the person who knows your weaknesses. The sociometric data are presented in the form of a sociogram which shows attractions and repulsions within a group with the help of which, a researcher tries to find out the problems in to his/her group.

STOP TO CONSIDER:

The correlation method is a statistical technique used in social psychology to examine the relationship between two or more variables. Correlation does not imply causation but indicates the degree and direction of the relationship.

Sociometry is a research method in social psychology that focuses on studying social relationships and social structures within a group. It is a way to find out the personality related problems e.g., it helps in identifying individuals who are isolated or rejected in a group.

3.3.8 Questionnaire Method:

Questionnaire method is used in group investigations. Questionnaire is simply a collection of items. Usually, the items included in the questionnaire are of the same type. They are prepared as a means of eliciting certain kind of information from the respondents.

The questionnaire is given to a group of people at one time and its replies are obtained from that group. The questionnaire is designed to collect data from large, diverse, and widely scattered group. It may be regarded as a type of interview which is conducted in writing. Questionnaire ranges from a list of general questions in answer to which the subject writes descriptive essays (open type) to a ballot paper (closed type) which consist of one or more specific questions, each followed by a set of possible answers.

Types of questionnaires: The questionnaire can also be classified as structured/standardized questionnaire and unstructured/Non standardized questionnaire.

A. Structured questionnaire: these are concrete, definite, and pre-constructed. The questions for all the respondents are the same and are put to them in the same language in the same sequence. The structured questionnaire is constructed for administering the same series of questions to all the respondents. The questions may be closed or open type.

B. Unstructured questionnaire: these are constructed on the spot in accordance with the conditions prevailing or situations existing at the same time of administering the questionnaire. No norms are pre-set for the construction of questions. In fact, unstructured questions are in the form of conversation and in it the exchange of responses goes on.

3.4 Relationship between individual and society

The relation between individual and society is very close. Essentially, “society” is the regularities, customs, and ground rules of antihuman behavior. These practices are tremendously important to know how humans act and interact with each other. Society does not exist independently without individual. The individual lives and acts within

society but society is nothing, despite the combination of individuals for cooperative effort. On the other hand, society exists to serve individuals— not the other way around. Human life and society almost go together. Man is biologically and psychologically equipped to live in groups, in society. Society has become an essential condition for human life to arise and to continue. The relationship between individual and society is ultimately one of the profoundest of all the problems of social philosophy. It is more philosophical rather than sociological because it involves the question of values.

Man is a social animal. He has a natural urge to live an associated life with others. Man needs society for his existence or survival. The human child depends on his parents and others for its survival and growth. The inherent capacities of the child can develop only in society. The goal of society is to promote good and happy life for its individuals. It creates conditions and opportunities for the all-round development of individual personality. Society ensures harmony and cooperation among individuals despite their occasional conflicts and tensions. If society helps the individuals in numerous ways, great men also contribute to society by their wisdom and experience. Thus, society and individuals are bound by an intimate and harmonious bond and the conflicts between the two are apparent and momentary. In a well-ordered society, there would be lasting harmony between the two.

The term “society” means relationships social beings, men, express their nature by creating and re-creating an organization which guides and controls their behavior in myriad ways. Society liberates and limits the activities of men and it is a necessary condition of every human being and need to fulfilment of life. Society is a system of usages and procedures of authority and mutual aid many divisions of controls of human behavior and of liberties. This changing system, we call society and it is always changing. Society exists only where social beings “behave” toward one another in ways determined by their recognition of one another. Society not confined to man. It should be clear that society is not limited to human beings. There are many degrees of animal societies, likely the ants, the bee, the hornet, are known to most school children. It has been contended that wherever there is life there is society, because life means heredity and, so far as we know, can arise only out of and in the presence of other life. All higher animals at least have a very definite society, arising out of the requirements their nature and the conditions involved in the perpetuation of their species. In society each member

seeks something and gives something. A society can also consist of likeminded people governed by their own norms and values within a dominant, large society moreover; a society may be illustrated as an economic, social, or industrial infrastructure, made up of a varied collection of individuals. Finally, we can say that the word “society” may also refer to an organized voluntary association of people for religious, benevolent, cultural, scientific, political, patriotic, or other purposes. Society is universal and pervasive and has no defined boundary or assignable limits. A society is a collection of individuals united by certain relations or modes of behavior which mark them off from others who do not enter those relations or who differ from them in behavior. In this way we can conclude that, society is the whole complex of social behavior and the network of social relationship.

Society is a group of people who persistently interact with one another. It can be a group of people sharing under the same political authority or sharing same cultural expectations. The individuals may have distinct relationships with others in a society. There are various institutions within a society that helps men to interact with one another. Society is an umbrella term for all these institutions. These include family, school, nation etc. It is formed by men hence should not have independent existence apart from men. But sociologists have given different theories to explain society and its interaction with men.

Emile Durkheim was the first sociologist who explained that social things exist external to humans. One cannot neglect the existence of social phenomena. Social institutions and social forms outlive the individuals hence they must have their own existence. He explained the solidarity among individuals in a social group with mechanical solidarity and organic solidarity. In Mechanical solidarity, individualism is minimized and individuals are subsumed within the collective group. In Organic Solidarity, the social cohesion is achieved with increasing economic interdependence. However, critics argued that Durkheim’s approach to the society lacked the explanation of differences and conflicts. As per him, there is no antagonism between individual and society.

3.5 Summing Up

- There are different techniques and methods used in social psychology like observation, introspection, case study, survey etc.
- Experimental designs are widely used in social psychology to investigate cause-and-effect relationships. Researchers manipulate independent variables and measure the effects on dependent variables while controlling for potential confounding variables. This method helps establish causal relationships between variables.
- In observational studies, researchers observe individuals in natural or controlled settings to gather data on their behavior. These studies can be conducted covertly or overtly, and they provide valuable insights into real-world behaviors and social interactions.
- Introspection is the oldest method for the collection of the data of social psychology. During introspection, one concentrates his ideals towards his own inner mental processes.
- The case history method is a research approach used in social psychology to gain in-depth understanding of individual cases or specific phenomena.
- The survey method is a widely used research approach in social psychology for collecting data from many participants.
- The relationship between the individual and society is a fundamental concept in social psychology and sociology. It refers to the reciprocal interaction and influence between individuals and the larger social groups, institutions, and cultural systems in which they are embedded. This relationship is complex and multifaceted, with individuals shaping society and society shaping individuals.

3.6 Question and Exercises

Long answer questions:

1. Discuss the concept of observation method of social psychology.
2. Discuss the concept of introspection method of social psychology.
3. Discuss the concept of experimental method of social psychology.
4. Discuss the concept of case study method of social psychology.
5. What do you understand by correlation method of social psychology.

6. What do you understand by survey method of social psychology.
7. Discuss the method of sociometry in social psychology.
8. Discuss the method of questionnaire in social psychology.
9. Explain the relationship between individual and society.

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BLOCK II:
SOCIAL INTERACTION AND
INTERPERSONAL PERCEPTION

Unit 1 : Concept, Nature and Levels of Social Interaction

Unit 2 : Forms of Social Interaction

Unit 3 : Concept and Nature of Interpersonal Perception

Unit 4 : Areas of Interpersonal Perception

Unit 5 : Interpersonal Attraction

UNIT- 3

SOCIAL INTERACTION-I

CONTENTS

- 3.1 Introduction
- 3.2 Objectives
- 3.3 Interpersonal Perception
 - 3.3.1 Components of Interpersonal Perception
- 3.4 Interpersonal Response
- 3.5 Interpersonal Attraction
- 3.6 Theories of Attraction
- 3.7 Person's Perception
- 3.8 Summing Up
- 3.9 References and Suggested Readings
- 3.10 Model Questions
- 3.11 Answers to check your progress/Possible Answers to SAQ

3.1 Introduction

We exist in a world where communication and interaction is an inseparable aspect. Transmission of knowledge of our cultural heritage, many historical facts, new and updated information of the current world, social issues and prospects to the young generation is possible only with the help of communication process be it verbal or non-verbal. Communication and interaction are the important aspects to express one's thoughts, feelings, emotions etc. Verbal and non-verbal communication, reinforcement, questioning, reflecting, explanation, listening, self-disclosure are included in the interpersonal perception. To understand others we must observe and interact with them. We attribute or perceive a person on the basis of our own conception of personalities.

Making judgements of others have become a part of our daily lives. With the help of such judgements we also predict future behaviour of others in different situations. We categorize people as “good or bad” on the basis of our own values. Interpersonal Perception happens to be a process where we have an opportunity to understand others on the basis of our own conceived and perceived things about the social world. According to **Kenny 1991**, “Interpersonal perception ensues in a systematic manner through social relations model.” In order to perceive an individual’s behaviour, interpersonal communication requires a two way interaction, i.e. sender and receiver. Perception of others becomes easy when there is face-to-face interaction as immediate feedback or response can be achieved. Perceiving others get more clarified through the expressions, gestures, voices, body movements etc. In order to have better understanding of others, firstly we ourselves have to learn to improve our perception of things, places, people, ideas etc. Interpersonal relationships depend much on how we perceive and interpret others. Interpersonal Perception is important to know why we judge others and how people judge us. Perception may be active or passive. Active perception refers perceiving something through conscious observation and questioning. Whereas, Passive perception means perceiving things without conscious effort. Interpersonal messages consist of meanings derived from personal observations and experiences. Effective interpersonal interaction strengthens the relationships through the sharing of meaning and emotions. To perceive others interpersonal communication assists us to understand the social environment along with the world environment in a better way. It also helps us to think, evaluate, perceive and modify our behaviour and also others’ personalities. Interpersonal relationships evolve over time through our knowledge, experiences and environmental factors. Interpersonal perception strengthens the established bondings, if the reciprocation of feelings is positive. Along with this Interpersonal Attraction assists us to know about the power, causes and conditions of attraction or attachment. Certain factors influence people to get attracted to someone. They may be both physical and psychological. To perceive others it is essential to get a response or feedback from an interaction. Positive feedback would lead to a positive maintenance of enduring relationship. Whereas, negative feedback leads to discontinuation of a relationship. Perception of persons requires some systematic forms and techniques in order to understand the true nature or behaviour of an individual in the social environment. To live harmoniously in the society and the world we must understand each other

and be truthful as far as possible. This would obviously help in perceiving every member of the society in a positive way with positive vibes.

3.2 Objectives

After going through this unit, you will be able to:

- Discuss the meaning of Interpersonal Perception.
- Identify the Components of Interpersonal Perception.
- Discuss the Interpersonal Response.
- Describe the Interpersonal Attraction.
- Identify the Theories of Attraction.
- Describe the Person's Perception.

3.3 Interpersonal Perception

Interpersonal means a discussion or something happening between two persons or among several people. And perception means having an opinion of something or someone. Perception is the process by which we become aware of ourselves, the things and people around us. It is a continuous opportunity to understand oneself and others in a better way. Thus Interpersonal perception refers to the understanding of someone's attitudes and behaviour in various social situations by an individual. It is a way to find out meaning from the people in our environment and our relationships with them. According to **Baron and Byrne, 1977**, "Interpersonal Perception is an active process (or a set of processes) through which we seek to know and understand others." "Interpersonal Perception" is an important area of Social psychology. This area studies the beliefs and images that people have while interacting with each other. This area emphasizes on the interaction between at least two actual people. 'Actual' here refers to two physically present individuals rather than being Intrapersonal (interaction with the self). Depending on the verbal and non-verbal cues, this theory examines the various judgements people make about one another. During verbal communication people perceive an individual with the help of language and the amount of energy they use to utter the words or tone of voice. Non-verbal cues include people's facial expressions and body movements during the conversation. Usually verbal and non-verbal go hand in hand while we interact with others. This

helps to understand an individual easily and make a perception of his personality. The study of Interpersonal Perception also gives us an idea of the factors like bias and perceived personality. Because the timing and technique to perceive someone differ from person to person. Some people perceive an individual at the very first meeting itself, while some people take much time to understand and perceive. For instance there are some labels we put to people in fact at our first meeting as “friendly”, “hostile”, “reliable”, “co-operative”, “untrustworthy”, “rude”, “smart”, “well-mannered” etc. But these may not always be true as the behaviour of people differs from place to place, time to time and person to person. Interpersonal Perception studies how personalities shape such kinds of judgements. Thus Interpersonal Perception means the process of making meaning from things we experience in people and our relationships. This field stresses on the improvement of specific interpersonal skills by critically analyzing the unique personality of individuals on the basis of their own strengths and weaknesses.

STOP TO CONSIDER

Interpersonal Perception means making various judgements about people on the basis of the verbal and non-verbal cues from an interaction.

The study of Interpersonal Perception also gives us an idea of the factors like bias and perceived personality on forming perception.

SELF ASKING QUESTIONS

Q.1. Define Interpersonal Perception.

Q.2. Interpersonal Perception studies how personalities impact on making judgements of others. (Write True or False)

3.3.1 Components of Interpersonal Perception

Interpersonal Perception is a process of developing attitude and opinions regarding someone’s personality. In order to have interpersonal perception certain components like selection, organization and interpretation are mandatory. These are discussed below-

- a) Selection-** It means responding to a stimulus or the things we notice while interacting with someone. Many events and phenomena are going on in and around us in the world; but it is not possible for us to respond or attend to everything we see. We perceive and remember things selectively due to variety of factors like personalities, beliefs, culture etc. In this stage our brain decides as to which stimuli we should attend to or what to ignore. Our attention is dependent on the intensity, repetition, contrast or change, motives, interest, needs, physiological limitations, expectations, unexpected and unusual things. In this process of selection we stress our attention on certain incoming sensory information. Our five sense organs become active and we respond to that particular stimulus which stands out to attract our mind. In this process we receive information about someone or something through our senses be it sight, sound, smell, taste or touch. Various other factors also influence our mind while attending to a stimulus.
- b) Organization-** It is the second process where we classify, organize and systematize each stimulus we receive in our minds and get an idea of that particular individual we interact with. After selecting an object of response our minds set off a series of reactions. Here we organize the collected information based on our innate and learned cognitive patterns. We put the gathered data into some compartments for easy management of perceiving things. After this we figure out the compartments and ascribe meaning to them. For example, if we are interacting with someone but the other person is having no eye-contact, we may ascribe the meaning that may be he is not interested or not honest in the interaction. The types of organization include physical constructs, role constructs, interaction constructs and psychological constructs.
- c) Interpretation-** Third process of Interpersonal Perception is Interpretation which refers to assigning meaning to what we have responded and organized. Interpretation means categorizing the sensed and organized information of others. We interpret the data in a way that gives meaning to our perceived knowledge about the existing world. Interpretation depends on relational satisfaction, personal moods, past experience, assumptions about human behaviour, expectations and knowledge.

Without these three aspects it would have been difficult to make a clear perception of an individual. However it depends on the individual to select, organize and interpret according to their personal opinions. People having positive attitude towards life view and perceive

things in an optimistic way. On the contrary people having negative attitude towards life always develop pessimistic opinion of others. They may stereotype their thinking and always expect others to behave with them in the way they want. Stereotyping means having a fixed perception (positive or negative) on others and we do not want to change the opinion. For example if we have very close friends we always have a positive attitude towards them and we do not want to believe any negative opinions others ascribe upon them.

STOP TO CONSIDER

In order to have interpersonal perception certain components like selection, organization and interpretation are mandatory.

It depends on the individual to select, organize and interpret according to their personal opinions.

Stereotyping means having a fixed perception (positive or negative) on others and we do not want to change the opinion.

CHECK YOUR PROGRESS

Q.3. Name some components of Interpersonal Perception.

Q.4. Explain briefly the Interpretation component of Interpersonal Perception.

3.4 Interpersonal Response

Interpersonal communication requires responses and feedback, be it positive or negative. Self-awareness is a necessary aspect to perceive and respond to others and make the interaction a strong one. In order to understand ourselves we have to listen to others, actively seek information about ourselves, see our different selves, and be more open to others. Interpersonal responses are impacted by how we perceive others. Interpersonal response is the way how we react to one another while communicating with each other. Our response may depend on our mood, time, place and person. As we grow our interpersonal responses also grow with time. We may have changing attitudes towards one another if we better understand the meaning of perception. Perception is not a destination. It is just a process that continues with time. Interpersonal response can also be defined as observable, expressive units of face-to-face social behaviour.

These responses are natural or automatic. We always expect to gain positive response from people with whom we interact. But the result may not always be rewarding. We might get unexpected negative attitude from the opposite side. The endurance of a relation depends highly on the positive response and attitude of the people. Whenever we find some misbehaviour from any relation it leads us to think of many negative thoughts making the relation an undesirable and unhealthy one even with our very close people. So response from an interaction decides whether the relation will be long lasting or short lived. Interpersonal response gives us idea about how people react and respond to each others in different situations of interaction. It helps in perceiving personalities from the social environment. Interpersonal response is an important aspect to be studied as it would give deeper insights into social relationships to eliminate the differences among people. The negative attitudes among people can be reduced by teaching them how to respond in a well behaved manner while having a cordial interaction among people. The Interpersonal response can be made more effective and positive with the help of some skills. These skills include listening, questioning, understanding gestures and body movements. Understanding Interpersonal Response today has become important for us because these may give many generalizations for easier formation of perception regarding human nature as to how people respond in various physical, social and psychological situations.

STOP TO CONSIDER

Interpersonal response can be defined as observable, expressive units of face-to-face social behaviour.

The Interpersonal response can be made more effective and positive with the help of some skills including listening, questioning, understanding gestures and body movements.

SELF ASKING QUESTIONS

Q.5. Interpersonal Responses are natural or automatic. (Write True or False)

3.5 Interpersonal Attraction

During our lifetime we build many interpersonal relationships with our family, friends, co-workers, business partners etc. These Interpersonal relationships may be long term or short lived. While interacting with the people we may have a desire to get close to some people due to their strong personalities. This feeling of having a positive liking towards someone means interpersonal attraction. Interpersonal attraction leads to four types of relationships- Friendships, close relationships, romantic relationships and consummate relationships. According to **International Encyclopaedia of the Social & Behavioural Sciences, 2001**,“ Interpersonal Attraction is traditionally defined in social psychology as a positive attitude or evaluation regarding a particular person, including the three components conventionally ascribed to attitudes: behavioural (tendency to approach the person), cognitive (positive beliefs about the person) and affective (positive feelings for the person).” Interpersonal attraction is the attraction between people which leads to the development of romantic relationship or positive attitude. It is the desire to approach other people. We are attracted to those with whom we are comfortable and can share our attitudes, opinions, values, beliefs and we may even get into a committed relationship with them. People have a tendency to look for those people who are similar to them because “Likes attract Likes” and we feel easy with the known than the unknown ones. People who regularly meet and have no negative feelings for each other tend to be comfortable and familiar and thus attraction increases. On the contrary disagreement on some important issues between two people or more may reduce attraction. We evaluate our thoughts and actions by comparing ourselves with others and if we find some similarities we get attracted to them. Attraction is not similar to perception as it involves views of what is and what is not considered beautiful or attractive. Interpersonal attraction is the positive opinion about another person like love, liking, friendship, lust, admiration, affiliation, etc. This attraction may occur due to many reasons like physical attractiveness, proximity, complementariness, reinforcement, familiarity, similarity in attitudes and personality, reciprocity, liking norms, rewards and costs, frequency of eye-contact, personality, human bonding etc. Physical attractiveness generally includes Behaviour, Kindness, Sensitivity, Intelligence, Modesty, Sociability etc. Interpersonal attraction means the extent to which one person likes, dislikes or hates someone. While getting attracted to someone, emphasis must be given about the factors related to attraction and the qualities one chooses suitable for him. Interpersonal attraction is the force between two people bringing them

together which develops friendship or other types of relationships. This attraction is a two-way process involving not only the person who is attracted but also the attractor.

STOP TO CONSIDER

Interpersonal attraction is the force between two people bringing them together which develops friendship or other types of relationships.

We evaluate our thoughts and actions by comparing ourselves with others and if we find some similarities we get attracted to them.

SELF ASKING QUESTIONS

Q.6. Define Interpersonal Attraction.

Q.7. Mention the reasons of Interpersonal Attraction.

3.6 Theories of Attraction

Theories mean the ideas evolved to explain people about some facts and phenomenon. Theories are based on many principles, ideologies and researches. The Theories of Attraction study about the causes and conditions that lead people to love or like someone. It has been found in social psychology that the close relationship among individuals is an important factor to get attracted and lead a happy life. The Theories of Attraction are described below-

- a) **Cognitive Theory**-This theory believes that for attraction to happen between two people or more, an object of communication is mandatory. Cognitive researchers believe that the extent to which people perceive another person as similar to themselves might attract a person. There is a saying that “opposite attracts” but it may not always be true. The reason behind is that the similar characteristics of a person attract the other person more rather than the dissimilar ones. The main element of this theory is “Cognition” which means “any knowledge, opinion or belief about the environment, about oneself, or about one’s behaviour that a person might hold.” A balanced attraction occurs if the relation is

positive. And thus if the relation is negative and indifferent, attraction might become imbalanced and non-balanced respectively.

- b) Reinforcement Theory-** This theory emphasizes on the stimuli and response for attraction to happen. Reinforcement theory states that people get attracted and follow them whose behaviour leads to positive or desirable consequences. In simple sense it goes to mean that whenever one person interacts with another person, if he finds something reciprocating and rewarding then the relationship becomes positive thereby leading to attraction and continuation of the relationship. Similarity leads to positive affect and thus increases attraction. People also get attracted to those people whom they think are associated with rewards. Reinforcement sometimes may also attract person indirectly. That means one person may not like the other person whole heartedly but he might get attracted to him only for the rewards associated with him.
- c) Social Exchange Theory-** This theory was developed by socialist George Homans. According to this theory behaviour of people depend on the society we live in. We develop social qualities and behaviour through interaction and exchange of views with the society. In this exchange process we always try to gain beneficial behaviour with minimum difficulties. People always evaluate as to which behaviour and relation would be rewarding or fulfilling. Reward refers to positive elements like acceptance, validation and companionship. The rewarding relationship will be continued and the risky social relationships will be avoided. This is human nature which has been reflected in this theory. As social beings people seek for a give and take relationship. It is not so that every time the give and take amount would be equal from both the sides, but we continue those relationships where we find more benefits and abandon the risky ones. The level of satisfaction and understanding determine the endurance of a relationship.
- d) Equity Theory-** Equity theory was first developed by J. Stacy Adams in 1960s. This theory highlights that people expect equal reciprocation of relationship. They hope to attain a fulfilling relation with those they are closely associated with or attracted to. Most people get contented if they share equality in feelings, thoughts and positive relationships. They are happy if they get what they deserve-no more or no less, just a balanced benefit. We claim for equality in personal and social rights. Same is the case with equity theory that we like to live in a society where the relationships are maintained

with well-balanced social norms having equal approach towards the social members. People become happy and comfortable when they achieve the perceived benefits. Except some people, most of us do not desire to be over benefitted from any kind of relationships. Neither do we desire to be under benefitted. All we want is to get equal response and feedback. Being over benefitted may make us feel shameful or guilty. And again being under benefitted may make us angry, sad and revengeful. If equality is not maintained in a relationship, then it is sure to be abandoned.

- e) **Evolutionary Theory-** This theory of attraction states that opposite sex attraction happens when one finds the physical features of the other to be healthy and attractive. Studies show that men and women search some prominent qualities in each other so that these qualities can be passed on to their offspring. For example men get attracted to those women who have facial and body symmetry. Again women are attracted to those who are very masculine in their looks like muscular body, strength, aggression etc.

These theories have given us deeper insights into human nature, causes and conditions of attraction.

STOP TO CONSIDER

Theories of Attraction include Cognitive Theory, Reinforcement Theory, Social Exchange Theory and Equity Theory.

The close relationship among individuals is an important factor to get attracted and lead a happy life.

SELF ASKING QUESTIONS

Q.8. Explain the Cognitive theory of Attraction.

3.7 Person's Perception

A person's perception is the scientific way of gathering information or opinion about another person when we interact or meet someone. This means an exploration of how people think of another person. We form an image in our mind of someone by interacting with him. The

perception may be positive or negative depending on our personal factors of choice. Bias is an important aspect to help us in some situations to understand and perceive some people. Because in this world full of complex behaviours, we often get confused with which behaviour to name as positive or negative. Thus we form some prejudices against someone or something that would make way for us to perceive a person easily to an extent. However it is also necessary to give importance on social situations while perceiving someone or something. Often we perceive persons on the basis of physical appearance and attractiveness. We perceive someone as friendly, social, warm, poised and well-adjusted if he is more attractive physically. But this may not be true always. However sincerity, integrity and honesty cannot be judged on the basis of looks. Our perception of persons mostly depends on the stereotype with the ingroup and outgroup. We always have a positive impression on people we love (ingroup) and have a negative thought on those (outgroup) who do not show good manners towards us. We have a favourable light on people having similar personality traits with us rather than those who differ from us. Person's Perception includes four main elements viz: observation, attribution, integration and confirmation. Moreover facial expressions, tone of voice, hand gestures and body postures or movements affect in perceiving another person.

Four main components of Person Perception

Perception is the organization, identification and interpretation of sensory information to understand the environment. Person perception is a way to understand the attitudes, behaviour, impressions of others. The components of Person Perception have helped people understand about the techniques, skills or ideas of perceiving others systematically and effectively. Observation, Attribution, Integration and Confirmation are the four basic elements of Person Perception. They are described below-

- a) **Observation-** Observation refers to notice something or someone. We notice the person, situation and the behaviour that one exhibits, to form an image of a person in our mind. Observations provide us many data or information about an individual. It is also evident that people often observe and judge others on the basis of their physical appearance like height, weight, hair texture, skin colour, dressing sense, tone of voice etc. although they are not socially accepted values. An individual's cultural background also tells much about his personality.

- b) Attribution-** This means expressing an individual's personality through the behaviour shown by him. After observation attribution process is involved. Here the collected and already formed images and data in mind are brought to give some meaning as whether the person's attitude or behaviour is positive or negative. Attribution rationalizes the causes of behaviour a person shows in certain situations. In this component of person perception we try to use the collected information of the social environment and make judgements of other's behaviour.
- c) Integration-** Integration is the way to systematize and combine the meaningful behaviour to form an individual's image of personality. However the dispositions made about a person are personal as the perception technique of every person may vary on the basis of time, place and person. Most people tend to perceive a person at the first meeting itself as they might believe the saying that "First impression is the last impression." Therefore it is essential for a perceiver to take some time in perceiving others by emphasizing other related social, physical, emotional and mental factors etc. Overall, Integration means trying to meet the expectations with the reality.
- d) Confirmation-** After observation, attribution and integration the step that includes regarding person perception is confirmation. Normally confirmation means registering the collected data in mind about something or someone accurately and vividly with least mistakes. The confirmation component of person perception makes a judgement of what one believes and what behaviour is expressed by an individual during an interaction. Positive feedback makes the data more confirmed. That means if one's expected behaviour matches his actual behaviour, then he would be perceived to have truly a good personality.

