

Social stratification.

The process of defining / classifying people into categories and, rank these categories from the higher to lower order is called Social stratification.

The categories themselves are called strata (popularly known as classes).

(Stratification is the process of grouping members of the population into relatively subgroups)

Dimension of Stratification

In Indian Society, Stratification is mainly based on following aspects. They are.

1. Stratification on Caste basis
 2. Stratification on religion basis
 3. Stratification on economic class basis
 4. Stratification on gender basis
1. Stratification on Social class :- The Indian society is divided into 6 classes. They are hierarchy.
- Boys: Highest place in gender hierarchy
 Girls: Middle place in gender hierarchy
 Transgender: Lowest place in gender hierarchy
- Upper class, Upper Middle class, Middle class, Lower Middle class, Lower class, class below Poverty line.

This stratification is based on the type of job that people do, and their income.

Upper class - This class includes rich businessmen, industrialists, politicians, professionals of the higher order and Bureaucrats.

They enjoy very high economic as well as social status on account of their high position and powers.

Nearly 15% of India's population come under this category.

Upper Middle class - People belonging to this class are usually Doctors, Engineers, Lawyers, professors and well placed Govt. officers.

This class has lesser socio-economic status than the Upper class.

Middle class - People belonging to this class are white collar workers, ~~factory~~ Taxidars, Nurses, having limited resources, but high aspirations to live luxuriously and comfortably like the two classes superior to them.

Lower Middle class - This class comprises clerks, ~~school teachers~~, small shopkeepers, technicians etc. They like to dress, eat and live like middle class people. The social status of this class is very low.

Lower Class - This class comprises of Agricultural and industrial labourers, low paid employees and daily wage earners etc. People of this class suffer from Poverty, illiteracy etc.

Class below Poverty line - This forms about 30% of the total population of India. People live from hand to mouth. They are very often homeless. They suffer from disease and hunger. They are totally illiterate.

2. Stratification on Caste basis

Indian Society is governed by four varnas on the basis of their birth as Brahmanas, Kshatriya, Vaishya and Shudras forming a hierarchy that

Brahmins should cultivate the knowledge

Kshatriya should bear arms

Vaishya should trade

& Shudra should serve all the above three classes.

Today in contemporary Indian society, the shudras are known as Dalits which is a Marathi word means as 'Broken men' and there are 180 million Dalits categorized and classified as Scheduled Caste in Indian Constitution.

Stratification on Religion basis :-

Indian Society has a number of Religious groups and on the basis of total population strength in each religion,

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the hierarchy is formed in each state of India.
Some of the Religious groups in India are
Hindu, Muslim, Christians, Parsis to name
only a small number.

Thus Social Stratification is the
result of social inequality. Thus the
major dimensions of stratification are power,
prestige and wealth used in Stratification
System.

Factors of Stratification

rather followed by the society from generation to generation.

Factors of such as family, school and media influence, social norms, social acceptance, socio-metric status, socio-empathic ability, nature of prejudice ^{wrong notion / wrong opinion / opinion formed without just reason} are some of the agents of stratification that plays an important role in personality development of children.

Family - Family plays an important role in the development of the child. The occupational status of the parents, the parent's attitude beheld by different social class will have an impact on the learner/child.

The upper class family child has more advantages over the child from middle class family. How?

The parents of upper class child provide all (books, equipments for school, T.V, Reading and writing material, computer etc. all of which help to prepare the child for learning in school) that fosters more positive attitude, self-concept, self-esteem and therefore he is able to adjust easily to school life.

It was found out that the self-concept

and self-esteem of the upper classes ~~have~~ is higher ~~self-esteem~~ than those in the lower classes.

The middle class families often earn income sufficient that permits both saving and advanced education, skills to their respective children.

∴ The children of middle class have conceptual orientation (i) use their mental capabilities to solve problems.

The middle class tend to raise children

- to be high achievers
- to control emotions
- to share thoughts and ideas with their parents
- in environment in which cultural, physical and intellectual opportunities are available and encouraged.
- with physical punishment less likely to be used.

The members of the lower class have more serious financial concerns and not enough salary to permit savings.

∴ The children of low class is motoric oriented - (i) use their physical capabilities to solve problems.

- The lower class tend to raise children
- with frustration of little money.
 - more consumption of time and energy in earning their low income, may cause the lower class family to release pent-up tensions in their children through physical punishment or child abuse (in the form of neglecting the child)
 - Inability to provide balanced food.
 - Prevalence of ill-health etc.

As a result those children tend to feel less secure about their own self-concept, a situation that has significant effect on child personality development.