STOP TO CONSIDER

Persons Perception means an exploration of how people think of another person. Observation, Attribution, Integration and Confirmation are the four basic elements of Person Perception.

People often observe and judge others on the basis of their physical appearance like height, weight, hair texture, skin colour, dressing sense, tone of voice etc. although they are not socially accepted values. An individual's cultural background also tells much about his personality.

CHECK YOUR PROGRESS

Q.9. Write briefly about the Observation component of Person Perception.

Q.10. What is Attribution of person perception?

3.8 Summing Up

- 1) Interpersonal Perception means the process of making meaning from things we experience in people and our relationships.
- 2) Verbal and non-verbal communication, reinforcement, questioning, reflecting, explanation, listening, self-disclosure are included in the interpersonal perception. To understand others we must observe and interact with them.
- 3) Interpersonal response is the way how we react to one another while communicating with each other.
- 4) People often observe and judge others on the basis of their physical appearance like height, weight, hair texture, skin colour, dressing sense, tone of voice etc. although it is not a socially accepted value.
- 5) Without the three aspects- Selection, Organization and Interpretation it would have been difficult to make a clear perception of an individual.
- 6) People tend to look for those who are similar to them because “Likes attract Likes” and we feel easy with the known than the unknown ones.
- 7) While getting attracted to someone, emphasis must be given about the factors related to attraction and the qualities one chooses suitable for him.
- 8) Theories of Attraction include Cognitive Theory, Reinforcement Theory, Social Exchange Theory, Equity Theory and Evolutionary Theory.
- 9) A person’s perception is the scientific way of gathering information or opinion about another person when we interact or meet someone. This means an exploration of how people think of another person.

10) Person's Perception includes four main elements viz; observation, attribution, integration and confirmation. Moreover facial expressions, tone of voice, hand gestures and body postures or movements affect in perceiving another person.

3.9 References and Suggested Readings

- 1) Chadha N.K. (14th December 2012) *Social Psychology* Laxmi Publications.
- 2) Sachdeva and Bhushan Vidya (1980) *An Introduction to Sociology* Kitap Mahal, 15, Thornhill Road, Allahabad.
- 3) Singh Arun Kumar, (2015) *Social Psychology* PHI Learning Publisher

3.10 Model Questions

- Q.1. Write briefly on Interpersonal Perception.
- Q.2. Explain about Interpersonal Response.
- Q.3. How does Interpersonal Attraction take place? Explain.
- Q.4. Explain the Theories of Attraction.
- Q.5. Describe about Persons Perception.
- Q.6. Discuss the components of Person Perception.

3.11 Answers to check your progress/Possible Answers to SAQ

Answer no.1- According to **Baron and Byrne**, 1977, "Interpersonal Perception is an active process (or a set of processes) through which we seek to know and understand others."

Answer no.2- True.

Answer no.3- Selection, Organization and Interpretation are some of the components of Interpersonal Perception.

Answer no.4- Third process of Interpersonal Perception is Interpretation which refers to

assigning meaning to what we have responded and organized. Interpretation means categorizing the sensed and organized information of others. We interpret the data in a way that gives meaning to our perceived knowledge about the existing world.

Answer no.5- True.

Answer no.6- According to *International Encyclopaedia of the Social & Behavioural Sciences, 2001*, “Interpersonal Attraction is traditionally defined in social psychology as a positive attitude or evaluation regarding a particular person, including the three components conventionally ascribed to attitudes: behavioural (tendency to approach the person), cognitive (positive beliefs about the person) and affective (positive feelings for the person).”

Answer no.7- Interpersonal attraction may occur due to many reasons like physical attractiveness, proximity, complementarity, reinforcement, similarity in attitudes and personality, reciprocity, frequency of eye-contact, personality, human bonding etc.

Answer no.8- Cognition theory believes that for attraction to happen between two people an object of communication is mandatory. Cognitive researchers believe that the extent to which people perceive another person as similar to themselves might attract a person. The main element of this theory is “Cognition” which means “any knowledge, opinion or belief about the environment, about oneself, or about one’s behaviour that a person might hold.” A balanced attraction occurs if the relation is positive. And thus if the relation is negative and indifferent, attraction might become imbalanced and non-balanced respectively.

Answer no.9- Observation refers to notice something or someone. We notice the person, situation and the behaviour that one exhibits to form an image of a person in our mind. Observations provide us many data or information about an individual. It is also evident that people often observe and judge others on the basis of their physical appearance like height, weight, hair texture, skin colour, dressing sense, tone of voice etc. although they are not socially accepted values. An individual’s cultural background also tells much about his personality.

Answer no.10- Attribution means expressing an individual’s personality through the behaviour shown by him. Here the collected and already formed images and data in mind are brought to give some meaning as whether the person’s attitude or behaviour is positive or negative. Attribution rationalizes the causes of behaviour a person shows in certain situations.

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UNIT-2

SOCIAL INTERACTION- II

CONTENTS

- 2.1 Introduction
- 2.2 Objectives
- 2.3 Social Interaction and Education
- 2.4 The School as a Social System
 - 2.4.1. Functions of the school with regard to society
- 2.5 Social Interaction in the Classroom
- 2.6 Meaning of Teacher Student Relationship
 - 2.6.1 Ways to make relation between teacher and student stronger
- 2.7 Peer Group
- 2.8 Student Sub-Culture
- 2.9 Summing Up
- 2.10 References and Suggested Readings
- 4.11 Model Questions
- 4.12 Answers to check your progress/Possible Answers to SAQ

2.1 Introduction

Education is a life-long dynamic process that provides all round development of an individual. It helps an individual to adjust to any situation in life. To lead a peaceful and harmonious life it is very essential to adjust, interact and communicate with the members of the society. Without interaction it is not possible for people to express their thoughts on any issue. Social interaction should not exist in society alone. It must also be a part and parcel of formal educational institutions. Social interaction in the institutions would help to achieve the desired educational objectives successfully. Teachers, students, administrators, associated members can work together with active participation through social interaction and have mutual respect and understanding among each other. Co-operation among them would promote quality education that focuses on educational needs, as needs keep changing with time. The school is a social system where all the representatives of the society exist and work in unity to achieve goals of education. Therefore social interaction is of utmost importance in the classroom i.e. interaction between teacher and students, students and students. Besides, social interaction must also take

place between administrator-teachers, teachers-teachers, administrator-students etc. Teacher-student relationship, peer group and student sub-culture promote effective and positive social interaction if properly maintained.

4.2 Objectives

After going through this unit, you will be able to:

- *discuss* the meaning of Social Interaction and Education.
- *identify* the School as a Social System.
- *describe* the meaning of Social Interaction in the Classroom.
- *understand* the Teacher Student Relationship.
- *discuss* about the Peer Group.
- *understand* the meaning of Student Sub-Culture.

4.3 Social Interaction and Education

Erving Goffman said, “Social Interaction is the process by which we act and react to those around us. In a nutshell, social interaction includes those acts people perform toward each other and the responses they give in return.”

Social Interaction generally means the communication that takes place between two people or more than that both verbally and non-verbally. It is a way to express and understand feelings, share knowledge and information. It helps in bridging many social gaps and solving various social problems with sound discussions and solutions. Without social interaction it would have been impossible for a society to move forward with understanding and cooperation. Social Interaction has led to development and progress in the social, physical, mental, spiritual, moral and economical aspects. Most importantly preservation of language, literature, culture and education has become effective with social interaction. Social Interaction provides completeness to the field of education because without interaction among students, teachers, parents, administrators and the members associated with the educational system and institutions, the desired educational objectives cannot be achieved. Education is bound to be a social system because it is the process of sharing knowledge and information through formal, informal and non-formal ways. Social Interaction is a part and parcel of education system. Close relation exists between social interaction and education which is clear from the education system we observe in our society. It is through social interaction and communication that the curriculum of our educational institutions has been able to meet the educational needs of the students in particular and society at large. As education is a dynamic process so is social interaction. Social interaction may vary from time to time and place to place but the aim remains the same i.e. sharing feelings, knowledge and information. Thus social interaction is a process of reciprocal

stimulation or response between two people. It develops competition, interaction and influences social roles and status and people for social relationships.

The social interaction process consists of five categories according to Erving Goffman. They are Exchange, Competition, Co-operation, Conflict and Coercion. Among these categories, Exchange is an important category in the education system where information and knowledge are exchanged between students and teachers, teachers and teachers, students and students. Healthy competition among students and teachers can lead to a quality based education system. Moreover co-operation can help to achieve the desired educational goals of teachers and students by co-operative activities.

STOP TO CONSIDER

Social Interaction generally means the communication that takes place between two people or more than that both verbally and non-verbally.

Education is bound to be a social system because it is the process of sharing knowledge and information through formal, informal and non-formal ways.

SELF ASKING QUESTIONS

Q.1. Define Social Interaction.

Q.2. Social interaction is not a process of reciprocal stimulation or response between two people. State True or False.

4.4 The School as a Social System

We are very familiar to the line-“School is a miniature society.” In fact this sentence is quite acceptable because school is a part of the social system coming from the society for the benefit of the society itself. As the large society comprises people with different religion, race, language, caste, creed, sex etc., same is the case with school. The school consists of the representatives coming from the society. The school has within its boundary the teachers, students and associated members coming from different socio-economic backgrounds and belonging to different religion, race, language, caste, creed, sex etc. Although they are different from each other in these aspects yet their aim is the same i.e. to achieve education for themselves and for the benefit of the society at large. The members of the society have the common aim of living in peace and unity with each other and in making all round development through co-operative

activities. Similarly, the students and teachers in school aim to create a learning society that would be productive for the society. The quality of education depends on the quality of society we live. On the other hand the quality of society can develop only with the help of education. Thus society and school are dependent on each other for the progress and development of individuals and members of the society. The school reflects the society. However, in the ancient times school was not common among people, because people used to teach their children through the daily inter-personal relationship and inter-social relationship of the community they lived in. The children learned the daily activities and social life pattern by imitating their elders in the society. The religious institutions like temple, church, mosque acted as the agencies of providing education to the children. But with the growth of civilization, people became aware that a formal institution is very necessary and inseparable for the society to teach the children in a systematic way that could meet the demands in keeping with time and situation.

There is a close relation between school and society. School has been created for serving the needs of the society and thus it can be called a special social institution. Along with providing formal education, school is also an important place for social learning. It is a systematic and organized unit of society. Therefore, the curriculum of the school should be as such that it meets the needs of the students in partial and the nation or community at large.

STOP TO CONSIDER

Society and school are dependent on each other for the progress and development of individuals and members of the society.

SELF ASKING QUESTIONS

Q.3. State your views on “School called a miniature society.”

4.4.1 Functions of the school with regard to society

Some of the important functions of the school in relation to the society are described below-

- a) The school transmits traditions, culture, values, custom, folkways etc. to the young generation and maintains the continuity of social life.
- b) The school trains the students in such a way that they work together to promote culture and civilization.
- c) The students acquire knowledge, habits and skills to live peacefully in the society through curricular and co-curricular activities in the school.

- d) The school provides knowledge on democratic ideals, rights and duties of citizens to the students which help them to participate actively in the political field for a better change and development of the society.
- e) The school not only provides knowledge on adjustment to the students within the school but also provides post school adjustment. That means students are given training to lead their professional, public and private lives in a balanced way.
- f) The higher values of social life are inculcated among the students. They are taught about the importance and need of truth, beauty and goodness.

Therefore School and Society is a two way process, one depending on the other. This mutual and healthy inter-relation between school and society creates a desirable environment for all-round development of the children's personalities.

STOP TO CONSIDER

The school not only provides knowledge on adjustment to the students within the school but also provides post school adjustment. That means students are given training to lead their professional, public and private lives in a balanced way.

SELF ASKING QUESTIONS

Q.4. Mention two important functions of school in relation to the society.

4.5 Social Interaction in the Classroom

Social interaction is the practice of communication among the students and teachers in the classroom. Social interaction in the classroom deals with interaction of three types. They are— Teacher-student, teacher-students, and students-students. In this interaction there is more scope for the students to learn actively in a free classroom environment. The students have better opportunities to ask and answer various questions related to their studies, take decisions about the learning process, participate in discussions, initiate conversations etc. In the social interaction process of classroom the learning environment becomes student-centered. Teachers are equally responsible for interaction in the classroom but students may make control over the learning process during the respective periods. Positive discussions among the teacher and students create a healthy and structured learning environment. This interaction is very helpful which promotes participatory learning, tasks, adequate student talking time, respect for ideas and thoughts of others in the classroom and critical thinking. There are numerous methods and ways of making social interaction in the classroom positive, motivating and effective. Among them mention may

be made of group discussions, classroom assignments, projects, peer interaction, free play, other useful activities etc. The free learning environment boosts positivity and motivation among the learners to work actively to gain quality knowledge with sound interaction. Social interaction in the classroom removes the monotony and dullness of traditional teaching-learning process and creates an innovative, interactive, interesting and effective classroom learning environment. Thus social interaction in the classroom is an inevitable aspect.

STOP TO CONSIDER

Social interaction in the classroom deals with interaction of three types. They are— teacher-students, students-teacher, students-students.

SELF ASKING QUESTIONS

Q.5.Social Interaction in the classroom develops critical thinking. True or False.

4.6 Meaning of Teacher Student Relationship

Family is the first institution that teaches and introduces the child to the knowledge of the external world. After the family, the school is the place where the child learns formally. In this formal learning situation there is connection and communication between the teacher and students. This positive connection is called teacher-student relationship. After the bond with family and parents, the students establish a cordial and respectful relation with their teachers. The students acquire knowledge about every aspect of life from the teachers, be it curricular, co-curricular or high moral values of life. The personalities of teachers highly influence the lives of students. Teachers must, therefore, be persons with knowledge and great values. The positive relation between the teacher and the students helps in building the personality of students and contributes their academic, personal and social growth. The teacher-student relation can be made stronger by effective communication. That means the teaching-learning environment should be such that the students feel free and easy to discuss any matter related to their academic, personal and social lives with their teachers. The teachers in return must provide necessary suggestions to the students to overcome their respective problems and guide them towards achieving their goals in life. That is why said that a teacher should be a friend, philosopher and guide to the students. Both the teacher and students would benefit commensally if teachers follow it practically. However, it is not an easy task to always maintain a good relation with each and every student of the class because every student does not have the same attitude towards the teachers. This stands as a major hindrance in the relation between the teacher and students. Therefore it is the responsibility of the teachers to deal with the students individually by doing a proper

psychological study of the students. The teacher must check or monitor the needs and progress of the students carefully.

The relationship between the teacher and the students is not same at all stages of education. It differs with time and levels of education. In the primary level, the teacher acts as a mother and teaches the students every little thing possible involving curricular, co-curricular and moral values of life. But in the secondary and higher levels of education the teachers become more professional and are more concerned in completing the courses in due time. They have little time to think of providing moral values. The relationship between teacher and student will be stronger if the teachers understand the students and also find out time to provide them guidance in their physical, mental, social, cultural, economic, personal and spiritual aspects etc. Another problem disturbing the relation between the teacher and students is the class size. The larger the class size, the lower the interaction between the teacher and students. The class size should be kept small so that a close understanding with enough time could be established between the teacher and the students. This would give emotional security to the students and they would feel that their self esteem is being respected. **Aristotle** once said, “Those who educate children well are more to be honoured than who produce them; for those only gave them life, those the art of living well.” The most important aspect in the teaching learning process is the presence of cordial relation between the teacher and the students. Teacher-student relationship means the academic and also non-academic relation between teachers and students. Without the relation between these two poles of education, it is impossible to achieve the desired educational goals and objectives. Teacher and students are the inseparable parts of education system. One without the other is useless. Teachers are those who enlighten and influence the lives of students and students try to imitate the qualities and morals of their teachers. Thus a good relation between teacher and students is mandatory for the greater success of educational achievement of the students and also the teachers. Also, the educational objectives of our nation will be complete with a balanced relation between these two poles. A positive Teacher-Student relationship helps the student for his all round development.

STOP TO CONSIDER

Teacher-student relationship means the academic and also non-academic relation between teachers and students.

CHECK YOUR PROGRESS

Q.6. What is teacher-student relationship?

4.6.1 Ways to make relation between teacher and student stronger

The relationship between the teacher and the students can be made stronger and effective through the following-

- a) **Constant Communication-** The communication between the teacher and the students must be consistent without long gaps, because regular interaction with the students will only provide the teachers proper understanding of the students' psychology. Generally it is not possible to understand each and every individual problem of the students in the classroom but constant communication with the students may provide some effective solutions to overcome the problems as a whole which will make way for sorting out individual problems too.
- b) **Emotionally-Safe Learning Environment-** The classroom environment should be emotionally safe. It should be an open learning environment where every individual student feels free and safe to put forward his/her opinions, thoughts, ideas etc. on the related subject-matter of the class. They should be free from the fear of being criticized or ridiculed by others in the classroom if they ask or answer any questions. The teacher and other students in the class should answer or comment on an individual student's question with patience and respect.
- c) **Mutual Respect-**The teachers and students in the classroom must have mutual respect for each other to achieve targeted educational goals. The keenness of the teacher to help the students academically will automatically earn her respect from the students. This trust and feedback would promote learning environment. Balanced praise, approval and motivating words on the part of the teacher would surely help the students to maintain the respect and cordial relation with the teacher.
- d) **Equality-** To maintain a sound teacher-student relationship, it is of utmost importance to treat every student equally in every aspect. Partiality on the part of teachers and focusing on only some of the favourite students will create chaos in the classroom. Thus teachers must be free from exercising partiality. Being impartial would promote powerful relation between the teacher and the students.

STOP TO CONSIDER

Consistent Communication, Emotionally-Safe Learning Environment, Mutual Respect and Equality makes the teacher student relationship stronger.

CHECK YOUR PROGRESS

Q.7. Suggest a way to promote teacher-student relationship.

4.7 Peer Group

Peer group is a social group that includes people of the same age, class, occupation, education, interest, background or social status. In this group people influence each other through their thoughts, behavior, attitudes towards life, their beliefs etc. An individual can be a member of several peer groups like friends, schoolmates, classmates, sports team, clubs, coworkers, playgroups etc. Peer groups are very important in the process of socialization as people in this group interact with each other and share their feelings, thoughts, expectations and aim at achieving some specific goals beneficial to their groups. Each peer group has its own rules and regulations, expectations, hierarchies and behavior. Peer groups provide the children with an opportunity to understand the social relationships and work actively to bring out productive and beneficial results for all the members involved in the peer group. Children tend to be a member of a peer group in which he is accepted even if the group may involve in negative and unproductive activities. In the peer group there is no control and pressure from other groups as such. The members of these groups feel free to talk about their school, career, likes, dislikes, expectations of life and various other issues. Peer group influences us to be the person who we are. Peer groups can be healthy when there is a positive influence coming out from the group and benefiting each member. The healthy relation among the peer members can develop positive attitude towards society, life, social welfare activities, productive works etc. Moreover, a good peer group protects its members and prevents them from involving in negative and illegal activities. Peer group values each individual in the group and due to this an individual feels respected and valuable which boosts up his self-esteem. Peer groups give support, company, information, advice, guidance etc. mutually and makes the individual feel less lonely. High quality friendships in the peer group can motivate the members to achieve success in their lives in all aspects and also influence other groups to follow them. Social interaction becomes healthy with the help of peer groups and develops a social network. However, the peer groups involving in unhealthy activities may also influence the members negatively, especially children and adolescents who may get confused and marked by the group. Thus it is essential for a person to choose the group in which he fits in with regard to his goals and expectations. The peer group may change from time to time and situation. Peer groups help to reinforce cultural norms for their members by demonstrating successful and unsuccessful ways of participating in culture. Peer groups support and direct the teenagers to acquire knowledge and work for the larger benefit of the society co-operatively.

STOP TO CONSIDER

Peer group is a social group having people of the same age, class, occupation, education, interest, background or social status.

Peer groups give support, company, information, advice, guidance etc. mutually and makes the individual feel less lonely.

SELF ASKING QUESTIONS

Q.8. What do you mean by a peer group?

4.8 Student Sub-Culture

Subculture means the smaller groups of people evolving from the larger social groups with some distinct norms and values different from the majority. Subculture in education may refer to any group of students who share similar characteristics like same gender, religion, language, caste, same race, same ethnic identification, socio-economic status, physical or learning disabilities or special education students etc. In other words, student subculture means a small group of students within the broader mainstream culture with similar expectations, rules, values, practice, beliefs etc. This subculture share varied topics of their interest like about books, language, paintings, religion, artistic activities, ideological values, gender roles, social values, norms, burning social problems and their solutions etc. Example of student subculture may include group of students having interest in literature or artistic activities, sports lover, book lovers, interest in social welfare activities etc. Student subculture may develop a sense of responsibility among its members to acquire knowledge and information about every possible subject and understand the aims and objectives of education practically. The members of the student subculture would be very supportive to each other as their viewpoints on life are similar. As a result, there would not be any problem to get any educational activity done through their active participation. Co-operation on the part of the student members would lead to greater educational achievements without hampering their values and beliefs etc. The members can exert positive influence upon each other and develop socially useful personalities. As the students in their subculture group always look forward to promote and emphasize on their thoughts, beliefs etc. it is necessary for the teachers, administrators, parents and members associated with education to uplift their positive beliefs, expectations, achievements, educational needs. If any negative beliefs are found to exist in the student subculture groups immediate action must be taken to check them.

STOP TO CONSIDER

Subculture in education may refer to any group of students who share similar characteristics like same gender, religion, language, caste, same race, same ethnic identification, socio-economic status, physical or learning disabilities or special education students etc.

CHECK YOUR PROGRESS

Q.9. What is student sub-culture?

Q.10. Give some examples of student subculture.

4.9 Summing Up

- Social interaction is a process of reciprocal stimulation or response between two people. It develops competition, interaction, influences social roles and status and people for social relationships.
- The quality of education depends on the quality of society we live in. On the other hand, the quality of society can develop only with the help of education. Thus society and school are dependent on each other for the progress and development of individuals and members of the society.
- The school transmits traditions, culture, values, custom, folkways etc. to the young generation and maintains the continuity of social life.
- Social interaction in the classroom deals with interaction of three types. They are:- teacher-student, teacher-students, students-students.
- After the bond with family and parents, the students establish a cordial and respectful relation with their teachers. The students acquire knowledge about every aspect from the teachers, be it curricular, co-curricular or higher moral values of life.
- The personality of teachers highly influence the lives of students. Teachers must therefore be persons with knowledge and great values.
- An individual can be a member of several peer groups like friends, schoolmates, classmates, sports team, clubs, coworkers, playgroups etc.
- Peer groups are very important in the process of socialization as people in this group interact with each other and share their feelings, thoughts, expectations and aim at achieving some specific goals beneficial to their groups.
- Student subculture means a small group of students within the broader mainstream culture with similar expectations, rules, values, practice, beliefs etc.
- Student subculture share varied topics of their interest like about books, language, paintings, religion, artistic activities, ideological values, gender roles, social values, norms, burning social problems and their solutions etc.

4.10 References and Suggested Readings

- 1) Agarwalla Sunita (2017) *Sociological Foundations of Education* Aditya Book Distributors Panbazar, Guwahati-1
- 2) Sachdeva and Bhushan Vidya (1980) *An Introduction to Sociology* Kitap Mahal, 15, Thornhill Road, Allahabad.
- 3) Shaida B.D. and Safaya R.N. (1992) *Development of Educational Theory and Practice* Dhanpat Rai & Sons, Jalandhar-Delhi.

4.11 Model Questions

- Q.1. Discuss the idea of school as a social system.
- Q.2. Discuss how the teacher-student relationship can be made stronger.
- Q.3. What does social interaction in classroom mean?
- Q.4. Explain the teacher-student relationship.
- Q.5. What is peer group? Mention the merits of peer group.
- Q.6. What is student subculture? Discuss.

4.12 Answers to check your progress

Answer no.1:- According to Erving Goffman, “Social Interaction is the process by which we act and react to those around us. In a nutshell, social interaction includes those acts people perform towards each other and the responses they give in return.”

Answer no.2:- True.

Answer no.3:- -“School is called a miniature society” because school is a part of the social system coming from the society for the benefit of the society itself. As the large society comprises people with different religion, race, language, caste, creed, sex etc., same is the case with school. The school consists of representatives coming from the society.

Answer no.4:- Two functions of school in relation to society are as follows-

- a) The school provides knowledge on democratic ideals, rights and duties of

citizens to the students which help them to participate actively in the political field for a better change and development of the society.

- b) The school not only provides knowledge on adjustment to the students within the school but also provides post school adjustment. That means students are given training to lead their professional, public and private lives in a balanced way.

Answer no.5:- True.

Answer no.6:- Teacher-student relationship means the academic relation between teachers and students. Without the relation between these two poles of education, it is impossible to achieve the desired educational goals and objectives.

Answer no.7- The classroom environment should be emotionally safe. It should have an open learning environment where every individual student feels free and safe to put forward his/her opinions, thoughts, ideas etc. on related subject-matter of the class.

Answer no.8:- Peer group is a social group having people of the same age, class, occupation, education, interest, background or social status. In this group people influence each other through their thoughts, behavior, attitudes towards life, their beliefs etc. An individual can be a member of several peer groups like friends, schoolmates, classmates, sports team, clubs, coworkers, playgroups etc.

Answer no.9:- Subculture means the smaller groups of people evolving from the larger social groups with some distinct norms and values different from the majority. Subculture in education may refer to any group of students who share similar characteristics like same gender, religion, language, caste, same race, same ethnic identification, socio-economic status, physical or learning disabilities or special education students etc.

Answer no.10:- Examples of student subculture may include groups of students having interest in literature or artistic activities, sports lover, book lovers, interest in social welfare activities etc.

BLOCK III:
BELIEFS AND ATTITUDES

Unit 1 : Beliefs and Attitudes

Unit 2 : Attitude Change

Unit 3 : Theories of Attitude Change

UNIT-1

BELIEFS AND ATTITUDES

CONTENTS

1.1 Introduction

1.2 Objectives

1.3.1 Meaning and Definition

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1.3.3 Development of Attitudes

1.3.4 Influence of Attitudes on Behaviour

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1.4.1 Characteristics of fads

1.5 Mores

1.5.1 Characteristics of Mores

1.5.2 Functions of Mores

1.6 Folkways

1.6.1 Characteristics of folkways

1.7 Prejudices

1.7.1 Characteristics of Prejudice

1.7.2 Formation of Prejudice

1.7.3 Ways of reducing Prejudices

1.8 Superstitions

1.9 Summing Up

1.10 References and Suggested Readings

1.1 Introduction

Social psychologists most often use the term attitudes. They are usually ambivalent and susceptible to change. The attitudes have a close relationship with the behaviour. Social psychologists believe that attitudes shape the behaviour of the individual. Besides the behaviour and attitudes are dependent on the folkways, mores, fads, superstitions and prejudices possessed by the individual in the society.

1.2 Objectives

After studying this Unit, you will be able to:

- Understand the meaning and characteristics of attitude.
- Know about the theories of attitude formation.
- Analyse the relationship that exists between beliefs and attitudes.
- Explain the meaning of facts, mores, folkways, prejudices and superstitions.

1.3.1 Meaning and Definitions of Attitudes

Attitudes represent an enduring set of feelings, beliefs and behaviour tendencies which are aimed at certain people, groups, beliefs or objects.

The term 'attitude' is used by the social psychologists to mean people's virtual evaluation of the various aspects of the social world. Attitudes are not however uniformly either positive or negative rather mixed with positive and negative reactions.

1.3.2 Nature and Characteristics of Attitudes

In the views of Young, Sherif, Cantril, et.al., attitude consist of the following objectives:

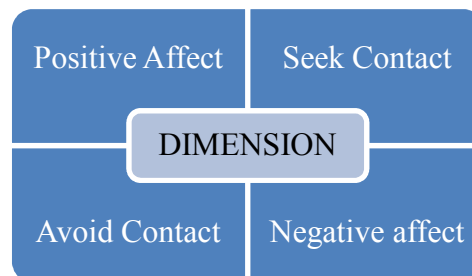
- i. Attitudes implies *learned characteristics* attained by the individual through his own experiences. These inborn attitudes may be based on biogenic motive but they themselves are not biogenic. For instance, your hunger is your biogenic motive but to eat vegetarian or non-vegetarian food is your learned attitude based on the influence of the family or society to which you belong.
- ii. Attitudes are *more or less stable*. It involves an emotional component and hence resist change. However attitude change may occur in the presence of messenger, message and receiver.

- iii. An attitude *reflects the thoughts and beliefs* about the objects as well as images. These attitudes undermine the psychological world of the individual. The attitude vary with the variety of objects or thoughts or images. For instance, you might possess different beliefs and attitudes towards the different philosophical ideologies that exist. However attitudes are not infinite and limited to the psychological field of the individual.
- iv. The attitudes *involve knowledge about the other group*(cognitive component), *some feelings of like or dislike*(affective component) and *a predisposition to avoid or attack*(conative component).
- v. Attitudes does not exist in the absence of a background. Thus attitudes *cannot be formed without the presence of an image or idea*.
- vi. An attitude is *usually formed towards an individual as well as a group* as a whole.
- vii. Attitudes direct the behaviour of an individual.

STOP TO CONSIDER

MAJOR DIMENSIONS OF ATTITUDE(according to Triandis)

1. Positive Affect versus Negative Affect
2. Seeking Contact versus Avoidance Contact



A positive attitude renders the person to sacrifice himself for his loved object, like sacrificing of one's own life in the need of Patriotism.

A negative attitude is related to destruction of an object, like destroying a Public bus by throwing stones.

Seeking contact, if based on a positive attitude means going toward and if it is negative, it implies going against.

Avoiding contact, whether positive or negative implies going away from the object.

1.3.3D

The development and formation of attitudes have been a subject of concern for the sociologists and academicians since long. Majority of the attitudes which you hold is infact the influence of your family and peer group. That means, attitude formation depends upon the other people being its sources. Sometimes you may also develop an attitude of the group to which you belong. Your attitudes may also be formed by the personal experiences, which are infact more intense by nature.

Attitudes are based on three important components, namely, cognitive, affective and behavioural. The cognitive component of the attitudes are formed due to the general tendency of categorisation. For example categorisation of all members of a religious community by the other group as being biased or rude. The affective attitudes are formed due to the presence of a positive or negative emotion. The behavioural component of the attitudes are formed due to the social norms held by one group regarding what is right and what is wrong. The parents teaching their child about which behaviour is desirable and which is not forms the behavioural component of attitude formation.

Almost it is believed by all the social psychologists that attitudes are learned and acquired or formed on the basis of the functions that they serve. The role of learning of attitude on its formation is discussed below:

- i. **Social Learning:** Usually all the attitudes are developed through the process of social learning. Social learning refers to the process through which the individual acquires new information, behavioural forms or attitudes from others. This implies that attitudes are acquired by the interaction with the others or may be by observation of the behaviour of others merely in a social situation. Social learning involves three processes, namely, classical conditioning, instrumental conditioning or observational learning.
 - *Classical Conditioning:* It refers to the basic form of learning in which one stimulus, which is initially neutral, acquires the capacity to evoke reactions through repeated pairing with another stimulus. Thus one stimulus becomes the signal of occurrence for the other. For instance, a young child may not have any visible emotions towards the members of a social group. However, on seeing mother showing negative reactions to the members of this social group may evoke the child to acquire a negative reaction towards that group gradually. This is the result of classical conditioning in formation of attitude.

- *Instrumental Conditioning*: It is a form of learning where responses that lead to positive outcomes or permit avoidance of negative outcomes are strengthened. If the children are rewarded with smiles, approvals or hugs for expression of a right view favoured by the parents themselves, their attitudes may be formed. Thus children may express a political view without even understanding it properly due to the similar attitude of their parents.
 - *Observational Learning*: In this form of learning, the individual acquires new forms of behaviour as a result of observing the actions of others. These attitudes are formed even though the parents have no desire to transmit the specific views directly to their children. Parents will not want their children to smoke but the child may learn it by observing the action of the parents, even though asked not to perform it. Attitudes are also formed due to the impact of media exposure known as the third- person effect. Both the adults as well as children acquire attitudes from the exposure to mass media that is, magazines, films, etc.
- ii. **Social Comparison**: Have you ever thought why would the people adopt the attitudes that they hear others expressing or acquire the behaviours observed from others? This is due to the mechanism of Social Comparison. Social comparison refers to the tendency of comparing oneself with the others so as to determine whether one's view of the social reality is correct. The extent to which your views are agreed with others helps you in concluding that your ideas are correct and accurate. But here arises another question, that is, whether you equally adopt all others' attitude, or is it dependent on the relationship with others?

It is a general tendency of the people to change their attitudes in order to hold the views closer to those of whom they identify or value. In the views of Terry and Hogg (1996) the adoption of such positive attitudes like using a sunscreen when outside and the intention to do so on every occasion when going outside depends on the group to which they identify.

Attitudes also tend to be shaped as a result of social information, combined with the tendency of one's desire to be similar with the people they like. Research findings have shown that people may hold negative views about a group without even meeting them if the group with which they identify expresses a negative view to the other group, in a pursuit to adopt similar attitudes. When you may identify with a group, you may expect to be influenced by the messages that

are aimed at that group. You will not be personally influenced if you do not identify with the group to which the attitude- relevant messages are aimed at.

The role of functions of attitude on its formation is discussed below:

- i. **The Knowledge Function:** The knowledge function of attitudes are formed by aiding our interpretation of new information and influencing basic approach or avoidance responses. You will view the new information supporting your attitude as more convincing and accurate than the information that may refute your attitude.
- ii. **The Identity Function:** Attitudes permit the expression of a central value and belief, thereby communicating about who we are. Attitudes thus serve the identity and self-expression function.
- iii. **The Self-esteem Function:** Attitudes also serve the self-esteem function. Sometimes holding of a particular view may help you to maintain and enhance your feelings of self-esteem or worthiness. It may be your pride to avoid cheating even in the presence of an opportunity to the extent that attitudes are based on the moral principles.
- iv. **The Ego-defensive Function:** Attitudes serve the ego-defensive principle to help the people to protect themselves from unwanted information about themselves. For instance to be accepted in the group, you may express a positive attitude towards a particular view and defend your self- view.
- v. **The Impression Motivation Function:** Attitudes are also used to lead others to have a positive view of ourselves. When you are motivated towards impression formation, the attitudes you express will shift in order to create the desired impression on others.

1.3.4 Influence of Attitude on Behaviour

There exists a very close inter-relationship between attitude and behaviour. This relationship is enhanced by several factors, among which, a few are related to the situations in which they are activated and others are related to the various aspects of attitudes themselves. Attitudes generally influence behaviour through two different mechanisms, that is, the theory of

reasoned action and the theory of planned behaviour. These mechanisms are briefly discussed below:

a. Attitudes on the basis of reasoned thought

You may be faced with some situations of life where you give a careful and deliberate thought towards your attitudes and their implications. This refers to the theory of reasoned action, that suggests that a decision to be engaged in a particular behaviour is the result of a rational process that considers the behavioural options, and evaluates the consequences or outcomes of each behaviour thereby reaching at a decision to act or not to act. Thus the decision gets reflected in the behavioural intentions strongly influencing our overt behaviour.

b. Theory of Planned behaviour

The theory of Planned behaviour states that the intentions are determined by two things, namely, attitudes towards a behaviour and subjective norms. It is infact an extension of the theory of reasoned action, that suggests that in addition to the attitudes towards a given behaviour and the subjective norms about it, individuals also give consideration to their abilities to perform a behaviour. Thus your positive or negative evaluations of performing the behaviour as well as the subjective norms on whether others will approve or disapprove your action guide your behaviour.

c. Attitude-to-behaviour process model

This theory was put forward by Fazio. It says that sometimes events activate attitudes and once the attitude is activated, it influences the perceived attitude object. At the same time the knowledge about what is the appropriate behaviour at that time is also activated. As a whole, the attitude and previous stored information shape the definition of the event and influences the behaviour. For example, if somebody suddenly cuts into your traffic lane while you are driving will trigger your attitude towards the other person and your knowledge that such act is counter-normative. Thus, the interpretation will determine you behaviour.

CHECK YOUR PROGRESS

1. What is attitude?
2. How does attitude influence behaviour?
3. What are the major dimensions of attitude?

1.4 Fads

Fad refer to the manner of conducting oneself by deviating from the usual behaviour. It lasts for a very short period of time and thus unpredictable by nature. The copying of the manner in which a film actress converses is a fad. It may be cult-type, that is based on some ideologies or craze-type, that is spasmodic practices. Fads spread like a wild-fire for a short period of time and then die away.

1.4.1 Characteristics of Fads

- i. They produce unstable and quick changing habits and tendency of superficial habits of judgement.
- ii. Fads arise from the imitation of fashion based on public opinion.
- iii. Fads grow due to human desire of recognition as well as new experiences.

1.5 Mores

The term 'mores' denote the behaviour patterns which are not only prescribed but also accepted by the society. They fall under the category of norms. Mores are those folkways which regulate our behaviour.

MacIver and Page defined Mores as, "*When the folkways have added to them conceptions of group welfare, standards of right and wrong, they are converted into mores*".

In the words of **Gillin and Gillin**, "Mores are those customs and group routines which are thought by the members of the society to be necessary to the group's continued existence".

Sumner applied the term 'mores' to those *folkways which are considered by the group to be essential for its welfare and existence*.

Edward Sapir viewed, "The term mores is best reserved for those customs which connote fairly strong feelings of the rightness or wrongness of mode of behaviour".

1.5.1 Characteristics of Mores

- i. Mores *regulate the social life* of the people. As such they are considered right by the people who share them.

- ii. Mores have *relative persistence* and thus last longer than the ordinary folkways. Therefore, they become the conservative elements of the society in due course of time and resist changes. However, mores are not fixed and change with changing times.
- iii. Mores *vary with groups*, and hence cannot be uniform, The prescribed mores of one group may be resisted in the other group. For instance, some societies follow polygamy while the others practice monogamy.
- iv. Mores are *sanctioned by the values and religion*. Thus they become more powerful and binding.

1.5.2 Functions of Mores

In the views of MacIver and Page, the mores serve the following social functions:

- i. Mores determine most of the individual behaviour. They *mould the character* and restrain the tendencies of the individuals. Therefore, they act as powerful instruments of social control.
- ii. Mores identify the individual with his/ her group. Thus mores are the means by which the individual gains his/her *identification* with his/ her fellow mates.
- iii. Mores act as the *guardians of our social solidarity* that brings the people together and

STOP TO CONSIDER

DIFFERENCE BETWEEN FOLKWAYS AND MORES

- i. The character of mores is relatively wider and more general than folkways.
- ii. Mores refer to the value-judgements of folkways.
- iii. The conviction of right and wrong comes out of the mores and not from folkways.
- iv. Violation of a folkway may not incur severe punishment, but, violating mores is accompanied by strong disapproval and severe punishment.
- v. Folkways when takes on a philosophy of right living and welfare policy, becomes mores. On the other hand, mores always contain the welfare element.
- vi. Mores are compulsive, regulative and rigid in comparison to folkways.

1.6 Folkways

The term 'folkway' was first used by W.G.Sumner in the book entitled 'folkways' in 1906. 'Folk' stands for 'people' and 'Ways' stand for 'their behavioural habits'. Thus folkways are those norms of the society to which the folk conform due to their customary nature. Folkways include the customs, conventions, usages, etiquettes, and so on and so forth. These are the several modes of behaviour adopted by man to meet the social needs.

According to Sumner, “ *Folkways represent man’s unique means of adapting himself to the environment*”.

In the words of Gillin and Gillin, “*Folkways are the behaviour patterns of everyday life which generally arise unconsciously in a group.*”

A.W.Green opined, “*Those ways of acting that are common to a society or a group and that are handed down from one generation to the next are known as folkways.*”

Merril gave the literal definition of Folkways as, “*the ways of the folk, that is, social habits or group expectations that have arisen in the daily life of a group.*”

Therefore, folkways are your ways of eating, talking, dressing, playing, walking, greeting, working, carrying out a conversation, expression of love and affection. Your way of dressing differently according to different occasions, regular brushing of teeth, showering affection on your younger siblings, respecting elders represent the different folkways you possess.

1.6.1 NATURE OF FOLKWAYS

- i. Folkways are the result of the group life of man, created for their sustenance and maintenance. Thus *folkways are by nature social*.
- ii. Folkways are born when majority of the people constantly and regularly observe a social practice. Therefore, *folkways are repetitive in character*.
- iii. Folkways originate obscurely and therefore arise automatically and unconsciously, without any advance planning. Suppose someone in your peer group starts a new hairstyle or dress style which becomes popular in due course of time and followed by majority of the people. Thus *folkways are unplanned in origin*.
- iv. Folkways include an informal means of social control, which are not compulsive or obligatory though considered as necessary. For instance, if you do not take your

bath regularly, you may not be punished by the Law but may become an issue of gossip or ridicule. Thus *folkways are the informal enforcement*.

- v. The folkways differ from *group to group and society to society*. They are also temporal by nature and may change within the same group or same society in due course of time. Variations in folkways are seen with change in age and sex.
- vi. There are *so many folkways* which is difficult to enlist. It is not possible to record all the folkways observed by the people even in the encyclopaedia.
- vii. *Folkways change with the changing situations of the society*. For example the fashions related to dress or hairstyle change quite rapidly.

1.7PREJUDICES

Prejudice forms an important area of study in social psychology. Etymologically, the term prejudice is derived from the Latin word, 'Prejudicm' which means "to give a judgment before the case has started", i.e. taking a decision without examination. According to Young, "prejudice is a predetermined attitude or ideas of a person toward another based upon culturalised values and attitudes". Young further opines that, "Prejudice is a composite of stereotypes, myths and legends in which a group label symbol is used to classify, characterise and define an individual or a group considered as a totality". Drever defined prejudice as, "an attitude usually within emotional colouring, hostile to or in favour of actions or objects of a certain kind, certain persons and certain doctrines." Ogburn viewed prejudice as "a hasty judgement or an opinion formed without due examination".

1.7.1 Characteristics of Prejudice

- i. The prejudices are usually *based on those judgements* which have no choice.
- ii. They are *based on the presentation of the historical facts* in a biased manner.
- iii. The prejudices *show unfavourable feelings* towards the other groups.
- iv. They are *those attitudes of each individual of a group towards the other group*.
- v. The *individual usually justifies his formed prejudices*.

1.7.2 FORMATION OF PREJUDICES

The formation of prejudices begins from the early childhood but it is not an innate tendency. Usually they are seen to play with each other without any discriminations but as soon as they

learn to discriminate, they develop unfavourable attitudes towards the members of the other groups. This is mostly due to the influence of the family members who often teach them discrimination towards children of other race or community. Prejudices are formed on the basis of social norms, individual differences, special physical factors, diverse traditions, customs and ways of life and apprehensions of attack of one group from the other. Psychologically, prejudices result from abnormality in personality, feeling of frustration, cultural repression, complex situations, self- prestige and social conformity. Prejudices are formed due to the effect of a number of factors. The formation of prejudices is discussed below:

➤ **SOCIAL COGNITION**

Prejudices by and large are the results from the thinking pattern of the individual involving social categorization, schemas, heuristics and faulty memory process involved in information processing. The formation of prejudices based on the social categorization is explained below:

a. Social Categorization

This is usually the foremost step in formation of prejudice. Usually, once your mental categories gets fixed, you will tend to group the people, situations and objects on the basis of similarity of your group and disregard the differences most often by exaggerating them.

b. In-group Bias

It refers to the typical feeling of positivity and special treatment reserved for those people considered as a part of the in-group.

c. Out-group Homogeneity

It results from social categorization of typically using statements like, “ they are all alike”. The out- group members are considered to be more similar than the members of the in- group.

d. Failed rationality

A person usually is unable to get rid of a deep-seated prejudice from his or her mind due to emotions involved and formed schemas for the out- group. Thus rationality fails when information consistent with the beliefs are recalled than that which is inconsistent.

e. Activation of stereotypes

Stereotypes and prejudices exist in most of the individuals and they get activated instantly, thus having a negative effects on the perceptions of the members of the out- group.

f. Processing of Stereotypes

In case of the distracted, overwhelmed and non attentive individual, the stereotypes remain and get automatically triggered. However, if it is a controlled process and unprejudiced people, consideration will be given to the acceptance and rejection of stereotypes.

g. The justification-suppression Model

This model was put forward by Crandell and Eshleman(2003) urging the individuals to express prejudice and maintain a positive self- concept. That is, if one finds valid explanation for holding a negative attitude towards a group, one may do so and justify his actions.

h. The Illusionary Correlation

It refers to the tendency of seeing correlations between that events which are actually unrelated. It mostly occurs when the events are conspicuous. For example, media uses it to create impression in the minds of the people.

i. Integrated threat theory

This theory was put forward by Walter G. Stephan. It is based on the assumptions that individuals operate in the context of groups, in which the group membership serves a part of the individual identity. Thus if the individual perceive the out-group as threatening in some ways, prejudice may occur.

j. Social dominance theory

It says that a society is perceived as a group-based hierarchy. For example, if you compete for the best availability of employment, your controlling group may develop prejudiced legitimizing myths.

➤ **ATTRIBUTION BIASES**

The attribution bias in formation of prejudices is explained below:

a. Dispositional versus situational explanations

Prejudices refer to the negative dispositional attributions. Pettigrew believed that assignment of certain dispositions to the whole group of people leads to attribution error. When we act in the way that conforms our prejudices, dispositional attribution is made ignoring the situations. Thus counter stereotypic mindset must be developed among the people.

b. Expectations and distortions

You are more likely to make a situational attribution for your performance leaving your stereotype intact if out-group members behave in the non-confirmatory way.

c. Blame Game

It refers to the tendency of blaming the victim by the people in order to make dispositional attributions for their victimization. For instance the tendency to blame the poor for their plight in a just world by the people.

d. Self- fulfilling prophecies

It refers to the process in which confirmation and proof for the prejudices is found by unknown creation of stereotypical behaviour in out-group members due to one's treatment towards them.

➤ **REALISTIC CONFLICT THEORY**

It states that limited resources usually results in conflicts, increased prejudice and discrimination.

a. Role of Competition

Various researches done so far in the area of Prejudice suggest that discrimination against the out- group is due to the dearth of resources. Competition and challenges with the members of the out- group results in hostility and formation of prejudices.

b. Scapegoat

In the absence of direct competition, there is a tendency of displacement among the individuals onto the out- group which is disliked or powerless. This is the tactic of scapegoat resulting from frustration without a clear target to blame.

➤ **NORMATIVE RULES**

Prejudices are also the result of conforming to the normative rules of the culture.

a. Institutionalized racism

It says that the racist attitudes prevail among majority of the population on account of living in a society with stereotypes and discrimination as its norms.

b. Institutionalized sexism

This phenomena exist with the large majority of the people in those societies where the racist and sexist behaviours are standardised and their normative conformity results in acceptance.

1.7.3 WAYS OF REDUCING PREJUDICES

a. Persuasive Communication

Persuasive communication in the form of written, verbal and visual communication, helps in the reduction of prejudice. However, Farley(2000) pointed out that in order to strengthen persuasive communication in reducing prejudice, the source of the message and the credibility of the source must have a long- lasting effect. The message also must be clear, precise, comprehensible, positive and well retained with its intact perspective.

b. Education

Education reduces traditional provincialism and diminishes the fear of casual personal contact. It makes people to accept the legal equality of all groups of the society and imparts knowledge information and knowledge, thereby changing the mindset of the people.

c. Inter-group contacts

Inter-group contact is considered by the sociologists as one of the most effective means of reducing prejudice. The living together of persons from different groups helps in personal realization of lack of validity of the prejudices.

d. Simulation Activities

Simulation is done to create a situation in which people who are usually away from normal experiences of prejudice and discrimination are made to experience some sort of discrimination. They thus have a direct experience of the irrational prejudices and learn about the feelings of the discriminated group thereby combating prejudices.

e. Therapy

If prejudices result from the personality problems of an individual, individual as well as group therapy may be rendered. It helps in resolving the factors resulting in the formation of the prejudices.

f. Role Interpretation

According to Secord and Backman (1964), prejudices may be reduced if the member of a minority group occupies incompatible roles. As for example, the black people of the USA

are considered lazy due to their low social position. But, if he is expected to be energetic as a co-worker, modifications will occur due to role interpretation.

g. The Consistency Game

The technique of consistency game was used by Gandhiji to reduce the prejudices against the Harijans. He allowed Harijans to live in the ashram following all the rules and coming into close proximity with the others. Thus a favourable attitude towards the Harijans was developed by the co-workers reducing the prejudices against them.

h. The Shared Coping Approach

This method was suggested by Allport(1958) and Sherif(1961) assuming that inter- group contact involving shared goals and shared coping to achieve these goals tends to reduce prejudices. A shared goal makes the two groups inter-dependent and promote cohesion, thus discarding stereotypes and prejudices.

STOP TO CONSIDER

Types of Prejudices

- i. Prejudices based on colour
- ii. Prejudices based on odour
- iii. Prejudices based on strange facial features
- iv. Prejudices based on variety of costumes
- v. Prejudices based on language
- vi. Prejudices based on Culture
- vii. Prejudices based on religion.
- viii. Prejudices based on economic institutions.
- ix. Prejudices based on Politics.
- x. Prejudices based on castes.
- xi. Prejudices based on Nationality.
- xii. Prejudices based on Individual Differences.

CHECK YOUR PROGRESS

4. Define prejudice.
5. What is meant by fad?
6. How is a prejudice formed?
7. Discuss about the characteristics of folkways.
8. What are the functions of mores?

1.8 Superstitions

Superstitions refer to the practices resulting from ignorance or fear of the unknown. They are the result of irrational attitudes towards the supernatural entities. For instance, the belief in the evil eye or lucky charm is termed as superstition. According to Davies, there are four forms of superstitions, namely, vain observances, divination, idolatry and improper worship of the true God. The vain observances are formed by beliefs, divination are guided and fostered by a religious group, idolatry refers to putting lucky items on work days on the important days and improper worship of the true God happens through bribing of God for success.

1.9 Summing Up

Attitudes refer to the evaluations of the various aspects of the social world. They may be positive as well as negative. They are usually formed by the influence of various factors. Attitudes influence behaviour through two different mechanisms-reasoned action and planned behaviour. The attitudes which resist change are known as prejudice. The society is also influenced by the fads, mores, folkways and superstitions.

ANSWERS TO CHECK YOUR PROGRESS

1. Refer to 1.3
2. Refer to 1.3.4
3. Refer to Stop to consider.
4. Refer to 1.7
5. Refer to 1.4
6. Refer to 1.7.2
7. Refer to 1.6
8. Refer to 1.5.2

SELF ASKING QUESTIONS

1. Define attitudes. Discuss about its characteristics.
2. Analytically discuss the theories of attitude formation.
3. Discuss about the relationship between attitude and beliefs.
4. What is Prejudice? How can it be combated?
5. Write a short note on superstitions.
6. Discuss the meaning and nature of folkways.
7. What do you mean by mores? Distinguish between folkways and mores.
8. What is meant by fad? What are its nature and characteristics?

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UNIT 2:
Attitude change

Contents:-

2.1 Introduction

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2.3 Concept of attitude change

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2.9 Model Questions

2.10 Answer to check your progress/Possible Answers to SAQ

2.1 Introduction

We all are familiar with the term of attitude. It is a kind a mental state, one develops or forms towards other people, events or situation. It is a kind of psychological phenomenon. Indeed, attitude is one of the important concepts in psychological studies. Here, in this block, we will deal with this concept from a different angle. This unit will focus on the concept of attitude change. We know that it is very difficult for a person to change his/her attitude towards someone or something once it is formed. But, sometime, we have to deal with the process of attitude changing. Here, we will discuss about its concepts and various ways and means related with the process of attitude change.

2.2 Objectives

After going through this unit you will be able to-

- *comprehend* the concept of attitude change

- *know* how attitude can be changed through cognitive Dissonance
- *comprehend* the process of persuasion for attitude changing
- *understand* the concept of propaganda and how it is used for attitude change

2.3 Concept of attitude change

Attitude:

Attitude is a common term used very frequently in our daily conversations. Social psychologists define attitudes in a specific way. Fuson defined attitude as “ the probability of occurrence of a defined in a defined situation. One of the pioneers of the field, **Gordon Allport** (1935) defined attitude as “mental and neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual’s response to all objects and situations with which it is related.” Besides these, there have been a number of attempts to define attitude in different expressions by different social psychologists, however the definition given by Allport has been still regarded as a comprehensive definition of attitude. Hence, this definition is given here for your better understanding of the term attitude. It is important to have a clear idea about attitude before going into depth of attitude change.

Allport’s definition describes three different aspects of attitude-

Firstly, Allport refers attitudes as mental and neural states of readiness. This assumption implicitly asserts that **attitudes are entirely personal affair and cannot be observed or measured directly by other people.**

Secondly, the definition states that **attitudes are acquired and organized through experience.** This indicates that the genesis of the attitudes we form about various people, issues, events and situations lies in the experiences that we have in our families, neighborhood, peer groups, work place and larger society.