School - Parallel to social classes, have come and have influence into being educational institutions of different levels such as

1. Public school like Doon, Modern & Delhi Public schools.
2. Public school of the II level.
3. Residential public school.
4. Navodaya schools.
5. Army and Air force schools of the II level.
6. Central schools.
7. Govt. schools (run by state).

Aided schools (getting grant from the state)
School run by local bodies etc.

Media Influence → The advertisement given by various levels of schools payes way for "mad rush" to all the schools except Govt school, Central school, aided schools by the Upper class and Upper Middle class.

The Lower middle class and lower class try to send their wards / children to Central school, Govt school, Aided school etc.

The quality of Education in various school is different that has a great impact on the personality development of the learners.

Social Norms.

From the culture, we learn the values and norms that are different from culture of one nation to another nation, culture of one religion to other religion which has an impact on the child behaviour and personality devt.

For eg:- In Eshimose, we can see extreme lack of Aggression. Adults deplore the fighting in children and make them to stop.

Get Contrast
Kurama of New Guinea use aggression as a means of releasing tension. They are encouraged to exhibit their aggression. According to their cultural norms, fear of fighting is considered as a sign of failure.

The Social Norms in India according to Varna system has led to the illtreatment of Dalit in certain areas (especially in parts of the south) like

- physically keeping their distance, lest their touch or even their shadow pollute others.
- wearing neither shoes nor any upper body covering in the presence of the Upper castes.
- prohibited from entering temples, using wells, attending schools etc.

Social acceptance -

Parallel to social norms, the problem of social acceptance by the Upper caste students in the classroom has a great impact on the lower caste students' personality development (especially Dalit child, differently abled child).

As a result factors such as isolation from peer group, inadequacies in interpersonal relationship, intelligence, Religious conventions

personal dispositions, academic standards and social class level have a great impact on the ~~school~~ behaviour and personality development of the learners.

Sociometric Status

According to J. W. Beal "Sociometry is a technique for describing social relationships that exists between individual in a group".

- Thus Sociometric technique helps in
- understanding group dynamics in school.
 - characteristics of group.
 - Types of group, to elect class monitors, select the best student of the year etc.

Sociometry relates to a Latin word
socius $\Rightarrow$ companion
metron $\Rightarrow$ measure.

Sociometric status is a measurement that reflects the degree to which someone is liked or disliked by their peers as a group. It is also called peer status.

Sociometry is the analysis of data collected by means of the sociometric test - a type of questionnaire in which, roughly speaking, each member of a group is asked ~~to~~ to indicate their own preferences of companions in different situations.

The questions asked might be of the following types.

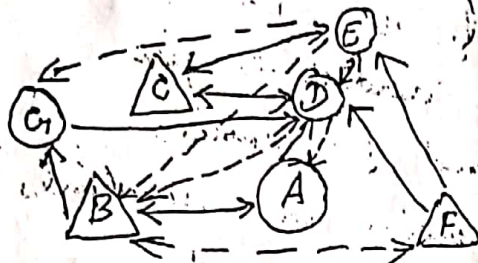
1. Whom would you like to sit next to in the class?
2. Who is your best friend?
3. Whom would you like to play indoor games etc?
4. Whom would you like to study etc.

From the answers obtained, the choices each individual receives are added to give him a sociometric score and the choices made between (or) among particular individuals are recorded in sociometric matrix and Sociogram.

Sociometric choice Matrix

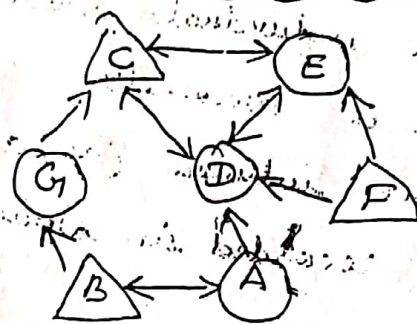
chooser	choosen						
	A	B	C	D	E	F	G
A		+		+		-	-
B	+				-	-	+
C				+	+		
D	-	-	+		+		
E		-	+	+			
F					+		
G			+	+			
+ choices received	1	1	3	5	3	0	1
- choices received	2	3	1	0	1	3	2
Total choices received	3	4	4	5	4	3	3

Sociogram → A systematic method for graphically representing individuals as points/nodes and the relationship between them as line/arcs.