Thirdly, the definition states that **attitude exerts a directive or dynamic influence upon the individual’s response to all objects and situations with which it is related.** Thus, attitudes are not merely feelings or beliefs that we have regarding people, issues, events and situations but they also guide and predict our future responses to those people, issues, events and situations.

Components of Attitude

An attitude is comprised of three interrelated components-

- A. Cognitive component:** It refers to the beliefs and thought processes associated with the attitude object. The cognitive component of the attitude further guides the way in which we process information regarding the attitude object.

- B. Affective component:** It indicates that every attitude is associated with positive or negative feelings towards the attitude object. This affective feeling further leads to pleasant or unpleasant emotional responses to the attitude object. Thus liking or disliking for the attitude object originates.
- C. Behavioural component:** It indicates that a specific attitude toward an object or situation leads us to a specific behavioural tendency or readiness as such thus we are inclined to respond to the attitude object in particular manner consistent with the attitude

Although these three components are distinct processes, they function in an integrated and interrelated order in order to express the attitude. Since they all belong to the same attitude, they function in a consistent manner.

Attitude Change

The above discussion on attitude must have cleared your doubts regarding attitude. It has given you a complete idea about the same. This unit aims to focus on attitude change, which is directly related to the change brought to the ideas, responses of people towards someone or something. Attitudes are one's mental state which is formed on the basis of one's experience. Attitudes are very difficult to change, but sometime we are forced or compelled to change our attitude on the basis of changing experiences and situation. Attitudes are more or less stable. They may be lasting for long time or change with time. As they are also subject to change provided there is proper atmosphere. Time is a changing factor. We the people are bound by the changing time and situation. Hence, sometime, we have to conflict with our previous attitude to turn it to a new or different one. Favourable attitude may change to unfavourable or vice-versa. There are different factors or processes which act as a force in changing these attitudes. As attitudes are totally personal, it is easily influenced by the personal experiences.

Bringing change in attitude and beliefs of the individual is a tough problem with which the social psychologists are confronted. For example, in backwards countries, the process of change is of utmost importance to the government and the political parties to bring the social and economic changes, so that people may prosper. In our country, Mahatma Gandhi, the "Bapu", was responsible for bringing about many effective changes in the attitudes of the people. Hence, shortly, it can be said that to cop up with the changing situation and time and to bring prosperity we must be ready to bring change to those old attitude which stands as a block in the road of progress.

Check Your Progress

Question 1: What is meant by attitude?

Question 2: What are the components of attitude?

Question 3: What do you mean by attitude change?.

2.4 Attitude change through cognitive Dissonance

As mentioned earlier attitudes are very difficult to change. But there are many ways in which attitudes could also be changed. One such way or means is cognitive dissonance. Now it is important for you to be clear with the concept of cognitive dissonance. Many studies have been done on attitude change. When a person's actions conflict with their prior attitudes, these often change the person's attitudes to be more consistent with their actions. This phenomenon, known as *cognitive dissonance*. This was also revealed by a study made by Veen et al (2009). They demonstrated that attitude change also shows in the neural changes. It is considered to be one of the most influential theories in psychology.

Again, according to Festinger's theory, there are basically two factors that affect the strength of the dissonance- (i) the number of dissonant beliefs, and (ii) the importance attached to each belief.

Hence one can eliminate dissonance by the following methods-

1. Reducing the importance of the dissonant beliefs.
2. Adding more consonant beliefs that outweigh the dissonant beliefs.
3. Changing the dissonant beliefs so that they are no longer inconsistent.

Dissonance occurs when an individual has to make a choice between two incompatible beliefs or actions. The dissonance created is very high when the two alternatives are equally attractive. This is akin to approach – approach conflict which creates considerable tension. Attitude change is more likely in the direction of less incentive as these results in lower dissonance. In regard to changing of attitude towards a certain community people, the integrated housing scheme provides a good example of application of cognitive dissonance. When people start living together, and have to interact with each other for various reasons, they get to know each other and many ideas and beliefs about the other person belonging to a certain community start changing

considerably as experience shows that these people are not as the individual thought them to be. In course of time with the changes in beliefs and ideas getting stronger the individual is able to get over the negative attitude and change to a more positive attitude. This is one way of changing attitude. Here dissonance is created by facts and figures and the individual reduces the dissonance by changing his attitude.

Another example of attitude change through cognitive dissonance is the person who buys an expensive car but discovers that it is not comfortable on long drives. Dissonance exists between their beliefs that they have bought a good car and that a good car should be comfortable. Dissonance could be eliminated by deciding that it does not matter since the car is mainly used for short trips (reducing the importance of the dissonant belief) or focusing on the cars strengths such as safety, appearance, handling (thereby adding more consonant beliefs). The dissonance could also be eliminated by getting rid of the car, but this behaviour is a lot harder to achieve than changing beliefs.

On the basis of this, the two most important principles of cognitive dissonance can be stated as that firstly-dissonance occurs when a person has to choose between contradictory attitudes and behaviour. Secondly- dissonance can be removed by changing the importance of conflicting beliefs and acquiring new beliefs that change the balance or remove the conflicting attitude or remove the conflicting behaviour.

Self-Asking Question

1. What is cognitive dissonance?

2.5 Attitude change through Persuasion

We have discussed the process of cognitive dissonance for bringing attitude change in the above sub-section. Besides, there are some other means or ways of bringing changes in attitude change. One such is persuasion. It is a skill which is employed by a person to persuade other person or persons. Persuasive behaviour is a type of behaviour by which a person prepares other person to accept his or her views. Thus, Attitude can be changed through persuasion or it can be used as an important means for it. Persuasion skill may be based on reason, but the acceptance of one's opinion may take place without any reasoning or intellectual discussion. In order to change attitude through persuasion, communication is vital. It may occur through dialogue, written ideas, television or film. It may be noted that some persuasive appeal do not succeed in attitude

change. Some advertisements fail to sell the goods advertised while others are very successful. Some leaders lose election in spite of wide propaganda (we will discuss about this concept in coming section) network while others win comfortably. Some attitudes may be more obstructive as compared to the others in the process of persuasion. But, much of this difference is due to different qualities of persuasive communication. Some persuasive communications are more effective than others which help in bringing changes in attitude.

Factors affecting Persuasion

A persuasive process has four different components or elements - the source, the message, the channel and the audience. Various properties of these components determine whether the persuasive attempt will be successful or not in bringing change in attitude.

A. The Source or communicator

The foremost important factor in effectiveness of persuasion is the communicator. Often we see that similar arguments presented by different people have varying impacts on the audience. Credible sources are more persuasive than those who are low on the dimension of credibility. Credibility of the source increases with our perception of the communicator as an expert of the field and his or her trustworthiness. Results of various studies indicate that greater attitude change in those receiving message from a presumably credible source than those who received message from a low credible source. Persuaders who are attractive and high on likeability are more successful in changing the attitudes of their audience. The reason behind hiring attractive models to appear in advertisements and to promote sell is the basic principle that we like those attractive models and therefore, agree to buy the product.

B. The Message or communication

Emotion embedded in the content of the message is also an important factor in determining the effectiveness of persuasion. Good feelings either induced by the message or otherwise present in the environment, when persuasion is attempted, enhance persuasion. Janis and Feshbach (1953) reported that the message is most persuasive when it induces mild fear in the audience. They argued that very high fear inducing messages legitimately threatens the audience which leads to strong counter arguments and denial in the audience

Some messages are designed in such a way that they present opposing arguments. Contrarily, other messages are designed in such a way that they present only one sided argument. Studies indicate that two sided messages are more effective in persuasion as compared to one sided messages. On the other hand, one sided messages seem to be deliberately framed to change the attitude and therefore, audience to such messages show enhanced resistance leading to less effective persuasion.

C. The Channel/ how the message is communicated

Some persuasive attempts merely present the verbal messages to the audience. On the other hand, persuasive messages may also be presented to the audience in an interactive and experiential manner. Studies indicate that although the mere reception of the message may lead to substantial degree of persuasion, the extent of persuasion decreases as the significance and relevance of the issue increases. When the issue is more relevant and important to the audience interactive and experiential way of persuasion is more successful. Several studies have indicated that messages conveyed to the audience personally are more successful in persuasion than those given through media..

D. The audience/ the recipients

People vary in their susceptibility to persuasion. Some people are easy to persuade, while others show great resistance to the persuasion efforts. Some people has argued that the people who have low self esteem are more easily persuaded than those having high self esteem.

2.5.1 Dual Model Process of persuasion

While discussing about the persuasion, one such topic that comes under its frame is dual model process of persuasion. Some of the persuasive messages and persuaders are more effective than others. Similarly, some people are more readily persuaded than others. There are various models of persuasion. Among them, the **elaboration-likelihood model (persuasion made in Central/systematic route)** and the **heuristic-systematic model(persuasion made in peripheral/heuristic route)** are important. Despite of minute dissimilarities, both models propose that an effective persuasive communication follows a dual process and takes the message through two different routes. Each of these processes differs from the other in terms of amount of cognitive effort or elaboration they require (central/systematic route and peripheral/heuristic route. Both these model attempt to explain this process.

The persuasive communication takes the central/systematic route, high elaboration conditions, when the target person is willing and has high processing capacity to process the content of the message. In contrast, when the target person is less motivated and has low processing capacity to process the content of the message the peripheral/heuristic route is taken. In such low elaboration conditions, the cues irrelevant to the content or quality of the message are paid greater attention Although both routes are capable of changing attitudes, attitudes resulting from the peripheral route are feeble, less resistant to counter persuasion and weaker in predicting the behaviour than those resulting from central route attitudes.

When a persuasive message is processed a number of factors determine the route it will take. When the persuader speaks very fast, deep and systematic processing of the message becomes difficult and therefore, peripheral route is preferred over the central route. Mood of the target of the message also play important role in deciding that which of the two routes is taken. An unhappy target, negative mood, generally scans his/her environment for threats and problems leading to very systematically process the information and therefore, in such conditions central route is preferred. In contrast, happy people use the peripheral route and therefore they are more susceptible to weak cues like source attractiveness. Furthermore, when the attitude is more important to the target and has direct impact on him/her, the message is processed systematically through the central route. Whereas, persuasive attempts pertaining to the less important attitudes are processed through peripheral route. Some individual qualities, such as need for cognition, need for closure, need to evaluate and self-monitoring also determine the route of persuasive message. People high on these dimensions prefer to process persuasive messages via central route.

Hence, it can be said that if the persuasive communication takes the central route the effectiveness of the persuasive attempt is majorly affected by the strength and quality of the argument furthered by the persuader. If content of the persuasive argument is strong and rich in quality the persuasive attempt is successful. However, in case of peripheral route several properties of the source of the message become critical to its effectiveness. Primarily, persuasive attempt is successful when the source of the message is physically attractive, similar (in terms of shared attitudes, appearance, or social categories) to the audience and has credibility in the issues pertaining to the particular attitude.

Check Your Progress

Question 4: What is persuasion?

Question 5: What are the elements of persuasion?

Question 6: What is Dual Model Process of persuasion?

2.6 Attitude change through Propaganda

Besides, cognitive dissonance and persuasion, there is another important means of bringing change in attitude and that is the most popular one –propaganda. We generally witness the government or political parties using this as a means to get trust from masses. The term propaganda has its roots in the Latin word *Propagare*. It means “ to fasten down layers, shoots or

slips of plants for the purpose of reproduction. Hence to generate, reproduce and generally to extend or increase.” Thus etymologically, in the words of Lumley, “propaganda is not a breeding that would take place of itself, it is forced generation.” The ***propaganda is thus an attempt to force to change their attitudes or opinions***. It owes its breeding to those people or the societies which are interested in moulding the opinions, attitudes or the beliefs of the other people or societies in their own favour.

The word propaganda often connotes a negative sense; this is mostly used in case of politicians who make false claims to get elected or spread rumors to get their way. In fact, any campaign that is used to persuade people can be called propaganda. Propaganda is simply the organized use and dissemination of information in support of a cause. It is not so important whether the information is true or false, or if the cause is just or not-it’s all propaganda. Propaganda is a process and a method, which brings about a change in thought, faith and attitude of individuals and groups through persuasive devices. Propaganda is more or less deliberately planned. It uses symbols, mainly through suggestion and related psychological techniques, with a view to alter and control opinions and ideas and bring about a change in pre-determined actions. It is an organized and systematic attempt of a person or a group to influence public opinion and attitude towards life styles. Through the use of suggestion, it controls the attitude and, consequently, actions of a group of individuals. It simply attempts to influence people’s attitudes and opinions and thereby their actions in a desired direction. Propaganda does not depend on facts and logic.

The importance of propaganda in the modern world is increasing rapidly. It has become a part of our daily life. Politicians, traders, governments, educationists, spiritual leaders, social reformers and specialists of different professions use propaganda as a tool to reach out to a large number of people. Through propaganda they gain people’s support.

Doob considers propaganda as-a systematic attempt to control the attitudes etc. of the group of the individual.

Types of Propaganda:

Propaganda may be classified as

i) Conversionary Propaganda: In Conversionary Propaganda an effort is made to let people understand and then bring about a change in value, thought, attitude and behaviour. This type of propaganda is quite often used in the field of advertising.

ii) Divisionary Propaganda: Divisionary Propaganda is based on the ‘divide and rule’ policy and is used by the political parties or nations at the time of war

iii) Consolidator Propaganda: In Consolidator Propaganda efforts are made to provoke and consolidate popular thoughts, values, attitudes, etc. It is being used to bring peace and harmony in society during a period of war.

Propaganda is always motivated by some objective and the objective is related to the people towards whom the propaganda is directed. A propagandist uses different types of symbols for achieving his/her objectives. Advertisers and traders use symbolic words to popularize their products. Political parties have their own symbols to attract the voters. Direction has an important place in propaganda. It has been observed that propaganda may become in-effective if used repeatedly.

Devices of Propaganda:

The propagandist uses various devices as means to persuade people or fulfill their objectives. According to Miller, there are seven devices and process of Propaganda. They are as follows

1. Name –calling device

This device is utilized by first giving a bad name to the object and then asking the people to make a judgment about it.

2. The glittering generality device

This device is used by the propagandist by putting his own views, opinions or programmes in the best possible light.

3. The transfer device

In this device, the propagandist attaches some universality to his policies. He put them in such a light that the people get the notion that gods or church or some superior power approve his policies.

4. The testimonial device

This is very frequently used in business advertisements. In this device , the propagandist spreads the views or opinions of some highly liked or respected persons.

5. The plain –folk device

This type of device is one which is liked by the public in general.

6. The Card- stacking device

This device is the one which has been greatly used by Hitler in the last war. The propagandist try to turn to attention from truthful facts to those which are deceptive and untrue.

7. The band –wagon device

In this device, efforts are made to convince people that majority likes those things which the propagandist is putting before them.

2.6.1 Counter Propaganda

In the discussion of propaganda, we must mention about counter propaganda. It s one of the most important principle of propaganda. When opposition s made against a n existing propaganda ,it called as counter propaganda. It s about countering a bad or unethical or unjustifiable propaganda to save people from being influenced or persuaded. This principle is that the

propagandists use counter propaganda when conflicting attitudes tends to prevent the desired integration from emerging. For example, in china, only pro-communist propaganda is not considered sufficient. A propaganda is also made against capitalists, American, Indians and now even against Russia. Similarly, when the government policy makes prohibition an issue, those addicted to drink make a counter propaganda that it will lead to the loss of revenues. Thus, it can be said that counter propaganda is about countering the existing propaganda. Still, many a time, counter-propaganda helps in limiting the evil effects of bad propaganda.

Self-Asking Question

2. How is propaganda a means of attitude change?

2.7 Summing up

Coming to the last part of this unit, it can be said that this unit has tried to familiarize you with the basic concept of attitude change and its various means. Thus we can summarize the unit as-

- Attitude is a common term used very frequently in our daily conversations.
- **Gordon Allport** (1935) defined attitude as “mental and neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual’s response to all objects and situations with which it is related.”
- An attitude is comprised of three interrelated component- **Cognitive component, Affective component, Behavioural component**
- Attitudes are more or less stable. They may be lasting for long time or change with time. As they are also subject to change provided there is proper atmosphere
- When a person’s actions conflict with the prior attitudes, these often change the person’s attitudes to be more consistent with their actions. This phenomenon, known as **cognitive dissonance**
- Attitude can be changed through persuasion or it can be used as an important means for it. Persuasion skill may be based on reason, but the acceptance of one’s opinion may take place without any reasoning or intellectual discussion
- A persuasive process has four different components or elements - the source, the message, channel and the audience.
- The term propaganda has its roots in the Latin word **Propagare**. It means “ to fasten down layers, shoots or slips of plants for the purpose of reproduction.
- When opposition is made against an existing propaganda, it is called as counter propaganda.

2.8 References and Suggested Readings

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2.9 Model Questions

1. What do you mean by attitude change?
2. Discuss the definition give by Allport on Attitude.
3. Describe cognitive dissonance and persuasion as means of attitude change.
4. What is propaganda? How it helps in changing attitude in people?

2.10 Answer to check your progress/Possible Answers to SAQ

Answer to question 1:

Attitudes are one's mental state which is formed on the basis of one's experience.

Answer to question 2:

An attitude is comprised of three interrelated components. They are - **Cognitive component, Affective component and Behavioural component.**

Answer to question 3:

Attitudes are more or less stable. They may be lasting for long time or change with time. As they are also subject to change provided there is proper atmosphere. Time is a changing factor. We the people are bound by the changing time and situation. Hence, sometime, we have to conflict with our previous attitude to turn it to a new or different one

Answer to question 4:

Persuasion is a skill which is employed by a person to persuade other person or persons. Persuasive behaviour is a type of behaviour by which a person prepares other person to accept his or her views.

Answer to question 5:

A persuasive process has four different components or elements - the source, the message, the channel and the audience.

Answer to question 6:

When a persuasive communication follows a dual process and takes the message through two different routes, it is called dual model process of persuasion.

Answer to SAQ 1:

When a person's actions conflict with the prior attitudes, these often change the persons attitudes to be more consistent with their actions. This phenomenon, known as *cognitive dissonance*. Dissonance occurs when an individual has to make a choice between two incompatible beliefs or actions

Answer to SAQ 2:

Propaganda is more or less deliberately planned. It uses symbols, mainly through suggestion and related psychological techniques, with a view to alter and control opinions and ideas and bring about a change in pre-determined actions. It is an organized and systematic attempt of a person or a group to influence public opinion and attitude towards life styles.

UNIT 3:

Theories of Attitude change

Contents:-

3.1 Introduction

3.2 Objectives

3.3 Theories of attitude change

3.3.1 Reinforcement theory

3.3.2 Cognitive dissonance theory

3.3.3 Psycho-- Analysis theory

3.4 Resistance of Attitude to change

3.5 Summing up

3.6 References and Suggested Readings

3.7 Model Questions

3.8 Answer to check your progress/Possible Answers to SAQ

3.1 Introduction

In the earlier unit, we have discussed about attitude change and various means and ways of bringing changes in attitude such as-cognitive dissonance, persuasion and propaganda. Here, in this unit, we will be dealing with the theories of attitude change. The knowledge of theories of attitude change will help you to acquire more idea about attitude changes. There are various theories of attitude changes. Here we will focus on three important theories- Reinforcement theory, Cognitive dissonance theory and Psycho- Analysis theory. Moreover, the unit will also cover the Resistance of Attitude to change and its causes.

3.2 Objectives

After going through this unit you will be able to-

- *Identify* different theories of attitude change.
- *Know* about the Reinforcement theory
- *Know* about Cognitive dissonance theory and Psycho- Analysis theory
- *Understand* the Resistance of Attitude to change and its causes

3.3 Theories of Attitude change

The theories of attitude change explain many things about attitude change such as-why the attitude change take place ? what is the process of change ? and in which situations it can be expected ? As such, it is important to know about the theories of attitude change. There are various theories of attitude change. The important are discussed here in this unit. The following sub-section will cover these theories.

3.31. Reinforcement Theory

You all have idea about reinforcement. Reinforcement as a term refers to the psychological process of motivating a person. Though used synonymously, there is a slight difference between motivation and reinforcement. Motivation is a fundamental psychological process and a broader connotation than reinforcement. Motivation can be referred to as an intrinsic process, whereas reinforcement is related to the environment. Reinforcement has a great influence on attitude. The reinforcement theory is one of the most important theories of attitude change. Attitudinal and opinion responses are learnt in the same manner as other responses specially attitudes are oriented towards approaching or withdrawing thing, person, group etc. In certain condition a persuasive communication may persuade a person to change his attitude or opinion. This change is brought about by some reinforcement in the form of reward and punishment. According to this theory, if an opinion is formed and we wish to bring change in it, then we must provide a more powerful reinforcement than the opinion.

Reinforcement is something which enhances the strength of the response and prompts repetitions of the behaviour that preceded reinforcement. This means that the reward aspect is something which is presumed to be desirable from the perspective of the presenter. Although, if a person being rewarded does not find it sufficiently rewarding, then no reinforcement will take place and it will not lead to attitude change.

Contingency of reinforcement

Contingency of reinforcement refers to the relationship between a person's behaviour and the preceding and following environmental events which will influence that behaviour. A contingency of reinforcement comprises of an antecedent, a behaviour, and a consequence. It should be noted that the presenting or withdrawal of a particular antecedent increases the probability of a particular change in behaviour likely to occur.

Reinforcement is always knowledge of feedback about the success of past behaviour or attitude. Feedback is information that can be used to modify or change previous behaviours or thought. However, this information has to be perceived, interpreted, given meaning and used in decisions about future behaviours or thought. The feedback has to be processed.

Reinforcement is the attempt to develop or strengthen desirable behaviour. There are two types of reinforcement – positive and negative reinforcement. As such in terms of bringing change in attitude, positive and negative reinforcement play their significant roles.

Positive reinforcement: Positive reinforcement strengthens and enhances behaviour by the presentation of positive reinforcers. There are primary reinforcers and secondary reinforcers. Primary reinforcers satisfy basic biological needs and include food, water, and sexual pleasure. However, primary reinforcers do not always reinforce. For instance, food may not be a reinforcer to someone who has just completed a five course meal. Most behaviours in organisations are influenced by secondary reinforcers. These include such benefits as money, status, grades, trophies, and praise from others. These become positive reinforcers because of their association with the primary reinforcers and hence often called conditional reinforcers. These secondary reinforce can bring change in attitude in the form of money, status and grades.

Negative reinforcement: An unpleasant event that precedes a behaviour is removed when the desired behaviour occurs.

Just as there are positive reinforcers, there are negative reinforcers as well. Negative reinforcers are the stimuli that strengthen responses that permit an organism to avoid or escape from their presence.

Thus, both positive and negative reinforcement are procedures that strengthen or increase behaviour and bring changes in attitudes. Positive reinforcement strengthens or increases behaviour by the presentation of desirable consequences. On the other hand, negative reinforcement strengthens and increases behaviour by the threat of and use of undesirable consequences. Negative reinforcement is sometimes confused with punishment, because both use unpleasant stimuli to influence behaviour.

Self-Asking Question

1. What is the idea behind reinforcement theory of attitude change?

3.3.2 Cognitive dissonance theory

Another important theory of attitude change is cognitive dissonance theory. The effectiveness of reinforcement has been reduced because of the development of another theory of cognitive dissonance. This theory is often opposed to the reinforcement theory. This theory had

been propagated by Leon Festinger . This theory was proposed by him in 1957 in his book –“A Theory of Cognitive Dissonance”. According to theory sometimes minimum reinforcement leads to maximum attitude change. This theory fundamentally includes two viewpoints. In a cognitive system the dissonance is psychologically anxiety producing and motivating for-

- A. Making an effort to reduce dissonance and achieve consonance
- B. Remaining away from such message which increase the dissonance.

According to this theory, various attitude of a person are consistent with each other. The individual behaves in accordance with them. Often there is consistency in his various behaviour. But, in some situation two or more than two attitudes become active simultaneously which are mutually opposed to each other. This situation is the mental state of cognitive dissonance. In this situation, there is feeling of tension and pains. As such, the person is motivated to change the condition.

In our everyday life there are number of occasions where we show incompatible attitudes, beliefs or behaviours. For example, many people smoke (behaviour) even when they know that smoking can increase the risks of cancer (a cognition). This incongruity creates a psychological state of discomfort leading to probable modification in one of the attitudes, beliefs or behaviours so that the discomfort is reduce and balance is reinstated. Cognitive dissonance, as stated by its propagator is a psychological force or it can be considered as an inner drive functions to maintain all our attitudes and beliefs in synchronization and avoids dissonance.

Thus, Cognitive dissonance theory assumes that in our daily social life whenever we notice incoherence among our thoughts, attitudes and actions, an automated response of psychological distress or pain is generated. The degree of dissonance may vary according to the relevance and importance of opinions, attitudes and actions and corresponding to the degree of incongruence between belief and behaviour, but, people are strongly tend to resolve the dissonance and furthermore, the greater the dissonance the more they will be motivated to resolve it.

Sources of Dissonance:

According to Festinger, the following can be considered as the sources of dissonance-

1. **New information:** One of the important sources of dissonance is new information. For example-a person makes a plan to go to a new place with the confidence that the place would be very beautiful and pleasant, but when he reaches the place, he could not find the expected beauty. This new knowledge about the place is in dissonance with his earlier confidence.
2. **Uncontrollable circumstances:** A person who is taking a decision about investing his money or wealth knows that outcome of investment is dependent on those condition

which are out of his control such as natural or emergency consequences like lockdown during Covid(19)

3. **Logical inconsistency:** Sometime, people make prediction which does not have logical base. Such as a man believes that in future man will establish a colony or house in Mars but at the same time, he also believes that men cannot survive on mars.
4. **Cultural Mores:** A person at a formal dinner eats but licking his fingers but he also knows that it s against the party or dinner etiquette.
5. **Inconsistency with past Experiences:** A person enters a self-service lift. He presses U button which indicates that the lift will go up as per his earlier experience in lift, but he experiences that he is going down. Thus, creates dissonance.

Means of Reducing Dissonance:

It is argued that dissonance is resolved or reduced in any of three basic ways--

- A. **By changing beliefs:** Dissonance between actions and beliefs may very fundamentally be reduced by changing the beliefs. However, changing belief is unlikely if the opinion is deep-seated and central to the individual's belief system. Moreover, our basic beliefs and attitudes are more or less stable and thus people generally hesitate to change their basic beliefs, attitudes or opinions.
- B. **By Changing behaviour:** At many occasions the dissonance may be resolved by simply changing the behaviour in question. A person who smokes even after knowing that smoking can cause cancer may eventually stop smoking and thus reduce the dissonance caused by the inconsistency between belief and behaviour.
- C. **By Changing perception of behaviour:** We can resolve the dissonance with the help of an even more complex mode by changing the way we perceive our action. It simply indicates rationalizing our actions. A person who smokes even after knowing that smoking can cause cancer may continue to smoke with the reasoning that he smokes to avoid the stresses of daily routine or he smokes only with his friends. In other words, people start thinking about their action in a different manner or context so that it no longer appears to be inconsistent with the actions.

The cognitive dissonance theory has been very extensively researched and applied in number of significant social behaviours; such as forced compliance behaviour, decision making and effort justification.

Check Your Progress

Question 1: Who was the propagator of Cognitive Dissonance Theory?

Question 2: What are the two fundamental viewpoints of this theory?

Question 3: State two sources of dissonance.

3.3.3. Theory of Psycho- Analysis

This is one of the key theories in psychological study but is not confined to psychology only. It comprises one of the most significant areas in social psychology too. Besides, the above mentioned theory, theory of psycho-analysis is a significant theory of attitude change. Psychoanalysis is a body of ideas developed by **Freud** and continued by others. It is primarily devoted to the study of human psychological functioning and behavior. Under the broad umbrella of psychoanalysis there are different theoretical orientations regarding the underlying theory of understanding of human mental setup, human development and human disorders. The various approaches in treatment called “psychoanalytic”. According to Freud, the mind is divided into three levels-conscious, unconscious and pre-conscious levels. In the unconscious mind store all the repressed desires, wishes and memories etc. This part of mind exercises a great influence on our behaviour pattern. As such, the most fundamental concept of psychoanalysis is the notion of the unconscious mind as a reservoir for repressed memories of traumatic events which continually influence conscious thought and behavior and attitudes.

Freud believed that the repressed conflicts were buried in the deepest recesses of the unconscious level of mind. Here the unconscious does not include all that is not conscious, rather only it includes what is actively repressed from conscious thought or what the person is averse to knowing consciously. In a sense this view places the self in relationship to their unconscious as an adversary, warring with it to keep hidden what is unconscious.

Freud always took the occurrence of resistance as a sign that he was on the right track in his assessment of the underlying unconscious causes of the patient’s condition. The correct interpretation of the person’s dreams, slips of tongue, free-associations and responses to carefully selected questions lead the analyst to a point where he can locate the unconscious repressions producing the neurotic symptoms, invariably in terms of the patient’s passage through the sexual developmental process, the manner in which the conflicts implicit in this process were handled, and the libidinal content of his family relationships. To find a cure, he must facilitate the patient himself to become conscious of unresolved conflicts buried in the deep recesses of the unconscious mind, and to confront and engage with them directly.

As such the object of psychoanalytic theory may be said to be a form of self-understanding, which once acquired, it is up to the person, to determine how he shall handle this newly-acquired attitude of the unconscious forces which motivate him.

Freud had also divided our mental apparatus into three parts-Id, Ego and Super-Ego.

The Id is that part which wishes to satisfy in every way whether moral or immoral , the physiological and instinctive needs.

The Super ego is totally moral. The super ego encourages the individual to practice high ideas. These ideals the child or person learn through his interaction with parents and other social beings in his environment. The parents ask the child to do certain things and to refrain himself from doing certain other things. They set moral standard for his conduct. Later on these standard are organized into super ego of the individual.

The ego is the level which is in between the id and super ego. This is highly connected with the reality. It resolves the conflicts between id and super-ego.

Thus these ego and super ego can play important role in changing the attitude in men as they both are connected to reality.

Self-Asking Question

2. What are the levels of mind as classified by Frued?

3.4. Resistance to Attitude to change

The various ways and means as discussed in unit 2 of this block in the form of cognitive dissonance, persuasion, propaganda as well as the various discussed theories provide us the basic idea that change can be brought in attitude of men or he can be persuaded. Many a time, persuasion becomes successful in changing our attitudes, it is not always the case. It is already mentioned that it is very difficult to change the formed attitude. People resist changing their attitude as attitude is totally personal. Many people are indeed very difficult audience and they very strongly resist the attempts of persuasion. There are numbers of factors that determine the extent to which people can resist an effort of persuasion. Some of the important are discussed here-

A. Reactance

We all have a strong need of personal freedom to take a position or to have a view on various issues. When a skilled persuader exerts pressure on us to change our views or attitudes it threatens our freedom leading to increased level of annoyance. Consequently, we not only resist the attempts of persuasion many times we form a strong attitude opposite to the direction desired by the persuader When an individual views a persuasive attempt as a direct threat to his or her image as an independent person, this tendency of reactance becomes

stronger and the individual is strongly motivated to protect his or her attitude from persuasion.

B. Forewarning

There are number of situations where before being exposed to the persuasive message we know in advance that the message has been intentionally designed to change our attitude. For example, whenever we sit before our television we know that the advertisements would air during the commercial breaks and these are intentionally designed to enhance the possibility of buying the product by the viewers. Similarly, when we listen to the speakers in a political campaign we know that the speakers would argue for voting for particular political party. Studies have been reported indicating that when the audience knows that a message is intentionally designed to change the attitudes it is known as forewarning. In such situation, the individual is less susceptible to the persuasive message. When we know about the intention of the message in advance we have enough time to formulate arguments to guard our attitude from the persuasive message. Therefore, in such situations we are cognitively better armed to protect our views.

C. Selective exposure

When attitudes are formed they become part of our self and therefore, we have a strong tendency to protect them. It s a general belief that people attend the information that are consistent to their existing attitudes and purposefully avoid the information that challenges their views. For example-while watching television we change the channel during commercial breaks to avoid any impact of persuasive attempts. Such selective exposure and avoiding the information contradictory to our views ensure that our attitudes are intact and persist for a longer time.

D. Counterarguments

Another important factor for resisting to attitude change is counterargument. Studies suggest that when we actively argue against the persuasive message inconsistent to our attitude our susceptibility to the persuasion is weakened. This is particularly true for the attitudes which were initially formed on the basis of strong reasoning and extensive arguments. When we argue against the message contrary to our attitude it further provides reasons for holding the attitudes resulting into strengthening of the existing attitude.

3.5 Summing up

Coming to the last part of this unit, it can be said that this unit has tried to familiarize you with the basic theories of attitude change. Thus we can summarize the unit as-

- The theories of attitude change explain many things about attitude change such as-why the attitude change take place ? what is the process of change ? and in which situations it can be expected ?
- Reinforcement has a great influence on attitude. The reinforcement theory is one of the most important theories of attitude change.
- Attitudinal and opinion responses are learnt in the same manner as other responses specially attitudes are oriented towards approaching or withdrawing thing, person, group etc.
- Contingency of reinforcement refers to the relationship between a person's behaviour and the preceding and following environmental events which will influence that behaviour.
- Another important theory of attitude change is cognitive dissonance theory. This theory had been propagated by Leon Festinger .
- Cognitive dissonance, as stated by its propagator is a psychological force or it can be considered as an inner drive functions to maintain all our attitudes and beliefs in synchronization and avoids dissonance.
- Psychoanalysis is a body of ideas developed by **Freud** and continued by others. It is primarily devoted to the study of human psychological functioning and behavior.
- Freud believed that the repressed conflicts were buried in the deepest recesses of the unconscious level of mind
- Freud had also divided our mental apparatus into three parts-Id, Ego and Super-Ego. ego and super ego can play important role in changing the attitude in men as they both are connected to reality.
- It is very difficult to change the formed attitude. People resist changing their attitude as attitude is totally personal. Many people are indeed very difficult audience and they very strongly resist the attempts of persuasion.

3.6 References and Suggested Readings

Brown J.A.C(1963): *Technique of Persuasion: From Propaganda to brain washing* Penguin Books

Chaube and Chaube(2009): *Philosophical & Sociological Foundation of Education*, Vinod pustak Mandir, Agra-2

Kuppuswamy(1961): *An introduction to Social Psychology*, Asian, 1961

Mathur S.S(2007) : *Social Psychology*, Vinod pustak Mandir, Agra-2

3.8 Model Questions

1. Discuss the theories of attitude change.
2. Differentiate between Reinforcement theory and Cognitive dissonance theory.
3. Explain some of the sources of dissonance.
4. Explain Frued's Psycho-analytic theory of attitude change.
5. What do you mean by resistance to attitude change?
6. Discuss the factors of resistance to attitude change.

3.8 Answer to check your progress/Possible Answers to SAQ

Answer to question 1:

Leon Festinger the propagator of Cognitive Dissonance Theory.

Answer to question 2:

The two fundamental viewpoints of Cognitive Dissonance theory are-

1. Making an effort to reduce dissonance and achieve consonance
2. Remaining away from such message which increase the dissonance.

Answer to question 3:

Two sources of dissonance are-

1. **Logical inconsistency:** Sometime, people make prediction which does not have logical base. Such as a man believes that in future man will establish a colony or house in Mars but at the same time, he also believes that men cannot survive on mars.
2. **Cultural Mores:** A person at a formal dinner eats but licking his fingers but he also knows that it s against the party or dinner etiquette.

Answer to SAQ 1:

Reinforcement has a great influence on attitude. The reinforcement theory is one of the most important theories of attitude change. Attitudinal and opinion responses are learnt in the same manner According to this theory, if an opinion is formed and we wish to bring change in it, and then we must provide a more powerful reinforcement than the opinion.

Answer to SAQ 2:

According to Frued, the mind is divided into three levels-conscious, unconscious and pre-conscious levels In the unconscious mind store all the repressed desires, wishes and memories etc.

BLOCK IV:
STEREOTYPING, PREJUDICES AND
DISCRIMINATION

Unit 1 : Stereotyping, Prejudices and Discrimination

Unit 2 : Kinds, Formation and Advantages of Stereotype

Unit 3 : Kinds of Prejudices

Unit 4 : Gender Stereotypes

UNIT 1:

Stereotyping, Prejudices and Discrimination

Contents:-

1.1 Introduction

1.2 Objectives

1.3 Concept of Stereotyping

1.3.1 Nature of Stereotyping

1.3.2 Causes of Stereotyping

1.4 Prejudices and Discrimination

1.5 Summing up

1.6 References and Suggested Readings

1.7 Model Questions

1.8 Answer to check your progress/Possible Answers to SAQ

1.1 Introduction

We the social beings are accustomed to so many social rules and behaviour. Most of them are acquired and learned. There are some activities which are subject to associate with particular kind of group, such as girls do household activities, boys do heavy works like-plumbing, farming etc. Though these are some socially accepted views of common people, they cannot be comprehensively accepted. Moreover, in every society a group of people has been facing some problems in the form of ethnic and racial conflicts, biases, political/ideological rivalries, etc. Social psychologists have construed such issues as a particular form of attitude and have termed them as stereotype, prejudice and discrimination. In this unit, we will be dealing with three concept of society.

1.2 Objectives

After going through this unit you will be able to-

- *comprehend* the concept of stereotyping, its nature and causes
- *understand* the concept of prejudices, its sources
- *discriminate* between prejudices and discrimination.

1.3. Concept of Stereotyping

Although the words stereotype, prejudice and discrimination are used in similar ways in general conversations, they are theoretically explained in different ways by social psychologists. Social psychologists argue that stereotype, prejudice and discrimination represent three different components of attitude.

It was **Walter lippman** who used the word “stereotype” for the first time in the year 1902. The dictionary meaning of this word includes the word-a plate cast from a paper-machine or other mould”. Psychologically, it means that it is like a mould in which a number of tendencies, ideas etc are moulded to develop a homogeneity, in the minds of individual. Lippman used the word the whole appreciative mass to describe stereotype. But, in reality, a stereotype is a connection which is full of favorable or unfavorable feelings. In general, Stereotypes are beliefs that some traits and characteristics are shared by the members of a particular social group. Stereotypes function as cognitive framework and influence the way in which information relevant to the stereotype is processed.

Similar to the schemas, stereotypes function as cognitive structures that help us in classifying, understanding and retrieving social information. Thus, we classify people based on the group they belong to and in understanding and interpreting their behaviour we utilize the cluster of traits that we stereotypically believe associated with the group. This process significantly minimizes our cognitive efforts in social interactions and help us in predicting behaviours of people based on their groups. If we are asked to describe social, cultural, ethnic groups, such as Indians, Pakistanis, Asians, Europeans, Americans, Africans, etc., in terms of the traits that characterize them; most of us would come up with lists of traits even for those groups with whom we have very little interaction or even no interaction at all. These traits are actually stored in the stereotype associated with the particular group and are retrieved when the stereotype is activated. Since stereotypes function as schemas, they facilitate processing of information consistent with them. In the other words, information consistent with the stereotype is encoded, stored and retrieved better than the information that are unrelated to the stereotype which makes the stereotypes difficult to change.

Charles Bird says, “*Stereotype responses are perception or meaningful arrangement of ideas having their origin primarily in feeling and emotion rather than in some characteristics of the stimulating circumstances*”.

1.3.1 Nature of Stereotyping

The above discussion must have helped you to grasp the most widely talked topic of stereotype. The discussion on its nature will help you to make a clear concept about it. The following are the characteristics or nature of Stereotyping.

- ✚ Stereotype equips us with certain frames of references according to which we attach meanings to the different individuals in a group.
- ✚ Stereotypes are socially standardized concepts which are with regards to some particular group or people.
- ✚ Stereotype is a generalization about a group of people in which identical characteristics are assigned to virtually all members of the group, regardless of actual variation among the members.
- ✚ Once formed stereotype do not change even when new information is available.
- ✚ Stereotyping is not necessarily emotional and does not lead to intentional aspects of abuse.
- ✚ Stereotype is a mental picture or image about people of a community or category on the basis of which we ascribe traits or characteristics to people.
- ✚ Stereotype is a widely agreed belief about people of some category or community.

- ✚ Stereotype involves gross and exaggerated generalisations. An important characteristic of stereotype is that they develop out of experiences with individuals of other community and are then extended to apply to all members of that community.
- ✚ Stereotypes usually are not amenable to change despite information and evidence to the contrary.
- ✚ Stereotype can be Positive or negative. : A stereotype can have either direction i.e. it can be positive or negative.

1.3.2 Causes of Stereotyping

As we have come to know that stereotypes are acquired. As such there are various factors which may be considered as responsible for causing stereotype. Psychologists have enlisted the following factors that cause stereotypes. They are -

1. **Socialization:** Process of socialization plays an important role in the formation of stereotypes. Among different agents, parents comprises the most important agent . Many

parents encourage their children to develop stereotypes thinking it will better prepare them to deal with people of other community.

2. Imitation: In order to become an acceptable member of the community or society we live in we simply imitate beliefs, opinions and attitudes of fellow members without even thinking their desirability and logical validity. Result is that knowingly or unknowingly we develop stereotypes. Perhaps this is the reason a person born in Hindu community easily adopts stereotypes held by other people of Hindu community but he will not with that ease adopt stereotypes held by Muslim or other community.

3. Traditions and folkways: This is another factor for creating stereotype. Traditions and folkways prevalent in a culture or society also help foster stereotypes. Everybody tries to behave according to the traditions, customs and folkways prevalent in the society because people thing as a social being and member of the particular society doing so brings prestige and social reputation.

4. Social and cultural distance: Social and cultural distance is another important factor in the development and maintenance of stereotypes. Social distance prevents us from gaining right knowledge and information about people of other community and society. Similarly, due to cultural distance or gap we lack knowledge about living style, habits, customs, beliefs, opinions and attitudes of people of other culture. This lack of correct knowledge and information about other people provides breeding ground for development and maintenance of stereotypes.

Check Your Progress

Question 1: What do you mean by Stereotyping?

Question 2: Name the person who used the term Stereotyping for the first time.

Question 3: State two nature of Stereotyping.

1.4 Prejudices and Discrimination

Prejudice

One of the most important subjects of study under the scope of social psychology is “Prejudice”. It is derived from the Latin word-“Prejudism” which means “to give judgment before the case has started”. Thus it implies to decision which is taken without examination. It is commonly defined as a feeling primarily negative toward a person exclusively on the basis that the person is member of a particular social group. Thus, a person prejudiced toward a particular social group

and expresses negative emotions for the members of that particular group. Generally, attitudes are made up of three components-cognitive, affective and behavioural. Prejudice is a kind of attitude. It refers to the general attitude structure and its affective components. It is important to note here that stereotype is its cognitive and discrimination is the behavioural structure/component of attitude.

Prejudice is also referred as an implicit or covert association between a people's being member of a particular social group and the evaluative emotional response a prejudiced person expresses toward that person. This suggests that in-group and out-group categorization of our social world automatically activates emotional evaluation of the people belonging to the social groups and results into our corresponding responses toward them without being consciously aware of it.

Definition of Prejudices:

Different social psychologists have given different views on prejudices.

According to **Gordon Allport** (1954), "prejudice is an antipathy based upon a faulty and inflexible generalization".

This indicates that although prejudice is expressed toward a particular individual, the negative emotions are actually targeted to the whole group. Similar to stereotypes/schemas, prejudice too influences the way by which prejudiced person processes information related to the particular social group and information consistent with the prejudice is more readily attended, encoded and retrieved than the information which is inconsistent.

Again, **Young** defined it as pre-determined attitude or idea of a person towards another based upon collateralized values and attitudes.

Ogburn considered that "prejudice is a hasty judgment or an opinion formed without due examination. This definition throws light on one of the main aspect of prejudice.

Sources of Prejudice

We witness different types of armed conflicts among different ethnic, racial, political and ideological groups in the world. Prejudice is considered to be one of the most important factors for this. As such we must identify the sources of prejudices. Social psychologists have listed out various sources of prejudices. Let's know about them-

A. Threat to Self Esteem

It is common attitude and tendency of people to evaluate their own group in a way more positive than the other groups. When people perceive a threat to their group's image, they respond by a counter attack to the opposite group. This leads to more strong identification with the in-group. However, such a differential evaluation of in-

group and out- group is more evident when the people see a threat to their own group from the out-group. Simultaneously, members of the affected social group negatively evaluate the group and they develop prejudice toward members of that social group.

B. Competition for Resources

In today's competitive world, the commodities that are valued most are insufficient. There is always a lack of supply for the most demanded commodity or good. It may be fertile lands, lucrative jobs, preferred places, etc. Once a particular social group gets them, the other group is naturally deprived of those resources. The situation is referred to as realistic conflict theory which suggests that the social groups engaged in conflict for various resources view each other in extremely negative manner, often as enemies. Thus, in such situation a conflict for resources turns into a prejudice.

C. Social Categorization

As per social norms and categorization, we are emotionally attached with the "us" category and it becomes a part of our social identity. Consequently we evaluate and perceive the "us" category in a more positive way, whereas the "them" part of the social world is evaluated and perceived in a negative way. Although there was nothing common among the members in the in-groups, they allocated more points to the in-group members as compared to the members of the out-groups. Such discriminatory evaluations of social categories of "us" and "them" are believed to originate prejudice toward the other group.

Check Your Progress

Question 4: Define prejudice.

Question 5: What is the derivative meaning of prejudice?

Question 6: State the sources of prejudice

Discrimination

Another word associated with prejudices is discrimination. As mentioned above, stereotype is the cognitive, prejudice is the affective and discrimination is the behavioral structure/component of attitude. When prejudice is expressed in overt behaviour, it is termed as discrimination. It is the final component of prejudice. Discrimination is expressed in the form of discriminatory treatments, verbal aggression, violent behaviours, etc. by the members of prejudiced group toward the members of the target group. There have been several notable instances of discrimination based on social, racial, ethnic and gender biases in the history of mankind.

For example, South Africa has witnessed a long history of apartheid where Native Blacks, Asian Africans and other colored racial communities who were legally denied from many basic facilities in the society. At its extreme level, the target racial communities were removed from their homes and were compelled to reside in designated confined places. In recent past, there have been several such cases of violent crimes against Indian students in Australia and other countries or even other states of one country.

The difference between prejudice and discrimination is that similar to the attitudes prejudices are also not always overtly expressed in behaviours. Modern legal provisions, influences of democratic social norms, fear of retaliatory consequences, etc. prevent people to be overtly engaged in discriminatory behaviours towards the target social groups. Therefore, prejudices are expressed more often in disguised forms so that our prejudices are hidden and not known to others. But in when it takes its final form, it turns to discrimination and it is known to all.

Forms of Discrimination:

As stated by social psychologists, following are some of such disguised forms of discrimination--

- A. Reluctance to help:** In the most subtle form of discrimination, members of prejudiced group are unwilling to help the members of target group in any ways which could improve their status in the society in the form of denial.
- B. Tokenism:** Tokenism is a discriminatory behaviour in which people of the target society are offered with very insignificant and unimportant help from the prejudiced group.
- C. Reverse discrimination:** In a more extreme form of tokenism, prejudiced people may offer help to the people of the target group, even out of the way. Although reverse discrimination may appear positive, it may have some harmful consequences in the long run and also it fails to reduce the long held prejudices

Self-Asking Question

1. What is the difference between prejudice and discrimination?

1.5 Summing up

Coming to the last part of this unit, it can be said that this unit has tried to familiarize you with the concept of stereotypes, prejudices and discrimination. Thus we can summarize the unit as-

- In every society a group of people has been facing some problems in the form of ethnic and racial conflicts, biases, political/ideological rivalries, etc. Social psychologists have construed such issues as a particular form of attitude and have termed them as stereotype, prejudice and discrimination.
- It was **Walter lippman** who used the word “stereotype” for the first time in the year 1902. The dictionary meaning of this word includes the word-a plate cast from a paper-machine or other mould.
- Stereotypes are beliefs that some traits and characteristics are shared by the members of a particular social group.
- Prejudice is also referred as an implicit or covert association between a people’s being member of a particular social group and the evaluative emotional response a prejudiced person expresses toward that person.
- When prejudice is expressed in overt behaviour, it is termed as discrimination. It is the final component of prejudice. Discrimination is expressed in the form of discriminatory treatments, verbal aggression, violent behaviours, etc. by the members of prejudiced group toward the members of the target group

1.6 References and Suggested Readings

1. Brown J.A.C(1963): *Technique of Persuasion: From Propaganda to brain washing* Penguin Books
2. Chaube and Chaube(2009): *Philosophical & Sociological Foundation of Education*, Vinod pustak Mandir, Agra-2
3. Kuppuswamy(1961): *An introduction to Social Psychology*, Asian, 1961
4. Mathur S.S(2007) : *Social Psychology*, Vinod pustak Mandir, Agra-2

1.7 Model Questions

1. What do you mean by stereotypes?
2. State the characteristics of stereotypes.
3. Discuss the causes of stereotypes.
4. What is a prejudice? What are its sources?
5. Differentiate between prejudices and discrimination.

1.8 Answer to check your progress/Possible Answers to SAQ

Answer to question 1:

Stereotypes are beliefs that some traits and characteristics are shared by the members of a particular social group. Stereotypes function as cognitive framework and influence the way in which information relevant to the stereotype is processed.

Answer to question 2:

It was **Walter lippman** who used the word “stereotype” for the first time in the year 1902.

Answer to question 3:

Two nature of Stereotypes are-

- ✚ Stereotype equips us with certain frames of references according to which we attach meanings to the different individuals in a group.
- ✚ Stereotypes are socially standardized concepts which are with regards to some particular group or people

Answer to question 4:

Young defined prejudice as pre-determined attitude or idea of a person towards another based upon collateralized values and attitudes.

Answer to question 5:

It is derived from the Latin word-“Prejudism” which means “ to give judgement before the case has started”. Thus it implies to decision which is taken without examination.

Answer to question 6:

The sources of prejudice are-

Threat to Self Esteem, Competition for Resources, Social Categorization

Answer to SAQ 1:

The difference between prejudice and discrimination is that similar to the attitudes prejudices are also not always overtly expressed in behaviours. Modern legal provisions, influences of democratic social norms, fear of retaliatory consequences, etc. prevent people to be overtly engaged in discriminatory behaviours towards the target social groups. Therefore, prejudices are

expressed more often in disguised forms so that our prejudices are hidden and not known to others

UNIT 2:

Kinds, Formation and Advantages of stereotype

Contents:-

2.1 Introduction

2.2 Objectives

2.3 Kinds of Stereotype

2.4 Formation of Stereotype

2.5 Advantages of stereotype

2.6 Discrimination on the basis of stereotype and prejudice

2.7 Summing up

2.8 References and Suggested Readings

2.9 Model Questions

2.10 Answer to check your progress/Possible Answers to SAQ

2.1 Introduction

In the first unit of this block, we have already made a detail discussion on the three important aspects of attitude under the scope of social psychology viz-Stereotype, Prejudice and Discrimination. Here, in this unit, we will be dealing with the kinds or forms of stereotypes and how it is formed. Moreover, this unit will also focus on what benefits, one can avail through stereotype. As a student of education, you all must have clear information about the social evils that prevails in the society. One such social menace is discrimination that exists in society especially in our country even after 75 years of independence. As such, it is very important to know the scenes and evidences of the discrimination that occur due to stereotype and prejudices. In this regard, the unit will help you to identify those.

2.2 Objectives

After going through this unit you will be able to-

- *know* the forms and kinds of stereotypes
- *underdressed* the formation of stereotypes
- *identify* the advantages of stereotypes
- *list* out the discrimination that occur due to stereotypes and prejudices

2.3 Kinds of Stereotype

A stereotype is a cluster of beliefs usually lacking a rational basis regarding the members of some group. These are socially standardized concepts. Charles Bird says, "Stereotype responses are perception or meaningful arrangement of ideas having their origin primarily in feeling and emotion rather than in some characteristics of the stimulating circumstances". (Mathur S.S: Social Psychology, p 670)

As you all know, stereotype is a mental picture or image about people of a community or category on the basis of which we ascribe traits or characteristics to people. It involves gross and exaggerated generalizations. An important characteristic of stereotype is that they develop out of experiences with individuals of other community and are then extended to apply to all members of that community or that particular group. Stereotypes usually are not amenable to change despite information and evidence. To get more ideas about stereotype, it is important to know about its types or forms.

Kinds of Stereotype

Stereotypes are mainly of two types-

1. Individualistic
2. Socialistic

1 Individualistic Stereotype

The first kind of stereotype is individualistic stereotypes. Those stereotypes which the individual forms on the basis of his limited experiences and do not want to change them in any way on the basis of other experiences are known as individualistic. For example, you have experienced many difficulties in a particular institution (say a particular govt. office) and on the basis of that you form a notion that particular institution is extremely bad. After this, whatever anyone will say about it you will remain firm in your opinion because you have formed an individualistic stereotype around it.

2 Socialistic Stereotypes

The second important type of stereotypes is socialistic stereotypes. Those stereotypes which are obtained through the medium of any particular group, society, vocation etc., are known as socialistic stereotypes. When a group hates the other group, then such stereotypes are formed. The child who belongs to a higher caste will not play with a child who belongs to the lower caste because that child must have developed certain stereotypes which must have been formed on account of the influence of the society.