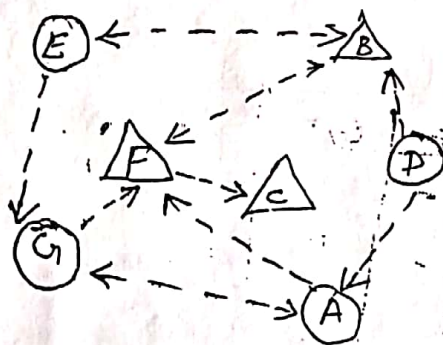


Complete Sociogram

Positive choices



Negative choices



Key

- Positive choice
- - - - - Negative choice
- ↔ Mutual choice
- ↔ Reciprocal choice
- ↔ Non Reciprocal choice
- Female
- △ Male

When sociometric data are analysed, it is usually possible to classify children into one of five sociometric categories. They are

1. Popular / stars
- Rejected / ~~Isolated~~
- Neglected
- ~~Low~~ Isolated

1. Stars
2. Isolates
3. Champs
4. Mutual choices pairs or friends

Stars / Popular → are those students in the classroom, who are liked by many peers and disliked by few. He is also referred as star, when he gets the highest number of choices.

Isolates → are those students in the or classroom, whom no student of the class likes or does not want make friendship with them.

They are not chosen by any of the people in the class. They require the help of the teacher. They are also called rejected.

Mutual pairs or friends - are those students in the class who have mutual attraction of liking with each other.

Chain → There are chains of attractions among the students of a class. The mutual pairs have their liking with 3rd or 4th students. The 3rd and 4th have the attractions or liking with 6th or 7th student. Thus, their liking or attractions form chains of relationships among the classmates.

The sociometric test reveals structure of a group as a whole, helps to discover the leaders within a group and their particular followers, helps to identify who is popular, isolate, neglected etc, who are poor in academic situation but skilled in interpersonal situation in a small group, who are good in academic situation but lacking skill in interpersonal relations, etc. who are neglected by other students considering their caste, socio-economic status etc.

The teacher as a guidance worker can help the pupil function satisfactorily in social or group situation.

Otherwise growth of dissatisfaction may result in conflict and anxiety and in extreme cases it may lead to several kinds of personality problems - withdrawals, antisocial tendencies like truancy and delinquency, dropouts etc.

Moreover studies reveals the fact that the correlates of social acceptance have shown a positive relationship between personal social adjustment.

Social maladjustment is a contributing factor for social non-acceptance in a group.

Regarding Socio-metric status, it was found, the students who have qualities such as → attractive physique and good health
→ usually of above average intelligence
→ extrovert personality
→ high self esteem and high self concept
→ talkative or take part in all type of conversation and have self-confidence.

are attracted by a number of students and they shine as stars or popular students of the class.

Socio empathic ability

Empathy - Putting oneself in others' situation, thereby trying to experience it affectively and cognitively and trying to find solution to other's problem.

This social attitude dimension of socialization will form the basis of a motive to help others in distress.

Thus development of social attitude such as Tolerance, feeling of Sympathy, empathy, admiration, closeness, equality and social acceptance in minds of

parents and students help the student to eliminate and eradicate the ill treatments caused due to social stratification.

Nature of Prejudice - ^{forming an opinion beforehand without an investigation/ knowing the true fact}

The nature of prejudice that nation, culture, custom holds has led to various sorts of discrimination and ill treatment among people such as "Concept of Untouchability". Prejudice in children is associated with family setting. Children who were high on Prejudice tend to be intolerant to ambiguity, dichotomous in their thinking about sex roles, narrow mindedness.

The children who were less on Prejudice tend to be tolerant, have egalitarian views about towards opposite sex and think in terms of equal treatment to all, less narrow minded, cognitive oriented and tries to dispell the inequalities imposed due to social stratification.

- 1) Lack of education opportunity
- 2) Lack of quality education
- 3) Lack of good govt. school & high school edu.
- 4) Lack of oppor. for self expression
- 5) Lack of oppor. for high studies in reputed institution
- 6) Inability to continue their contd. education
- 7) student's inability to clear higher studies
- 8) student's socio cultural in fact.

Socio-cultural impact of Stratification on learning difficulties and learning disabilities

The children are not open to equal educational opportunity even with the compulsory and free education provided for them.

Some children from low socio-economic class with natural endowment do not have equal access to qualitative education.

The public schools which are free are not properly funded to reflect the bright standard.

Many of the students from this low socio-economic class are undermined with poor health and malformed physique due to poor feeding, ignorance and carelessness which may invariably give rise to poor performance academically. Thus there is a wide difference in performances between children.

Some drop out before completing primary school, others have to repeat classes, majority of candidates fail the secondary entrance examination. In the conduct of internal and commercial

examination, children are not expected to perform equally due to differences in intelligence quotient (IQ), parents' social status, infrastructure facilities in schools, teachers' attitude towards work, pupil's attitude towards study etc.

Due to socio-cultural factors, the underprivileged community were so long kept in ignorance, poverty and prejudice. The schedule caste, the tribal community and disabled group have been neglected in the past.