Self-Asking Question

1. What are the kinds of stereotypes?

2.4 Formation of Stereotypes

As we all know that stereotypes are acquired. A stereotype is a connection which is full of favorable or unfavorable feelings. A major cause of development of stereotypes is inadequate and improper experience and information about people of other group. Experiences with handful of people of other community lead to formation of wrong notions about them and it is then generalized to all members of that community. Because, stereotype is a generalization about a group of people in which identical characteristics are assigned to virtually all members of the group, regardless of actual variation among the members.

Formation of a stereotype is dependent on many factors. The important factors are-

A. Lack of knowledge

Most often, it is dependent on lack of knowledge. When the people do not have definite knowledge they begin to believe in the prejudices of the other people and begin to have faith in unsystematic knowledge. Their faith develops in them a mental image. These mental pictures cast its image on their reasons, thinking and other mental processes and form a stereotype in their mind. If there will be lack of information, the stereotype will form. When people do not have adequate information with them, they are motivated by the attitudes of the others. For example, Panditji said that in religious books, it is written that Harijans should be given lower rank in the society. We at once believe in it because people's knowledge of religious books is limited.

B. Frustration

The frustrations are also responsible for the formation of the stereotypes.

C. Prestige suggestions

The prestige suggestions which are followed by the people without any reason also form stereotype.

D. Bad experiences

Experiences with handful of people of other community lead to formation of wrong notions about them and it is then generalized to all members of that community.

E. Lack of Relationship

Lack of relationship too lead to formation of stereotypes. When good relationship exists between members of two community or society, there is no evidence of developing ant negative views towards the people of the society. But, if it goes in wrong direction then it lead to formation of stereotype.

Besides these, there are some other factors which are responsible for the formation of Stereotypes such as-cultural and traditional.

Check Your Progress

Question 1: What do you mean by Stereotyping?

Question 2: State the factors of development of stereotyping.

2.5 Advantages of stereotype

Though stereotype is perceived in a negative form, but it may have some advantages too. This section of this unit will be dealing with the advantages of stereotypes. Sometimes, the stereotypes prove useful to the society. The main advantages of stereotypes can be discussed as follows--

- ❖ The stereotypes make many of our elements of life practical and also help us in understanding the temperament of those persons in whose contact we come.
- ❖ Stereotype guides the human behaviour. It is also the function of the stereotypes. The stereotypes are put before us in many catch phrases and much of our behaviour is directed by such phrases. For example,, it is said , “ Do the duty, do not care for the results”. “Work with ease and comfort”. “Sacrifice all for your country”. These phrases and beliefs guide our behaviour in definite direction.
- ❖ When the stereotypes are formed, they help us in predicting the behaviours. On the basis of these, in a majority of cases, we can predict that in what special situations what types of behaviour will be depicted by the people. When we see a Tamilian, we say that the Tamilaian gentlemen will help only a person belonging to his state. If we will have some special work with the Tamilian then we will hesitate and say that he is a Tamilian why should he do my work. It may totally be a wrong view of ours, but as soon as we see a Tamilian , without taking into consideration his individual traits, we make a notion that this individual must be believer in regionalism.

- ❖ On the basis of our stereotypes, the control of our behaviour also takes place. Much of our behaviour is guided by them. For example. On the basis of this stereotype that Sikhs are good soldiers, we try to employ them in a large number in the army.
- ❖ In industrial propaganda stereotypes are quite helpful. For example, through propaganda such stereotypes can be formed that “ Hot tea refreshes in summer season”. Such stereotypes help in the sale of the objects.

Social Functions of Stereotypes:

Besides the above mentioned advantages, the stereotypes serve a number of social functions as given below:

- **Stereotypes help in understanding the social behaviour:** Stereotype that politicians are opportunist helps us understand their behaviour and we are not easily taken in by their statements and claims.
- **Stereotypes helps in controlling the social behaviour:** In fact stereotypes equip us with a power that automatically directs our behaviour in a specific direction. For example, Americans are known to be friendly. Therefore when dealing with an American we are in relaxed mood and try to be frank and friendly with them.
- **Stereotypes help in prediction:** Whether right or wrong stereotypes control our social interaction as such we even predict behaviour on the basis of stereotypes. For example, Nepali people are believed to be brave, honest, and reliable. Thus we can predict that our house and property will remain safe in the hands of a Nepali friend or neighbors, when we are out on vacations.

Self-Asking Question
<p>2. State two advantages of stereotypes.</p> <p>-----</p> <p>-----</p> <p>-----</p>

2.6 Discrimination on the basis of stereotype and prejudice

In the previous unit, we have discussed about the concept of prejudices along with stereotypes and discrimination. Stereotype is the cognitive, prejudice is the affective and discrimination is the behavioral structure/component of attitude. When prejudice is expressed in overt behaviour, it is termed as discrimination. As such, all these three concepts are interrelated. As in this section, we are going to discuss about the discrimination on the basis of stereotype and prejudice, it would be relevant to differentiate between stereotypes and

prejudice. The two concepts are very similar with very fine difference between them. In stereotype all members of a community are treated alike as they are believed to have same characteristics while prejudice can take any direction it can be positive or negative both. A prejudice is a type of attitude and has all the three components i.e. affective, cognitive and behavioural. However, stereotype is cognitions and expectations from person simply because the person is a member of a particular group or community. Stereotypes are comparatively more stable than prejudices.

We are often witnessing discrimination that prevails in the society and many a time, the cause for this discrimination are stereotypes and prejudices that people develop towards a particular group of people. In every society, there is such a group who has always been victim of stereotypes and prejudices, leading to discrimination. As a result, these groups of people are deprived of many social benefits. Deprivation from social benefits leads to block in their personal upliftment. There are many evidences of discrimination based on stereotypes and prejudices. The most important and widely discussed one is ***Gender discrimination***.

Gender discrimination is the result of **gender stereotype and prejudices**. It is one of the most prevalent stereotypes across societies. Based on compilation of findings of various studies on gender stereotype, it is held that those females are stereotypically believed as 'warm and dependent', whereas; males are perceived as 'competent and independent'. Stereotypically associated feminine traits are warm, emotionally sensitive, kind, submissive, oriented to aesthetics, mild, etc. On the other hand, traits like competent, emotionally stable, confident, tough, independent, non-conformist, leader, aggressive, etc. are stereotypically believed as traits possessed by males. Most of the television advertisements have portrayed women mostly as young characters, in relationship or family roles, less frequently as prominent characters, more frequently in advertisements related to female oriented or beauty products, mostly in home settings and not often as professionals. Besides these, women are believed to be the house maker, which deprives them from many of the social benefits like-participating in the social/ political events, economic decision etc. Though the scene is upgrading day by day, yet in some parts of the world, there are many women who are still the victim of discrimination mainly caused by stereotyping and prejudices.

Check Your Progress

Question 3: Differentiate between stereotypes and prejudices.

2.7 Summing up

Coming to the last part of this unit, it can be said that this unit has tried to familiarize you with the types, development of stereotypes as well as and discrimination made on stereotypes and prejudices. Thus we can summarize the unit as-

- Stereotypes are mainly of two types- Individualistic and Socialistic.
- Those stereotypes which the individual forms on the basis of his limited experiences and do not want to change them in any way on the basis of other experiences are known as individualistic.
- Those stereotypes which are obtained through the medium of any particular group, society, vocation etc., are known as socialistic stereotypes.
- Formation of a stereotype is dependent on many factors. The important factors are- lack of knowledge, frustration, prestige suggestion, bad experiences, lack of relationship.
- There are advantages of stereotypes such as-they make many of our elements of life practical and also help us in understanding the temperament of those persons in whose contact we come. Moreover, stereotype guides the human behaviour. It is also the function of the stereotypes.
- We are often witnessing discrimination that prevails in the society and many a time, the cause for this discrimination are stereotypes and prejudices that people develop towards a particular group of people.
- There are many evidences of discrimination based on stereotypes and prejudices. The most important and widely discussed one is ***Gender discrimination***.

2.8 References and Suggested Readings

1. Brown J.A.C(1963): *Technique of Persuasion: From Propaganda to brain washing* Penguin Books
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4. Mathur S.S(2007) : *Social Psychology*, Vinod pustak Mandir, Agra-2

2.9 Model Questions

1. Define stereotype.
2. Differentiate between stereotypes and prejudices.
3. Explain the types of stereotypes.

4. Discuss how stereotype develops.
5. Discuss the social function of stereotypes.
6. Why do stereotypes and prejudices considered as factors for discrimination. Explain with a vivid example.

2.10 Answer to check your progress/Possible Answers to SAQ

Answer to question 1:

A stereotype is a cluster of beliefs usually lacking a rational basis regarding the members of some group. These are socially standardized concepts. Charles Bird says, "Stereotype responses are perception or meaningful arrangement of ideas having their origin primarily in feeling and emotion rather than in some characteristics of the stimulating circumstances".

Answer to question 2:

Formation of a stereotype is dependent on many factors. The important factors are- lack of knowledge, frustration, prestige suggestion, bad experiences, lack of relationship.

Answer to question 3:

In stereotype all members of a community are treated alike as they are believed to have same characteristics while prejudice can take any direction it can be positive or negative both. A prejudice is a type of attitude and has all the three components i.e. affective, cognitive and behavioural. However, stereotype is cognitions and expectations from person simply because the person is a member of a particular group or community.

Answer to SAQ 1:

Stereotypes are mainly of two types-

- 3 Individualistic
- 4 Socialistic

Answer to SAQ 2:

Two advantages of stereotypes are-

- ❖ The stereotypes make many of our elements of life practical and also help us in understanding the temperament of those persons in whose contact we come.
- ❖ Stereotype guides the human behaviour. It is also the function of the stereotypes.

UNIT 3:

KINDS AND METHODS TO CONTROL PREJUDICE

Contents:-

3.1 Introduction

3.2 Objectives

3.3 Kinds of Prejudice

3.4 Methods to control prejudice

3.5 Prejudice based on Gender

3.6 Summing up

3.7 References and Suggested Readings

3.8 Model Questions

3.9 Answer to check your progress/Possible Answers to SAQ

3.1 Introduction

In the unit 1 of this block, concept of prejudices and its sources are already discussed. But to know more about prejudices, you need to understand and identify its kinds or types. There are many types of prejudices; this unit will let you know those types. Moreover, here we will discuss about the different methods through which, the prejudices can be controlled. Along with this, discussion will be made on how prejudices are made on the basis of gender.

3.2 Objectives

After going through this unit you will be able to-

- *identify* the kinds of prejudices.
- *know* the methods of controlling prejudices
- *understand* how prejudices are made on the basis of gender.

3.3 Kinds of Prejudice

As we all know prejudice is referred as an implicit or covert association between a people's being member of a particular social group and the evaluative emotional response a prejudiced person expresses toward that person. Prejudices are of many kinds. In this section, we will discuss its kinds. They can be classified as follows-

1. Prejudice based on Colour

The prejudice based on colour is found everywhere. The discrimination between white and black races is based on colour prejudices are based on colour, the behaviour of the people of different races; their treatment, intelligence etc are judged in that light.

2. Prejudice based on Odour

The prejudices are also based on the odours of the human body. Among different human groups, different odours of the body are found. On the basis of this odour, prejudices are formed. The white people or the yellow people or the people belonging to India, or England or Japan have different body odours and many of their prejudices depend on these. Murray etc., however are of the view that the prejudices based on odour do change according to the time and situation.

3. Prejudices based on Strange Feature on the Face

Often, it is seen that the features on the face of different races, groups or nations are different. For example, an inhabitant of forest has facial features which are different from those of the inhabitants of Punjab. The forest people will usually have a big head, a strange feature and a particular shape or constitution. This is different from the expression and feature which are found among the people belonging to the other states. On account of these differences, prejudices based on strange features on the face etc. develop.

4. Prejudices based on Various Costumes

One develops an interest in the costumes which he wears and begins to consider the dress of the other people as undesirable. A Hindu develops a prejudice against the cap of the Muslim. Similarly the Punjabis, Bengalees, Marwaries, Tamilians etc. have different dresses which are considered as a symbol of their group. In this way, the prejudices based on dress are developing.

5. Prejudices based on Language

Every individual considers that the language of his group is better than the language of the other group. This is the reason why even after Hindi being chosen the national language of the country it is not becoming very popular in the country. Those states which have a separate state language have a prejudice against other languages. The people belonging to the non- Hindi- speaking area believe that if Hindi becomes the prominent language, those people who are Hindi- speaking will gain an advantage over them and the people of their own states will be handicapped in finding suitable jobs.

6. Prejudice based on Culture

Most of the individuals develop a favourable attitude towards their own culture. They feel that the other cultures are inferior to their own. The Indians consider that their culture is superior to the western culture. Similarly, the western people consider that their culture is

superior to the Indian culture. In this way, the different groups have prejudices against each other on the basis of their own culture.

7. Prejudices based on Religion

Every individual belonging to a particular religion, considers his religion to be superior than the other religions. He feels that the other religions are just superstitions and therefore, develops a prejudice against the persons belonging to the religion other than his own.

8. Prejudices based on Economic Institutions.

In the society, there are always found to be the conflicts among the different economic institutions. This is the reason why the rich people have a prejudice against the poor people and poor people have a prejudice against the rich people.

9. Prejudices based on Politics

Since one political group has an attitude of opposition towards the other political group, they develop unfavourable prejudices amongst the different political groups. On account of the opposite attitudes between Socialist and the Congressites there develops unfavourable prejudices between them.

10. Prejudices based on Castes

The members of different castes consider their castes to be superior and the other castes as inferior.

11. Prejudices based on Nationality.

The people belonging to the different nations, develop various prejudices against each other. For example, Russians have prejudices against Americans and Americans have prejudices against Russians.

12. Prejudices based on Individual Differences

Prejudices also develop on the basis of individual differences. A person who hates a particular object also begins to hate all those objects which resemble that object. He also begins to have unfavourable attitude towards those persons who take an interest in those objects which he hates.

Self-Asking Question

1. What are the types of Prejudices?

3.4 Methods to control prejudice

In general, prejudices are harmful to the human being, as it causes discrimination. As prejudices are based on irrational judgment, they are harmful not only to the society but also to the individual. As such, to maintain a balancing relationship among the members of the society and to make it a peaceful one, it is essential to control these prejudices. Social psychologists have listed out some of the methods to control them. These are as follows-

1. **Through making scientific study:** First of all people must make a scientific study of prejudices to keep a control over them. Social psychologist must study why prejudices are formed, with what defects they suffer, why at all people believe in them etc. By making a scientific study of the prejudices the people will understand that the prejudices are not based on any rational thinking.
2. **Through creation of Class and caste free society:** For keeping control over prejudices, a classless and casteless society is to be created. The prejudices develop on the basis of the 'We' and 'They' feelings are mostly dependent on one's own caste, society or institution. If the society becomes classless, this feeling may fade away and the prejudices are put in the control.
3. **Increased contact between opposite group:** To control prejudices, it is also essential that there are established more contacts between those groups which have unfavourable feelings against each other. By having better contacts, the people will begin to understand each other in a better manner and among different groups friendship and fellow feeling will develop.
4. **Place for equalization of opportunities:** To reduce the prejudices, we require establishing society in which all the members have equal opportunity for progress. The prejudices are also formed because some people get more opportunities for progress than the other individuals. Therefore, it is essential that such situations are avoided.
5. **The knowledge of the history of prejudices:** It can also help us in keeping control over them. If we can understand the history of prejudices among the Negroes and Americans, we will be able to reduce prejudices among these races. When we study from a historical point of view, the formation of castes in our country we learnt that the caste system was developed to provide for the division of labour. The division in castes is not superimposed. When we know this, we can easily understand that there should be better feelings among the Harijans and the caste-Hindus.
6. **Promoting inter caste-inter race marriage:** Another method which can be used to reduce the prejudices, is that inter-racial and inter-caste marriages are to be given impetus inter- caste marriages will make the people of different castes conversant with the culture of each other and will promote better understanding.

7. **Cultural Exchange:** To create fellow-feelings among the different nations, it is also very much desirable that cultural exchange take place between different nations. In this way, among different countries understanding of the cultures of each other will develop and the prejudices will be minimized.
8. **Importance on learning social tolerance:** If the children are taught from the very beginning to have social tolerance than also prejudices can be reduced. If the children are taught that all the individuals are equal and they are given training in universal brotherhood, the prejudices can be minimized to a very great extent.
9. **Emotional sublimation:** The emotional sublimation can also minimize the prejudices. The individuals must have the feeling of emotional security. As far as possible, they should be saved from guilt feeling, feeling of inferiority and the feeling of frustration.

Self-Asking Question

1. Discuss the methods of controlling prejudices.

3.5 Prejudice based on Gender

In the above section of this unit, we have discussed the various types of prejudices. The prejudices can be based on color, odour, religion, language, caste, nationality etc. Besides these, prejudices are also based on **Gender**. In the previous unit, we have mentioned that discrimination takes place in society due to stereotypes and prejudices. **Gender discrimination** is the result of **gender stereotype and prejudices**. It is one of the most prevalent stereotypes across societies. Based on compilation of findings of various studies on gender stereotype, it is held that those females are stereotypically believed as ‘warm and dependent’, whereas; males are perceived as ‘competent and independent’. Stereotypically associated feminine traits are warm, emotionally sensitive, kind, submissive, oriented to aesthetics, mild, etc. On the other hand, traits like competent, emotionally stable, confident, tough, independent, non-conformist, leader, aggressive, etc. are stereotypically believed as traits possessed by males. Most of the television advertisements have portrayed women mostly as young characters, in relationship or family roles, less frequently as prominent characters, more frequently in advertisements related to female oriented or beauty products, mostly in home settings and not often as professionals. Besides these, women are believed to be the house maker, which deprives them from many of the social benefits like-participating in the social/ political events, economic decision etc. Though the scene is upgrading day by day, yet in some parts of the world, there are many women who are still the victim of

discrimination mainly caused by stereotyping and prejudices. In the upcoming unit, we will discuss more about gender stereotypes or discrimination based on gender.

3.6 Summing up

Coming to the last part of this unit, it can be said that this unit has tried to familiarize you with the types, methods of controlling prejudices. Thus we can summarize the unit as-

- Prejudices are of many kinds-such as- **Prejudice based on Colour, Odour, Various Costumes, religion, culture etc.**
- Prejudices are harmful to the human being, as it causes discrimination. As prejudices are based on irrational judgment, they are harmful not only to the society but also to the individual.
- As such, to maintain a balancing relationship among the members of the society and to make it a peaceful one, it is essential to control these prejudices
- Social psychologists have listed out some of the methods to control them such as-through making scientific study, through creation of Class and caste free society, increased contact between opposite group etc.
- The prejudices can be based on color, odour, religion, language, caste, nationality etc. Besides these, prejudices are also based on **Gender**.
- Discrimination takes place in society due to stereotypes and prejudices. Gender discrimination is the result of gender stereotype and prejudices.

3.7 References and Suggested Readings

1. Brown J.A.C(1963): *Technique of Persuasion: From Propaganda to brain washing* Penguin Books
2. Chaube and Chaube(2009): *Philosophical & Sociological Foundation of Education*, Vinod pustak Mandir, Agra-2
3. Kuppuswamy(1961): *An introduction to Social Psychology*, Asian, 1961
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5. Mahanta N.N, Borah H.N, Adhikary A(2016): *Gender Issues and Concern*, Mani Manik Prakash, Ghy, Assam

3.8 Model Questions

1. Discuss the types of prejudices.
2. Explain the methods of controlling prejudices.
3. What is gender discrimination based on prejudices?

3.9 Answer to check your progress/Possible Answers to SAQ

Answer to SAQ 1:

Prejudices are of many kinds such as-

1. Prejudice based on Colour

The prejudice based on colour is found everywhere. The discrimination between white and black races is based on colour prejudices are based on colour, the behaviour of the people of different races; their treatment, intelligence etc are judged in that light.

2. Prejudice based on Odour

The prejudices are also based on the odours of the human body. Among different human groups, different odours of the body are found. On the basis of this odour, prejudices are formed.

3. Prejudices based on Strange Feature on the Face

Often, it is seen that the features on the face of different races, groups or nations are different. For example, an inhabitant of forest has facial features which are different from those of the inhabitants of Punjab. The forest people will usually have a big head, a strange feature and a particular shape or constitution. This is different from the expression and feature which are found among the people belonging to the other states. On account of these differences, prejudices based on strange features on the face etc. develop.

Answer to SAQ 2:

Social psychologists have listed out some of the methods to control them. Some of them are as follows-

- A. Through making scientific study:** First of all people must make a scientific study of prejudices to keep a control over them. Social psychologist must study why prejudices are formed, with what defects they suffer, why at all people believe in them etc. By making a scientific study of the prejudices the people will understand that the prejudices are not based on any rational thinking.
- B. Through creation of Class and caste free society:** For keeping control over prejudices, a classless and casteless society is to be created. The prejudices develop on the basis of the 'We' and "They' feelings are mostly dependent on one's own caste, society or institution. If the society becomes classless, this feeling may fade away and the prejudices are put in the control.
- C. Increased contact between opposite group:** To control prejudices, it is also essential that there are established more contacts between those groups which have unfavourable feelings against each other. By having better contacts, the people will begin to understand each other in a better manner and among different groups friendship and fellow feeling will develop.
- D. Place for equalization of opportunities:** To reduce the prejudices, we require establishing society in which all the members have equal opportunity for progress. The prejudices are also formed because some people get more opportunities for

progress than the other individuals. Therefore, it is essential that such situations are avoided.

Prejudice based on Gender

UNIT 4:

GENDER STEREOTYPES, DISCRIMINATION AGAINST FEMALE

Contents:-

4.1 Introduction

4.2 Objectives

4.3 Concept of Gender Stereotypes

4.4 Discrimination against female

4.5 Sexual harassment

4.6 Role of Education on Stereotyping

4.7 Prejudice and Discrimination

4.8 Summing Up

4.9 References and Suggested Readings

4.10 Model Questions

4.11 Answer to check your progress/Possible Answers to SAQ

4.1 Introduction

The unit 1,2,3 of this block must have given you clear idea about stereotype, prejudice and discrimination, the three important area of study under the scope of social psychology. We have discussed that many of the discrimination prevailed in the society are caused by the stereotype and prejudices. Most of the discrimination that we witness in the society is against the women. Gender discrimination is a most discussed topic among thinkers and sociologists. Gender discrimination is again caused by gender stereotypes. This unit will deal with the most sensitive topic of gender stereotype and discrimination made against female. Moreover, this unit will also cover the role of education on stereotyping.

4.2 Objectives

After going through this unit you will be able to-

- *comprehend* the concept of gender stereotypes
- *know* about the discrimination made against women
- *analyze* the concept of sexual harassment
- *discuss* the role of education on stereotypes.

4.3 Concept of Gender Stereotypes

Generally, a stereotype is used to categories a group of people. It is defined as a term used to define all people of a certain belief into a mostly negative category that may reflect a

selected few of the racial demographics. In a general attempt, to understand the 'type' of person society puts them into some specific classification. The general belief regarding this type is that everyone who is a member of the classified group has certain distinguishing attributes or that anyone has this combination of attributes is a member of the group. Gender stereotype is the assignment of roles, tasks and responsibilities to a particular gender on the basis of preconceived prejudices. It is also the assumptions made about a particular gender that may be positive or negative.

Often, we observe that gender stereotyping is based on past speculations although it may not be true. Gender stereotype barely convey truthful information about other people. Alternatively, gender stereotype is a basic overview about the gender characteristics, disparities and roles of individuals and groups. Whenever people apply gender assumptions to others, they are propagating gender stereotyping. Gender stereotypes are one-sided and exaggerated images of men and women which are deployed repeatedly in everyday lives.

Gender stereotyping often reveals conventionally simplified visuals concerning the standard social roles of men and women. Some of the stereotypes of men and women are: 'men are not sensitive'; 'women are not great drivers'. Gender stereotypes are beliefs held about characteristics and activity-domains that are considered being appropriate for men and women. The typical characteristics of traditional Indian women are submissiveness, piousness, obedience and passiveness. In other words, a traditional Indian woman's role is to be in charge of domestic chores like serving her husband, looking after her children, cooking and cleaning.

In India, our culture upholds that respectable women are sensitive, caring, dresses decently and speaks softly which are considered as core values to make women more feminine. On the other hand, power and authority are traits commonly held by Indian men. The men are perceived to dominate the activities related to economics. The economy mode largely determines the social position of men and women wherein men are the center of family and society, whereas women are a part of property of men. Such type of gender stereotype creates a negative impact on women's lives. Nevertheless, it is a fact that gender stereotypes are

dynamic and not static. It is influenced by the ideology and economic situation of a particular era. Both men and women carry out their responsibilities according to the division of the innate characteristics of gender. Gender stereotypes are reflected in marriage, family and community.

Check Your Progress

Question 1: What do you mean by gender stereotypes?

Question 2: Fill in the blank-

Gender stereotypes are -----and exaggerated images of men and women which are deployed repeatedly in everyday lives.

4.4 Discrimination against female

Gender discrimination is not a very new phenomenon in this modern time in, but it was also prevailing in the ancient time. Women face every kind of discrimination in this society. They are deprived from the basic facilities like education. Women's lives are shaped totally by our customs that are centuries old. They had many foundations also. Even today after so many centuries, things have changed, we had developed new technology, we talked about changes, globalization, we had seen many changes but one thing that remains constant and that is the status of women in our society. Still they are considered a girl not a person. They are still not safe in this society and not seen with respect. Denial of equality, rights and opportunity and suppression any type on the basis of gender is also gender discrimination. Today from our total population, half of the world's population is women and in that half, two thirds are illiterates. In India and in many countries we are having patrilineal society or male dominating society which means that still the head of the family is father. It is generally seen in northern countries but in the south there are some families which are having matrilineal system, means the head of the family is mother who decides each and every thing. In other words she is the owner of the family.

Gender discrimination is customized habitually. Gender discrimination has adverse impact on development goals as reduces economic growth. Practicing gender discrimination is not the solution of anything. It creates hindrances in the participation of women in social, political and economic activities. It can affect badly our society. In fact, even today at this stage where we talk about equality, in many developing countries including India lot of gender discrimination and gender inequality is still going on in terms of education, health, employment, social values, customs, on the name of caste, as well as on the norm of sexual harassment. Discrimination has its many faces in different forms. Even today educated people had their wrong thinking about women that women had to do nothing in their life except from cooking, cleanliness, and serving whole family including husband, children etc. If a male person will not have respect towards the women then how we can stop this gender inequality or discrimination.

India has witnessed gender inequality from its early history due to its social, economic and religious practices that resulted a wide gap between the position of men and women in the society. How we can forget that men and women are the two wheels of a cart whose equal participation is needed in nation progress. Without the development of one we cannot imagine the development of other. Men and women are the two halves of humanity who need equal support and cooperation and without the one; another one cannot reach up to the excellence. Women face discrimination right from the childhood. They are discriminated in every field. A primary way that parents discriminates their girl children in everything. Mostly illiterates people practices this evil. Education plays a major role in removing gender discrimination from the society. In India we have many people who are happy on the birth of a son and remain unhappy on the birth of a girl child. They did not believe in educating their daughter. Educating women is the prime factor to combat gender discrimination and for the upliftment of women. Our people of Indian society prefer sons over daughters on everything for example if they doesn't have a son then who will look after their family, who will give them food in old age, who will forward their family hierarchy and so on. Birth of a son in a family celebrated with lots of happiness whereas on the same hand birth of a daughter celebrated with lot of sorrow and considered as a burden of a life. Sons are always demandable for these things then consequently, women accorded lower status in the Indian society and then again the process of gender discrimination takes place. Women in India face

discrimination in every dimensions, either it is social, economic or political. They had an inferior status over all. Gender inequality prevails in work, education, allocation of food, health care and fertility choices. Many developing countries including India have displayed Gender inequality in education, employment and health. Even everyday through different medium we heard news about the gender discrimination going on in schools, societies everywhere. High levels of gender discrimination are seen against women in the provision of health care, nutrition, education, in Northern and Western India. From health and nutrition point of view girls are more likely to be malnourished than boys both in northern and southern states. This is one of the e.g. of gender discriminated in health. Discrimination of girls in nutrition, preventive and curative health care seeking have an impact on morbidity and mortality. So, from the above explanation it is clear that women are discriminated on different grounds. There are various evidences of discrimination made against woman, Examples of discrimination faced By Indian Women Through Ancient Time in terms of- Sati Pratha, Widow marriage, Early marriage, dowry Domestic violence, Female infanticide, Female foeticid, Denial of education, Discrimination in food, clothing, and shelter, Less, respect in family and society etc.

Self-Asking Question

1. How would you describe discrimination against women?

4.5 Sexual harassment

One major issue related to women and gender stereotype is Sexual harassment. It is most talked issue at preset day situation. **Sexual harassment** is bullying or coercion of a sexual nature and the unwelcome or inappropriate promise of rewards in exchange for sexual favors. Sexual harassment includes a range of actions from mild transgressions to sexual abuse or assault. Sexual harassment is any form of unwelcome sexual behaviour that's offensive, humiliating or intimidating. Most importantly, it is against the law. It can be written, verbal or physical, and can happen in person or online. Being sexually harassed affects people in

different ways. Harassment can occur in many different social settings such as the workplace, the home, school, churches, etc. Harassers or victims may be of either gender. Sexual harassment is a clear violation of woman's right to gender equality as guaranteed under Articles 14 and 15, her right to live with dignity under Article 21 and her right to work with dignity in a safe environment under Article 19 (1) (g) of the Constitution of India.

In the workplace, harassment may be considered illegal when it is frequent or severe thereby creating a hostile or offensive work environment or when it results in an adverse employment decision such as the victim's demotion, firing or quitting. The legal and social understanding of sexual harassment varies from culture to culture. In most modern legal contexts, sexual harassment is illegal. Laws surrounding sexual harassment generally do not prohibit simple teasing, offhand comments, or minor isolated incidents—that is due to the fact that they do not impose a "general civility code". Sexual harassment by an employer is a form of illegal employment discrimination. For many businesses or organizations, preventing sexual harassment and defending employees from sexual harassment charges have become key goals of legal decision-making. If someone is sexually harassing someone in a way that causes one to feel humiliation, pain, fear or intimidation, then this can be considered sexual assault.

Forms of Sexual harassment:

Sexual harassment can include someone-

- touching, grabbing or making other physical contact with someone without his/her consent
- making comments that have a sexual meaning
- asking for sex or sexual favours
- leering and staring
- displaying rude and offensive materials
- making sexual gestures or suggestive body movements
- cracking sexual jokes and comments to someone
- questioning about one's sex life
- insulting someone with sexual comments
- Interference with his/her work or creating an intimidating offensive or hostile learning environment;
- humiliating treatment likely to affect the health, safety, dignity of the person concerned.

Check Your Progress

Question 3: What is meant by sexual harassment?

Question 4: State some forms of sexual harassment.

4.6 Role of Education on Stereotyping

The power of education consists of its ability to raise consciousness through knowledge. Education is itself the instrument to bring changes. Therefore to achieve change in social attitudes and discourse, schools can take a much more proactive position. A-gender friendly school environment can only build harmonious relations between boys and girls at different aspect and remove gender stereotyping. **Schools tend to mirror society.** Therefore for school to bring positive change to their treatment of gender, they must take some measures for implementation.

As gender issues are prevailing in society in all areas of life, to minimize these gender issues, the first and foremost requirement is the change in the mindsets of the younger generation of society as they are those who can bring further change in the society with their innovative ideas, thoughts and practices. Change can only be brought by education. In the educational sector, teacher is the foundation stone. Teacher can act only as the agent of change in bringing gender equality.

Gender sensitization is the process of changing the stereotype mind set of men and women– a mindset that strongly believes that men and women are ‘unequal entities’ and hence have to function in different socio-economic space. Gender sensitization tends to change the perception that men and women have of each other. **Education** can play the role of strong instrument in the process of gender sensitization. Teachers are central to promoting gender equality in education. Being gender neutral, teacher can build a gender friendly classroom as well as school environment, where gender equality can easily be promoted and achieved. From and through the classroom, teacher can eradicate gender stereotyping and cultivate the sense of gender equality in the form of-

A. Language

Teacher can and should use inclusive and gender neutral language in the classroom. While conducting discussion and describing roles, male-dominated language should never be used in the classroom and in the school.

B. Curriculum

The teacher should always be aware about the materials and subjects in the curriculum. Teacher should emphasis upon the inclusive nature of the curriculum.

C. Participation

To break down gender stereotypes, teacher should monitor and ensure that everyone is encouraged to participate in the classroom activities. Teachers should assign the students tasks in such a manner that equally place the students in non-traditional situations.

D. Socialization

School is not only a place where students acquire academic knowledge, but a place where students become socialized and learn to assume particular roles in society. Therefore, teachers should encourage the same positive behaviour from girls and boys, avoiding assigning task that involves stereotyped gender roles.

E. ‘Gender bias’ as topic of discussion

Teacher can redress the gender bias or gender stereotypes by discussing gender bias and gender equity with the students, which will help to increase students' awareness towards their gender roles.

F. Gender sensitive pedagogy

Teachers should apply those teaching methodology which give girls and boys equal participation to participate. Teacher must opt for innovative pedagogical approaches which include role plays, group discussion, case studies, demonstration etc which are necessarily gender sensitive.

Self-Asking Question

2. Discuss the role of teacher in gender stereotypes.

4.7 Prejudice and Discrimination

This topic is already discussed in the earlier units. Kindly refer to unit 2 and 3 units of this block.

4.8 Summing Up

Coming to the last part of this unit, it can be said that this unit has tried to familiarize you with the gender stereotypes, discrimination against women, sexual harassment, role of education in gender stereotypes. Thus we can summarize the unit as-

- Gender stereotype is the assignment of roles, tasks and responsibilities to a particular gender on the basis of preconceived prejudices. It is also the assumptions made about a particular gender that may be positive or negative.
- Women face discrimination right from the childhood. They are discriminated in every field. A primary way that parents discriminates their girl children in everything. Mostly illiterates people practices this evil.
- Sexual harassment is bullying or coercion of a sexual nature and the unwelcome or inappropriate promise of rewards in exchange for sexual favors. Sexual harassment includes a range of actions from mild transgressions to sexual abuse or assault.
- As gender issues are prevailing in society in all areas of life, to minimize these gender issues, the first and foremost requirement is the change in the mindsets of the younger generation of society as they are those who can bring further change in the society with their innovative ideas, thoughts and practices.
- **Education** can play the role of strong instrument in the process of gender sensitization. Teachers are central to promoting gender equality in education.

4.9 References and Suggested Readings

1. Brown J.A.C(1963): *Technique of Persuasion: From Propaganda to brain washing* Penguin Books
2. Chaube and Chaube(2009): *Philosophical & Sociological Foundation of Education*, Vinod pustak Mandir, Agra-2
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5. Mahanta N.N, Borah H.N, Adhikary A(2016): *Gender Issues and Concern*, Mani Manik Prakash, Ghy, Assam

4.10 Model Questions

1. What do you mean by gender stereotypes?
2. What is sexual harassment? State some of the forms of sexual harassment.
3. Discuss the role of education in redressing gender stereotypes.
4. What is gender sensitization?
5. Why is teacher considered as role model for gender sensitization?

4.11 Answer to check your progress/Possible Answers to SAQ

Answer to question 1:

Gender stereotype is the assignment of roles, tasks and responsibilities to a particular gender on the basis of preconceived prejudices. It is also the assumptions made about a particular gender that may be positive or negative.

Answer to question 2:

Gender stereotypes are **One-sided** and exaggerated images of men and women which are deployed repeatedly in everyday lives.

Answer to question 3:

Sexual harassment is bullying or coercion of a sexual nature and the unwelcome or inappropriate promise of rewards in exchange for sexual favors. Sexual harassment includes a range of actions from mild transgressions to sexual abuse or assault.

Answer to question 4:

Sexual harassment can include someone-

- touching, grabbing or making other physical contact with someone without his/her consent
- making comments that have a sexual meaning
- asking for sex or sexual favours

Answer to SAQ 1:

Women face discrimination right from the childhood. They are discriminated in every field. A primary way that parents discriminates their girl children in everything. Mostly illiterates people practices this evil. There are various evidences of discrimination made against woman, Examples of discrimination faced By Indian Women Through Ancient Time in terms of- Sati Pratha, Widow marriage, Early marriage, dowry Domestic violence, Female infanticide, Female foeticid, Denial of education, Discrimination in food, clothing, and shelter, Less, respect in family and society etc.

Answer to SAQ 2:

Education can play the role of strong instrument in the process of gender sensitization. Teachers are central to promoting gender equality in education. Being gender neutral, teacher can build a gender friendly classroom as well as school environment, where gender equality can easily be promoted and achieved. From and through the classroom, teacher can eradicate gender stereotyping and cultivate the sense of gender equality in the form of-language, pedagogy, textbooks, curriculum, socialization etc

BLOCK V:
SOCIAL GROUP AND LEADERSHIP

Unit 1 : Social Group

Unit 2 : Group Structure

Unit 3 : Group Dynamics

Unit 4 : Intergroup Conflict

Unit 5 : Leadership

Unit 1

Concept and Types of Social Group

Contents:

- 1.1 Introduction
- 1.2 Objectives
- 1.3 Concept & Definition of Social Group
- 1.4 Characteristics of Social Group
- 1.5 Types of Social Group

1.1 Introduction:

Social group is a collection of individuals who interact with each other and share common goals, interests, or values. These groups can vary in size and purpose, ranging from small, informal gatherings of friends to larger, more formal organizations like clubs or professional associations. Social groups play a significant role in shaping people's identities, beliefs, and social interactions, and they provide a sense of belonging and social support for their members.

1.2 Learning Objectives:

After the discussion of this unit, the learner will be able to-

- Understand about the concept of social group
- Understand about the types of social group

1.3 Concept & Definition of Social Group:

A social group is defined as two or more people who identify with one another and have a distinctive pattern of interaction. As human beings we continually come together to form couples, family, friend circles, neighbourhood, religious institutions, educational institutions and numerous small and large associations or organisations. Whatever the form, groups encompass people with shared experiences, loyalties, and interest. In short, while maintaining

their individuality the members of the social group also think of themselves as a special “we” feeling. Social group is a mental phenomenon rather than a physical entity. It requires three things for its formation:

1. Reciprocal stimulus
2. Response
3. Mutual awareness or the consciousness of interaction.

Definitions of social group:

1. According to Ogburn and Nimkoff, “whenever two or more individual come together and influence one another they may be said to constitute a social group.”
2. According to MacIver and page, “by group, we mean any collection of human beings, who are brought into social relationships with one another.”
3. Bogardus writes, “A social group may be thought of as a number of persons, two or more, who have some common objects of attention, who are stimulating to each other, who have a common loyalty and participate in similar activities.”
4. Harry M. Johnson says that, “A social group is a system of social interaction.”

CHECK YOUR PROGRESS

Q.1. Define of social group.

Q.2 Mention the concept of social group.

1.4. Characteristics of Social Group

1. A social group consists of two or more than two persons.
2. There is a “we” feeling among the group members of a social group.

3. There is similar attitude among the group members of the social group.
4. The solidarity of a group depends on the frequency, the variety and the emotional quality of the interaction of its members.
5. Generally, groups are formed to achieve group goals and objectives.
6. There is co-operation and helping attitude among the group members in a social group.
7. For the existing of a social group, internal conflicts must be solved by group members.
8. There exists some measure of mutual awareness and collective understanding.
9. For the formation of some formal groups, formal agreements are required.
10. In some social groups the members have blood relation. For e.g.: family.

STOP TO CONSIDER:

Social group is a collection of individuals who interact with each other and share common goals, interests, or values. A social group is defined as two or more people who identify with one another and have a distinctive pattern of interaction. There is a “we” feeling among the group members of a social group.

1.5 Types of Social Group:

Groups vary in size, purpose, and degree of intimacy among its members. The bases of classification of groups are many and varied. Different criteria have been used by different sociologists and writers which have been discussed below:

- i. First classification made by popular **American Social Psychologist Charles Horton Cooley** as-
 - a. **Primary Group:** The primary group is one of the smallest group in the society. Here face to face informal social interaction is always possible. For eg: Family, peer group, friend circle etc.
 - b. **Secondary Group:** A secondary group is one which is large in size where face to face informal interaction is not always possible. For eg: School, student union, labour union, political parties, small and large association, religious organisation.

PRIMARY GROUP	SECONDARY GROUP
<ol style="list-style-type: none"> 1. Primary group is small in size. 2. It is an organised whole. 3. Here, face to face interaction is possible. 4. Informal interaction among the members is possible. 5. Relatively long period of interaction takes place among the members. 6. The members share a permanent kind of relationship. 7. The members have a common goal and purpose. 8. The Leader of the group is normally the father of the family. 9. Every group has a common value system. 10. To enter in a primary group, no agreement is required. 11. The nature of co-operation and understanding among the members of a primary group is direct and intimate which is more physical in nature. Thus, the bond of relationship is very co-operative. 12. It binds the members emotionally. 13. The primary group is formed on the basis of informal situation and there is a sense of compulsion among the members. One cannot come in or go out voluntarily. 	<ol style="list-style-type: none"> 1. Secondary group is large in size. 2. It is an unorganised whole. 3. Here, face to face interaction is not possible. 4. Always formal interaction takes place among the members. 5. Interaction is less enduring among the members. 6. Mostly, the members share a temporary kind of relationship until the goal is achieved. 7. Here the members too have a common goal and purpose. 8. There is an appointed Leader of the group. 9. Common value system is shared by all the members. 10. To enter in a secondary group, there needs an agreement. 11. A secondary group co-operates only indirectly and incidently. Members try to achieve the group interest or group objective through their elected representative. 12. It does not bind the members together emotionally but only indirectly so far as the group interest and motives are concerned. 13. The secondary group is regulated by formal rules. Each member may voluntarily enter in or go out of it at his

	own choice.
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ii. Another famous psychologist **W.G. Sumner** divided social group into:

- a. **In-group or we-group:** According to Sumner, “In primitive times, the individuals were living in small groups, they used to develop some kind of relationship with each other so that they might have more security. They usually developed the friendship or the neighbourly or the kinship type of relationship. All these groups which were having these kinds of relationship with each other were known as In-groups. That means the group which an individual belongs or feels that he belongs is known as In-group. For eg: Own family, peer group, religious group, own caste etc. That means the growing individual feels himself to be a part and parcel of a family or the playgroup amongst whom he lives and grows, identifies himself with these group and so a sense of “we-feeling” is developed. At first it is confined to the family, then community and then to the nation.

Characteristics of the In-group:

1. All the members of this group usually have common ideals, common morals and common code of conduct.
2. They have faith in each other and work +in co-operation.
3. The members of the in-group remain united by some emotional ties.
4. There is fellow feeling among its members.
5. In an in-group, there may also be many hidden out-groups, particularly if the in-group is a large one.
6. The members of an in-group have intimate relationship with each other.
7. They also have a helpful and dependable attitude towards each other.
8. As far as in-groups are concerned, they draw the members together and increase the solidarity and cohesion of the group.

9. In-groups have three kinds of relationship among the members. They are – a. Kinship
Neighbourly c. Friendly kind
10. Generally, in-groups play a vital role in uniting people against the common danger.

b. Out-group: The groups which do not have the friendship or the kinship or the neighbourly kind of relationship are known as out-group. That means except In-group the rest of the groups are Out-groups. According to Horton and Hunt, “There are some groups to which I belong – my family, my church, my clique, my profession, my race, my nation – any group which ‘I’ precede with the pronoun ‘My.’ These are In-groups, because I feel I belong to them. There are other groups to which I do not belong – others family, others church, others clique, others profession, others race, others nation – these are out-groups, for I am outside them.” The concept of In-group and Out-group are overlapping as there may be so many Out-groups in a big In-group, for eg- if India is a big In-group, there may be many out groups based on – different classes, different castes, different religion, different languages, different races, different political views, different ideologies, different professions etc. Also, the same group may sometimes fall in In-group and sometimes in Out-group.

Characteristics of Out-group:

1. Between In-group and Out-group, there is no friendly, no neighbourly and kinship type of relationship.
2. The Out-group is one with which the individuals do not have anything in common with the In-groups.
3. The members of the In-group have an attitude of enmity against the Out-group. For eg: other nations.
4. In In-group and Out-group relationships are sometimes overlapping.
5. The relationship amongst the members of both the In-group and Out-group is kind of formal.

CHECK YOUR PROGRESS

Q.1. Discuss different types of social group.

1.6 Summing Up

- A social group is defined as two or more people who identify with one another and have a distinctive pattern of interaction.
- The solidarity of a group depends on the frequency, the variety and the emotional quality of the interaction of its members.
- Groups vary in size, purpose, and degree of intimacy among its members. The bases of classification of groups are many and varied.
- There are different types of groups like primary, secondary, input, output group etc.
- The primary group is one of the smallest groups in the society. Here face to face informal social interaction is always possible. For e.g.: Family, peer group, friend circle etc.
- A secondary group is one which is large where face to face informal interaction is not always possible. For e.g.: School, student union, labour union, political parties, small and large association, religious organisation.
- In in group all the members of this group usually have common ideals, common morals, and common code of conduct.
- The groups which do not have the friendship or the kinship or the neighbourly kind of relationship are known as out-group.

1.7 QUESTION AND EXERCISES

- **Short answer questions:**

1. What do you mean by social group?
2. Write some characteristics of social group.

- **Long answer questions:**

1. Discuss about the primary and secondary group.
2. Discuss about the in group and out group.
3. Differentiate between primary and secondary group.
4. Differentiate between in group and out group.

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Unit 2

Group Structure, Group Size, Group Cohesiveness, Group Morale

Contents:

- 2.1 Introduction
- 2.2 Objectives
- 2.3 Concept of Group Structure
- 2.4 Concept of Group Size
- 2.5 Concept of Group Cohesiveness
- 2.6 Concept of Group Morale

2. 1 Introduction:

Virtually everyone moves to live with a sense of belongingness to the experience of group life. When there are two or more persons who are involved in interaction, then it is called group. In social life, people can live and develop by organising certain group. It is characterised by several people being united with similarity of aims and purposes. A group is formed in order to realise certain aims, motives, and purposes. A group can be distinguished from that of crowd which is disorganised and disintegrated. So, a group is a collection of people in which different individuals have social relationships with each other. A group is also composed by the same people in interaction. The formation of the group is not dependent on merely the collection of people.

Previous Knowledge

According to Ogburn and Nimkoff, “whenever two or more individual come together and influence one another they may be said to constitute a social group.”

2.2 Learning Objectives:

After the discussion of this unit, the learner will be able to-

- Understand about the concept of group structure
- Understand about the concept of groupsize
- Understand about the concept of group cohesiveness
- Understand about the concept of group morale

2.3 Group Structure

Group structure refers to the way individuals within a group are organized and how they interact with one another. It encompasses the patterns of relationships, roles, norms, and power dynamics that exist within a group.

In order to establish and maintain norms every group needs to develop a structure of its own. The structure of the group will enable it to create position and power in the group. Though leadership may be rotated throughout the membership but structure requires a leader to lead the group. It will determine who is to do what in the group. Of course, status in a group is earned by its members by furthering the interest of the group. The group structure shades and influences the behaviour of its members. It facilitates communication within the group. When the need arises, it is only because of the structure, the group leader will be able to control the behaviour and activity of its members. When there is meeting of the group, structure enables to maintain discipline and cooperation throughout the meeting. Various structural variables which govern groups are: formal leadership, norms, roles, group size and group cohesiveness.

Structure of a group indicates the way the members of a group are in relation to each other. As such different groups are structured on several characteristic relationships, they share among each other. There may be many structures within the group as:

1. **Socio-metric structure:** Also called the friendship structure, it refers to the pattern of liking and disliking among members of the group. Friendship increases group cohesiveness and conformity. It becomes easy for the members to become more productive, efficient, and effectively follow group traditions.

2. **Power structure:** Power determines the status and prestige of the members of a group. Such a structure is based on distribution of authority and influence within the group. The more powerful a member is, he earns more social prestige. He enjoys a higher rank and respect than members of other ranks.
3. **Communication structure:** Some groups are more communicative than others. The degree to which the members feel free to express to each other group issues or personal problems forms the base of a communicative group structure. It increases organisational quality and group efficiency.
4. **Work structure:** Such groups are structured on the basis of division of labour among the members of the group. It does not consider personal interests and motivation among the members. Rather it tries to achieve task specialisation by carrying out different categories of tasks through the members. It increases work efficiency among the members.

CHECK YOUR PROGRESS

Q.1. Discuss the concept of group structure.

2.4 Concept of Group Size

Group size implies the number of the members in a group. A group size may be small or large. Group size plays a very important role in a group. It is a fundamental characteristic of a group and can significantly impact various aspects of group dynamics, communication patterns, and overall functioning.

Importance of group size:

1. Group size plays a very crucial role regarding group dynamics.
2. Group size helps in developing more relation among the group members, because larger group size means development of different relation.
3. Group size is related to group relationship. It strengthens the inter-relationships of the group.

4. Group size is also related with emotional bonding and unity of the group. Because smaller the group size, higher the emotional bonding and the group will be highly united.
5. Group size is related or helps in the interaction within the group. Because larger the group size, different patterns of interactions will develop.
6. It is related with the group's existence because large groups are more stable than small groups.
7. A group of two persons is called a Dyad, which is considered to be quite unstable. If either withdraws the group collapses. For eg : closest friends, love affairs etc.
8. Social interaction in a Dyad is typically more intense as they don't share the other's attention with anyone else.
9. Dyads have the potential to be the most meaningful social bonds. For eg : between husband and wife.
10. A group of three persons is called a Triad, which is comparatively quite stable.
11. In a triad, if the relationship between any two of the group members become strained, the third can act as a mediator to restore the group's vitality.
12. As more and more members grow, they become progressively more stable as the loss of even several members does not threaten the group's existence.

2.5 Concept of Group Cohesiveness

Cohesiveness is the important property of a group. Cohesiveness is the strength of the forces that keep the group together. If a group is highly cohesive it remains intact even when it is faced by many adverse circumstances. So cohesiveness is that feeling which keeps the people in one group. It is that resultant force which keeps the members within the group. Group cohesiveness may be the strongest link which binds together many sub-groups from falling apart. For eg: the family will be a well- knit group if the husband-and-wife love and respect each other and if there is mutual love between the parents and children. Even if there is temporary separation, even if there is illness or such other misfortunes, the group will function with great cohesion. On the other hand, if the relationship between the parents is not satisfactory, all the individuals may be nominally living together and hostile sub-groups may be formed within the family.

Thus, the group may be united and highly cohesive or it may break down and go to pieces, as it were. This is true not only of the family but also of all kinds of group right up to

the level of nations. A highly cohesive joint family may divide up into a number of nuclear families depending on the number of sons in the family either as a result of bitter conflicts or as a result of mutual misunderstandings. Thus, group cohesiveness may be the strongest link which binds together many sub-groups or it may be so weak that all the sub-groups fall apart.

There are many motives which promote group cohesiveness like: the need for affiliation, achieving group goals and need for power and status. But it must be borne in mind that these very factors may also destroy the cohesiveness of the group. For eg: the desire of the father in the joint family to have power and status and the way in which he loves the members of the family may promote cohesiveness. But the desire of the sons and daughters-in-law to have power and status may lead to a break-up of the joint family.

The characteristics of the persons who are members of one group that try to distinguish themselves from the characteristics of those who are not the members of that group, can be seen sharing some common interests with the members of the group. They may also have similar attitudes, hold similar beliefs, and behave in similar ways.

People with common interest come together to attain the goals common to them. In their interactions they develop the attitudes, beliefs and ways of behaving which are like one another. Thus, sharing common attitudes and beliefs, good communication – it presupposes that the members of the group express their ideas. Such communications provide support for the attitude that is shared, particularly when they are held by the important persons in the group, who are occupying important positions in it.

Such sharing of common interests and common attitudes and beliefs promote cohesion or group solidarity. When there is cohesion, it will be possible for the members to mobilize themselves quickly and effectively for some collective action. For eg: when some members of the school get recognition by winning the trophy in games or elocution competition or music competition, the whole school rejoices.

The basis of attraction to the group may lie in the interaction itself. It is possible that the needs of the various members are complementary. So, interaction becomes mutually satisfactory.

Apart from the above-mentioned motives, there are some forces of cohesiveness. They are:

1. Personal gain which one can get from the membership of the group.
2. The advantages one gets from the group inside and outside the state.
3. Co-operation of the person of the same culture or group.

Some of the characteristics of group cohesiveness are:

1. The group cohesiveness is individualistic or personalised.
2. Cohesiveness can be created in a group quickly and temporarily.
3. Group cohesiveness may be the strongest link which binds together many sub-groups or it may be so weak that all the sub-groups fall apart.
4. The need of affiliation, achieving group goals and need for power and status are various motives which promote group cohesiveness.
5. Cohesiveness promotes greater co-operation among the members, because they have a shared goal or a group goal.
6. Persons with common interests join together to attain the goals common to them.
7. Sharing of common interests, attitudes and beliefs promote cohesion or group solidarity.
8. There is “we” feeling among the members of the group, that means cohesiveness promotes “we” feeling in the group.
9. Cohesiveness is a major determinant of the expression and acceptance of influence.