They have been deprived of their legitimate rights of freedom of expression, education and security for ages. Although, they could contribute a lot to national prosperity.

The inequality of opportunities of self expression between people belonging to different strata and different sexes has impeded the national progress to a great extent.

It is observed that most of the well-to-do parents tend to send their

For special schools providing education
of training and education, includes
the municipal and local board schools are
further funded picked up by the children of
lower class and low income groups.
This class - system within the framework
of education is beset with all its
evil consequences.

In India there is a dual system of
higher education. The post-English medium
schools have always been under the domination
of the upper castes, the rich and the
powerful. These institutions are reserved
for the children of politicians, businessmen,
professionals and bureaucrats - all trailing
in the upper strata of the society.

The institutions with high standard in our
country like Jawahar Lal Nehru University,
Birla Institute of Technology, Pilani, IIT,
Indian Institute of Management and others
demand high standard of English.

These who have not had their education
in English medium schools cannot be
expected to compete for these institutions.

Given their poor economic condition community, Dalits cannot afford send their children to these schools. Most of these schools are located in the cities and urban centers. 80% of Dalits live in villages making it practically impossible for them to benefit from these higher education institutions. These are some of the Learning difficulties and learning disabilities faced by Dalits due to cultural impact and social stratification / social-cultural impact.

Cultural Space of the Learner:

Cultural Space of the Learner has resulted in inequalities and inhumanitarian denial of humanitarian rights to scheduled caste disabilities to scheduled caste.

The most significant of all disabilities were the social disabilities. Traditionally prescribed to scheduled caste leading to restriction on their social contacts and relations with higher caste, use of public properties such as well roads, ponds, housing etc forced to live outside the village, education, recreation, entrance

into school, entering into higher
occupations, possession of wealth and landed
property. This cultural space led to their
economic exploitation by the high castes as
they were not given a chance to exercise their
skills and efficiency in the handling of meat
clean and fair occupations, and professional
studies such as M.B.B.S, Engineering, Law, etc.
Teachers etc, even if they are found to be
more intelligent and efficient than higher
castes. Moreover they were strictly prohibited
from making entrance to religious
places and temples, touching of the religious
books, not allowed even to pray before
the idols of gods or goddesses or god heads as
they were considered equal to cats and
dogs, were exempted from political participations.
They were allowed only to do menial tasks
in the society. Thus the cultural space
of the learner degraded the lower caste
to a great extent with ultimality
led to social injustice.

Leadership influence in behaviour

It was under the leadership of Dr. Ambedkar, all these social injustices, inequalities, learning difficulties and disabilities, discrimination and hierarchy of the caste system in the traditional social system of Indian society were questioned. Thus he is the culture hero of the scheduled caste. Later after independence, the Indian Constitution in 1950 prescribed a number of legal provisions to abolish social discriminations and to secure to all its citizens equality and Liberty.

In order to develop leadership behaviour among the lower caste students, education plays an important role.

The Government has provided some special reservation, especially in the field of Education.

The main reason behind the Government's policy of reservation is the removal of great and undesirable inequalities that exist between scheduled castes and non-scheduled castes.

Government at the Centre and the States have various schemes for providing
Matric, Post-graduate and Graduate scholarships,
free remissions, books, boarding grants,
Opening of schools in Back Localities, Girls Hostel
free coaching to IAS & IPS, National overseas
scholarship for higher studies in Abroad,
Special educational development programmes
for scheduled Caste girls belonging to
very low educational levels, Upgradation
of merit of SC/ST student, stipends at
various levels, Supply of Uniforms,
Attendance prize to students, Residential
schools, Hostels (and reservation of seats in
general hostels), Merit scholarships,
Reimbursement of examination fees and tuition
fees at different levels of education, mid-day
meals, Loans to students for carrying on
education, Reservation of seats in
educational institutions including Engineering,
Medical Colleges, Technical Institutions,
Sainik schools, Navodaya Vidyalayas,
Kendriya Vidyalayas, Relaxation in age and
marks for the purpose of Admission, Research
scholarships and fellowships, Loans without interest

Book Banks, for SC/ST students studying
medical and engineering degree courses. (2)

Education is a means through
which one inculcates knowledge, values,
skills and attitudes. It is the only tool
for eliminating social inequalities caused
due to social stratification.

Thus Education is a major tool
to develop leadership quality among the
lower caste student which in turn influences
their behaviour.

Moreover upliment of their economic
status, Housing facilities, Employment facilities
Emigration from dirty occupation, Abolition
of Caste system, Encouragement to inter-caste
Marriages, Public awareness, Contacts between
Caste, Hindus and Harijans. etc. will help
to develop leadership influence among their
behaviour.