Measurement of group cohesiveness:

Group cohesiveness can be measured through the following steps:

1. By asking direct questions to group members.
For eg: Do you like your group?
How much do you like your group?
Do you like your group members?
2. By asking indirect questions to the group members.
For eg: Whom do you like most?
How many friends do you have?
Who is your best friend in the group?

3. By examining the pattern of interaction. The inter-relationship maintenance must be known to the group members.

For eg: The group members mix with each other by conversation or not.

4. By examining the behaviour pattern of the group members towards each other and also from their conversation i.e, how they talk with each other.

For eg: If the members use the word 'we', then there would be definitely group cohesiveness. How many times the members use the term 'we' instead of 'I'.

5. By using the projective techniques.

For eg: the projective techniques help to project the inner feelings of a person. From the internal feelings we can measure the group cohesiveness. Various types of tests have been performed like Ink-Blot test etc.

STOP TO CONSIDER

Cohesiveness is the important property of a group. Cohesiveness is the strength of the forces that keep the group together. If a group is highly cohesive it remains intact even when it is faced by many adverse circumstances. So cohesiveness is that feeling which keeps the people in one group.

2.6 Concept of Group Morale

Group morale is an important characteristic of a social group. Group morale refers to the team spirit or the quality of unity of the group. For the survival of the group, the group morale is a most important necessity.

According to Blum, group morale is a bi-product of the group and it is generated by the group. It can be said to be the individual's acceptance of the goals of the group.

Allport has defined morale as an individual's attitude in a group endeavour.

Hence, by the group morale, we mean the quality of the unity and solidarity in the group, the co-operation which exists among its members, the way in which the group as a whole reacts to a particular situation and so on.

Group Morale can be high or low depending upon the actions of the group members. The more cohesive a group, higher will be its group morale. Certain indicators are criteria of High Group morale which can be summed up as follows:

1. A group can possess high morale if there is unity in the group through internal cohesiveness rather than through mere external pressure.
2. There must be less amount of conflict within the group members. Each member should be able to accept the views and opinions of other members.
3. The group members must be able to handle the inner conflicts by themselves in the group. In other words, group problems must be solved inside the group rather than making it an external issue.
4. Change in the social environment and social situation is a natural phenomenon. These changes influence the groups as well. The group members must be able to adjust with these changing environment and situations to possess a high morale.
5. There must be liking among the group members in the group. More the mutual liking the better the group will be.
6. The members must have similar types of goals in the group and every member must collectively work to achieve it.

Thus, the mentioned characteristics are the important criteria of a high group morale. On the contrary, a group which does not possess these characteristics is said to have a low morale. Therefore, in a group if there is no unity, no internal cohesion, much friction, no resolution of inner conflicts, more dislikes and indifferences among the members, conflicting goals of the individual members, negative attitudes towards the group objectives and group leaderships and no desire among members to retain the group then that group will be considered as having low morale.

Determinants of group morale:

As mentioned earlier, group morale depends upon the actions of the group members. To state it broadly, group morale can be determined by; the degree to which it is able to satisfy the motivational, emotional and cognitive needs of the group members. With regards to this, the main determinants of group morale can be discussed as follows:

- I. Structure of the group:

The structure of a group influences the group morale to a large extent. If, the very base of a group or its organisation is strong enough that group will have a high morale and vice versa.

II. Function of the group:

The function of the group also determines the morale of the group. If the functions of a group are performed properly by the group members, then that group is likely to have a high morale. But, if, the functions are not carried out properly the group is destined to have a low morale.

III. Positive goals:

For good morale, a positive goal is essential. A positive goal also develops a positive attitude among the group members and will to act together towards the goal.

IV. Satisfaction of secondary needs:

Every individual tends to satisfy certain secondary needs. These are their needs for self-expression, prestige, recognition etc. If, these secondary needs of the group members are fulfilled within the group, its morale becomes high.

V. Sense of advance towards goal:

Group morale is also determined by the willingness of the group members to advance towards achieving the objectives of the group.

VI. Level of aspiration and level of achievement:

The level of aspiration and the level of achievement should be taken into consideration while enhancing the morale of the group. However, it is important that the group should start with moderate aims and as it progresses towards its achievement, the level of aspiration should increase.

VII. Equality of sacrifice or gain within the group:

Equality of sacrifice or gain refers to the fact that, each and every member must contribute towards the welfare of the group and similarly each and every member must be able to enjoy the achievements of the group.

VIII. Feeling of solidarity:

When a group has a feeling of solidarity and togetherness the morale is strengthened.

IX. Feeling of identification and involvement:

The morale of a group is high when its members have a feeling that the group is their own group, the welfare of the group is their welfare and the achievements of the group are their achievements.

X. Group values:

Group norms or group values are also responsible for higher morale. When the individuals understand the group values, they proceed according to these norms and as a result good morale is maintained.

XI. Negative determinants:

Negative determinants refer to some common dangers affecting the group. In such circumstances the group members unite together and stand against that danger and as such group morale becomes higher.

Therefore, from the above discussion, it is observed that, for raising group morale not only the positive determinants are valuable but certain negative factors can also produce high morale.

2.7 Summing Up

- Group structure refers to the way individuals within a group are organized and how they interact with one another. It encompasses the patterns of relationships, roles, norms, and power dynamics that exist within a group.
- Group size implies the number of the members in a group. Group size plays a very important role in a group.
- It is a fundamental characteristic of a group and can significantly impact various aspects of group dynamics, communication patterns, and overall functioning.
- Cohesiveness is the important property of a group. Cohesiveness is the strength of the forces that keep the group together.
- Group morale refers to the team spirit or the quality of unity of the group. For the survival of the group, the group morale is a most important necessity.

2.8 QUESTION AND EXERCISES

- **Short answer questions:**

1. What do you mean by group structure?
2. What do you mean by group size?
3. What do you mean by group cohesiveness?
4. What do you mean by group morale?

- **Long answer questions:**

1. Discuss the importance of group size.
2. Discuss the measures of group cohesiveness.
3. Discuss the determinants of group morale.

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Unit 3

Group Dynamics and its Application

Contents:

- 3.1 Introduction
- 3.2 Objectives
- 3.3 Group Dynamics
 - 3.3.1 Scope of group dynamics
 - 3.3.2 Nature of group dynamics
 - 3.3.3 Issues in group dynamics
 - 3.3.4 Application of group dynamics

3.1 Introduction

Group dynamics refers to the patterns of interaction, communication, and influence within a group. It examines how individuals within a group relate to one another, form relationships, and work together to achieve common goals. Understanding group dynamics is important in various settings, including business organizations, educational institutions, community groups, and social gatherings.

3.2 Objectives

After the discussion of this unit, the learner will be able to-

- Understand about the concept of group dynamics
- Understand the nature and scope of group dynamics
- Understand about the application of group dynamics

3.3 Group Dynamics

Small groups have existed since the time of the first human family and mankind. The social process by which people interact face to face in small groups is called group dynamics. Like medicine, group dynamics has two points reference –

- i) The area of research, meaning where the term “Group dynamics” is in common use.
- ii) The area of practice, meaning which is infrequently called group dynamics.

Or

- i) The theoretical aspect
- ii) The practical aspect

Kurt Lewin was the founder of the group dynamics movement in 1930 at the University Of Iowa. He popularised the term, and made significant contributions to bring research and theory in group dynamics. That means in Group Dynamics, Lewin tried to establish a relationship between experimental study and theoretical analysis. Lewin considered that groups are concrete and can be studied experimentally. He made the experimental study of small groups and was able to throw light based on such studies on large scale social processes. He characterised the group as “Dynamical Whole”. By “Dynamical Whole”, he meant that if a change in the state of any sub-part of the group is brought, the state of other sub-parts is affected. And this conception of the group as a “dynamical whole” has helped him in propagating his idea about research known as group dynamics.

3.3.1 Scope of group dynamics

So, group dynamics is a field of inquiry with the aim of advancing knowledge about -i) The nature of groups ii) The laws of group development and iii) Their interrelations with individuals, other groups, and larger institutions. It is based on empirical research. The basic problems studied in group dynamics are the change, resistance to change and social pressure. They refer to the psychological and social forces which operate on the group. So, in short, the forces that operate in a group to produce leaders and to bring about other alignments, decisions and activities are called group dynamics. It refers to the study of the forces operating within a group.

3.3.2 Nature of group dynamics

- Group dynamics is based on empirical research i.e, research based on observation and experience.

- The aim of group dynamics is to study the psychological and social forces associated with groups.
- It is very much concerned with the relationships among the group members.
- It depends on the communication system among the group members.
- Group dynamics provides the scope to choose the leader of the group.
- It is a complex and flexible process.
- Group dynamics has a broad relevance to all the social sciences.
- It has the potential applicability of its findings in efforts to improve the functioning of the group and their consequences on individuals and society.
- It is a field of enquiry to know about the nature, laws, and the relations of the members of another group.

3.3.3 Basic Issues in Group Dynamics:

Cartwright and Zander identified the basic issues in Group Dynamics as centering around–

1. Preconceptions about the nature of the group, means whether the groups are universally ‘good’ or ‘bad’.
2. Problems of identifying the field of study.
3. The question of an appropriate theoretical orientation.
4. The problem of the proper method or methods of studying groups.
5. The relation of group dynamics to larger society.

CHECK YOUR PROGRESS

Q.1. Explain the concept of group dynamics.

Q.2. Write the nature of group dynamics.

3.3.4 Applications of group dynamics:

Group dynamics deals with the attitudes and behavioural patterns of a group. It can be used as a means for problem-solving, teamwork, and to become more innovative and productive as an organization. The concept of group dynamics will also provide you with the strengths, success factors and measures along with other professional tools. Here are some key applications of group dynamics:

Teamwork and Collaboration: Group dynamics play a crucial role in promoting effective teamwork and collaboration. By understanding group dynamics, team leaders can foster a positive and productive team environment, encourage open communication, and leverage the diverse skills and perspectives of team members to achieve shared objectives.

Leadership Development: Group dynamics provide insights into leadership styles and behaviors. Leaders can study group dynamics to understand how their actions impact team members and how to effectively motivate and influence them. Additionally, understanding group dynamics can help leaders identify and address potential conflicts or issues within the group.

Conflict Resolution: Conflict is a natural part of group dynamics. By understanding the underlying causes of conflicts within a group, individuals can develop strategies to resolve disputes and promote harmony. This may involve facilitating open dialogue, active listening, and mediation techniques to find mutually acceptable solutions.

Decision-Making: Group dynamics influence the decision-making process within a group. Different group dynamics, such as power dynamics, groupthink, or diversity of perspectives, can shape the quality and effectiveness of decisions. Understanding these dynamics can help groups make informed decisions, avoid biases, and consider a broader range of viewpoints.

Group Therapy: In therapeutic settings, understanding group dynamics is essential for facilitating effective group therapy sessions. Therapists can observe and analyze the interactions within the group to identify underlying issues, promote empathy and support, and guide the group towards personal growth and healing.

Organizational Behavior: Group dynamics impact the overall functioning and performance of organizations. By studying group dynamics, organizations can identify factors that contribute to team effectiveness, employee satisfaction, and productivity. This knowledge can inform organizational policies, team structures, and communication strategies.

Social Psychology Research: Group dynamics is a central focus of social psychology research. Researchers study how individuals behave in groups, the formation of group norms, the influence of social roles, and the impact of group dynamics on individual behavior. This research helps in understanding human behavior and social interactions.

STOP TO CONSIDER

Group dynamics refers to the patterns of interaction, communication, and influence within a group. It examines how individuals within a group relate to one another, form relationships, and work together to achieve common goals. Group dynamics deals with the attitudes and behavioural patterns of a group. It can be used as a means for problem-solving, teamwork, and to become more innovative and productive as an organization.

3.4 Summing Up

- Group dynamics refers to the patterns of interaction, communication, and influence within a group.
- Kurt Lewin was the founder of the group dynamics movement in 1930 at the University of Iowa. He popularised the term, and made significant contributions to bring research and theory in group dynamics.
- Group dynamics is a field of inquiry with the aim of advancing knowledge about -i) The nature of groups ii) The laws of group development and iii) Their interrelations with individuals, other groups, and larger institutions.

- The aim of group dynamics is to study the psychological and social forces associated with groups. And it is very much concerned with the relationships among the group members.
- Group dynamics is a field of enquiry to know about the nature, laws, and the relations of the members of another group.

3.5 QUESTION AND EXERCISES

- **Short answer questions:**

1. What do you mean by group dynamics?
2. Discuss the scope of group dynamics.
3. Discuss the nature of group dynamics.

- **Long answer questions:**

1. Explain the concept, nature, and scope of group dynamics.
2. Discuss the application of group dynamics.

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Unit 4

Intergroup Conflict and its factors. Reduction of intergroup conflict

Content

4.1 Introduction

4.2 Objectives

4.3 Intergroup conflict

4.3.1 Causes of intergroup conflict

4.4 Reduction of intergroup conflict

4.1 Introduction

Intergroup conflict refers to conflicts or tensions that arise between different groups, such as social, ethnic, religious, or political groups. It occurs when there is a perceived incompatibility of goals, interests, or values between the groups involved. Intergroup conflict can range from mild disagreements to severe hostility and can have significant social, economic, and political consequences.

4.2 Objectives

After the discussion of this unit, the learner will be able to-

- Understand about the concept of intergroup conflict
- Understand about the causes of intergroup conflict
- Understand about reduction of intergroup conflict

4.3 Inter-group conflict

Man is a social being. He is the member of any group throughout his life. Generally, a man is a member of more than one group. Whenever people or groups interact with each other and their actions affect one another, conflict is a natural phenomenon. Conflicts occur between individuals, between groups and between nations. Hence there are interpersonal conflicts, intergroup conflicts, and international conflicts. In fact, no organisation can be thought of without any type of conflicts in it. It is another matter that in some cases they may be minimal, in some immense, in some very harmful and in some advantageous.

Conflict is the deliberate attempt to oppose, resist or coerce the will of another or others. The conflict is classified into two parts –

- a. Direct conflict: Direct conflict is visible and generally we can visualise this conflict in class war.
- b. Indirect conflict: In the indirect conflict, the difficulties are created indirectly. For eg: business competition.

Regarding group conflicts Prof. K.N Sharma writes, “When several members have the same aim and the means of the aim becomes scarce, the conflict is bound to appear among them.” That means when differences of opinion arise among the members of the group, then group conflict arises. There conflict may arise within the group or between the groups. When there is an intergroup conflict there is a tendency to distort and to exaggerate the characteristics of the other group.

Conflict may arise within the groups for various reasons. When in a group, differences of opinion arise, the members of the group sometimes may refuse to go for violence in order to resolve the group conflict. A group or society cannot exist only if people control their aggressive feeling. No group can survive if the members of a particular group are always in conflict.

STOP TO CONSIDER

Intergroup conflict refers to conflicts or tensions that arise between different groups, such as social, ethnic, religious, or political groups. When there is an intergroup conflict, group can be perceived as good or bad.

4.3.1 Causes of Intergroup conflicts:

1. Prejudice:

A prejudice is the basic factor for developing intergroup conflict. Prejudice is an unfavourable attitude and it is the pre-disposition to perceive, think, feel, and act in ways that are ‘against’ or in ‘for’. Prejudice can be developed in many ways –

- Group prejudice is acquired by individual in course of interaction.
- Group prejudice can also be developed from the environmental factor.
- In many societies, prejudice develops due to social differences between different groups which are enforced by the society or social norms.

2. Cultural and religious factor:

If cultural and religious heritage of one group is threatened by the unprecedented expansion of another group, then there may develop intergroup conflict.

3. Aggressive behaviour:

Another important cause of intergroup conflict is aggressive behaviour of the members. Some social psychologists are of the opinion that aggressive behaviour always pre-supposes the existence of frustration.

4. Competitive reward structure:

Sheriff and Sherif in their studies observed that intergroup conflict develops due to the competitive reward structure.

5. Barrier in communication:

Another group of social psychologists studied the communication process between the several groups and found that communication barriers also create intergroup conflict in some cases.

6. Economic condition:

Economic condition is another major reason of intergroup conflict. When the economic condition becomes serious, like – shortage of resources or funds in the group, then group goal, group norm, group standard etc cannot be achieved.

7. Race factor:

Due to different physical or geographical environment, there may also develop difference in physical structure like – skin colour, ways of life etc. Due to these differences sometimes one group thinks itself to be superior, which leads to intergroup conflict. For eg: conflict between black and white in America.

8. Political factor:

In each country since politics, there are several groups. And there are differences between each group. The difference in political outlook of individuals as well as groups is sometimes responsible for creating intergroup conflict.

9. Class and Caste System:

From the origin of the society several classes existed and they tried to safeguard their self-interest. The suffering class, who suffered on account of the ill treatment of others, started conflict. The caste system is also another major factor of group conflict.

CHECK YOUR PROGRESS

Q.1. Discuss the causes of intergroup conflicts.

4.4 Reduction of Intergroup conflicts:

Intergroup conflict leads to the disorganization of the society. So, to prevent destruction and disorganisation the intergroup conflict should be reduced. Social psychologists have found some ways to be adopted for reduction of such conflicts, they are given below:

- As prejudice is the basis for intergroup conflict, so it will be better to remove the prejudices by effective educational programmes.
- Another method of reducing group conflicts is to reduce personal suspicion to hostility and removing the feeling of deprivation.
- By changing group norm also, group conflict can be reduced because there is conflict when there are two sets of group norms.
- Conflict can also be reduced through negotiations. In this process both parties should determine the area of their disagreement and show greater willingness to solve them.
- By giving emphasis on equal economic opportunities to the members of all the groups, group conflict can be reduced.
- Expansion of proper education to remove illiteracy, ignorance, superstition etc.
- By developing Public Opinion conflicts can be reduced.

4.5 Summing Up

- Intergroup conflict refers to conflicts or tensions that arise between different groups, such as social, ethnic, religious, or political groups.
- There are so many causes of intergroup conflict like prejudice, aggressive behaviour, economic condition, class, and caste system etc.
- Intergroup conflict leads to the disorganization of the society. So, to prevent destruction and disorganisation the intergroup conflict should be reduced.
- As prejudice is the basis for intergroup conflict, so it will be better to remove the prejudices by effective educational programmes.
- Another method of reducing group conflicts is to reduce personal suspicion to hostility and removing the feeling of deprivation.

4.6 QUESTION AND EXERCISES

- **Short answer questions:**

1. What do you mean by intergroup conflict?
2. Write the major causes of intergroup conflict?

- **Long answer questions:**

1. What do you mean by intergroup conflict? Mention the major factors of intergroup conflict. Explain how intergroup conflict can be resolved.

4.7 References and Suggested Readings

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Unit 5

LEADERSHIP

Content

5.1 Introduction

5.2 Objective

5.3 Concept of leadership

5.3.1 Characteristics of leadership

5.3.2 Types of leadership

5.3.3 Functions of leadership

5.4 Leadership Training

5.5 Summing Up

5.6 Sample Questions

5.7 References/Suggested Readings

5.1 Introduction

The concept of leadership refers to the ability of an individual or a group to guide, motivate, and influence others to achieve a common goal. Leadership involves a combination of skills, traits, and behaviors that enable individuals to effectively lead and inspire others. Leaders have a clear vision and a sense of purpose. They are able to articulate a compelling vision of the future and inspire others to rally behind it. They provide direction and set goals that align with the vision, motivating and guiding their followers towards a shared objective.

5.2 Objective

After the discussion of this unit, the learner will be able to-

- Understand about the concept of leadership
- Understand about the types and functions of leadership
- Understand the techniques of leadership training

5.3 Concept of leadership

Social groups recognise leaders – people charged with the responsibility for directing the group activities. Within families, parents have leadership roles. In secondary groups like corporations, the definition of leadership is quite a formal one. We define leadership as the ability to influence a group toward the achievement of a vision or set of goals. In a group, there are some who are more active and can take the charge over the other members of the group. Leader must be able to motivate successfully its members by understanding the psychology of the group. Leaders are generally thought to possess extraordinary personal abilities. Leadership is the special quality of an individual to lead the country or society or group properly.

A leader is a person who needs to have certain characteristics- a positive attitude, honesty, consistency in behaviour, perseverance, and love for people. Moreover, a leader must be a good person, must have distinctive leadership characteristics- patience, kindness, goodness, faithfulness, gentleness, and self-control. He/she must exhibit these characteristics while working with others and leading team-mates, group members, and others.

Definitions:

1. According to Good's Dictionary of Education, "Leadership is the ability and readiness to inspire, guide or manage others."
2. According to Bernard, "Leadership refers to the quality of the behaviour of individuals whereby they guide people of their activities in organised effort".

Qualities of a leader:

- A good leader must be able to plan beforehand the set objectives and targets and how to strategies policies to achieve them.
- He must be the focus of group behaviour co-ordinating tasks among the members.
- A leader must have efficient skills in communication to exert influence over others.
- He must have efficient decision-making skills. His decisions must reflect the ethos of the group.
- A good leader must be active. He must be active as well as an immediate participant in all activities of the group.

- A good leader must be legal. He must obey the rules and regulations of the group and legally perform all the activities. He must have a control over the behaviour of the members through periodical checking.
- He must be energetic because energy and power of leader is very much necessary for the success of the group activities. If he becomes energetic, then other members also take part in the activity.
- He must be affectionate to all the other members of the group and society. This quality helps him to handle problems easily.
- Leader must be educated because he needs the knowledge of each and every part of the world to keep him informed to lead the group and society towards success.
- He must motivate the members in all their endeavours, be it small or big for successful accomplishment.

5.3.2 Types of leaders

There are different types of leaders generally found in our society. Among them three main types are:

1. Democratic leader:

A leader who is friendly and believes in the capacity of the other members is called a democratic leader. They are fundamentally motivated in his leadership by tolerance, conciliation etc. He is conspicuously less concerned with discipline. He tends to trust people's good sense and believes that with adequate guidance, they can attain their own ends. For eg: The political leaders, head of the family etc.

2. Authoritarian leader:

Authoritarian leader is characterised by the degree of dominance. He is dominant, aggressive etc. He believes in value of discipline, forcefulness etc. He must follow strict rules and regulations to manage all members for smooth functioning. For eg: Military leaders, strict father of the family etc.

3. Charismatic leader:

Charismatic leadership implies personal power of leadership which helps in arousing special popular loyalty for a public figure. In this form of leadership, people ascribe a semi divine power of leader. His hold upon his followers is sometimes described as “hypnotic”. The charismatic leader is usually endowed with the capacity of inspiring blind devotion and mass behaviour. Eg: Social reformers, religious prophets etc.

5.3.3 Functions of a Leader:

The function of a leader depends on the type of the group, its structure and its goal. But there are certain functions which have to be performed by all leaders whatever the group they are as follows:

1. The leader as an executive:

Leaders have a very important function of coordinating the activities of the group. He works as an executive by distributing works among its members and sees the execution of the plans. He organizes discussions for execution of the plan and acts as a guide during the discussion.

2. The leader as a planner:

Once the objectives and policies of the group have been decided the next step is to plan the work of the group in such a manner that they are properly executed. The leader also functions in the capacity of the planner. He decides the ways and means to be adopted to achieve the goals of the group. He plans the work of the group in such a manner that the goals of the group can be achieved through proper steps undertaken at present and also in the future.

3. The leader as a policy/decision maker:

It is an important strategic function of a group leader. The leader may plan the policies and the objectives of the group or they may get the policies and objectives from other sources and try to establish them. A leader must take decision about entrepreneurship, handling disturbance, allocating resources, and negotiating

4. The leader as an expert:

The leader's function is to guide and advise his followers. He is usually a source of readily available information for group members. Therefore, he must be an expert. He should give proper help to his followers to overcome difficulties.

5. The leader as internal group representative:

The leader is a mirror image of the group values he upholds. In his relationship and meeting with other groups, he represents his own group. He always speaks for his own group. Therefore, a leader must have capable and powerful representation. A Leader must take challenges, excepting a verity of new types of assignments and must be able to deal with changes.

6. Controller of internal relationships:

The leader also functions as a controller of internal relationships. He wishes that the group may progress and there are established relationships between them.

7. Leader as a mediator:

If there are certain conflicts and discussions in the group, then the leader acts as a mediator. He acts as a judge and gives judgement regarding the ways through which the conflict can be resolved. Therefore, a leader reduces tension and establishes harmony in the group.

8. Leader as a role model:

Leader should possess a strong personality to exert direct or indirect influence over others. He should function as a role model to other members.

9. Leader as an administrator:

It is another important function of a leader. He should be able to administer all the official functions of the group, by bringing together workers at various levels. Therefore, he should be efficient in administration to supervise, check and control all the work of the members.

10. Leader as a problem solver:

Leader acts as a source of solution to all problems existing inside the group. He should be a trouble shooter for both personal as well as group problems. For this he should maintain an empathetic relation with other members.

5.4 Leadership training:

Some of the effective means of leadership training in school may be discussed below:

- **Use of academic activities:**

The teacher should regularly organise activities like debate, discussion, symposium, extempore speech, just a minute competition etc which help in development of leadership qualities among children.

- **Art and music:**

- Education can make necessary provisions for art and music by arranging dancing, singing, art competition etc. These help in development of qualities like activeness, energetic, cooperation etc among children which are important qualities of good leader.

- **Games and sports:**

By encouraging students to take part in different games and sports, teacher should try to develop qualities like legitimacy, activeness, liberal, responsibility etc which are the important qualities of a good leader.

- **Scout and NCC:**

By including scout and NCC in school curriculum and making it compulsory for all students, school can provide leadership training to students. Because students here develop the sense of discipline, sense of co-operation, self-confidence etc which are the important qualities of a good leader.

5.5 Summing Up

- Leadership refers to the ability of an individual or a group to guide, motivate, and influence others to achieve a common goal.
- A leader is a person who needs to have certain characteristics- a positive attitude, honesty, consistency in behaviour, perseverance, and love for people.
- A leader must have efficient skills in communication to exert influence over others. He must have efficient decision-making skills. His decisions must reflect the ethos of the group.
- There are different types of leaders generally found in our society. These are like democratic, authoritarian, and charismatic type of leadership etc.
- Some of the effective means of leadership training are games and sports, arts and music, NCC etc.

5.6 QUESTION AND EXERCISES

Short answer questions:

1. What do you mean by leadership?
2. Explain the qualities of a good leader.

Long answer questions:

1. Explain the concept, characteristics and functions of a leader.
2. Explain different types of leaders with example.
3. Discuss the concept of leadership training.

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