

Q. What do you mean by social interaction? Discuss its relevance in a classroom situation.

Ans: Meaning of social interaction

Social interaction is the foundation of society. It is the very essence of social life. Hence, the concept is crucial to any study of the dynamics of society and culture. Without interaction there would be no group life. Mere presence of individuals in a place does not weld them into a social unit or group. It is when persons or groups of persons do such things as work or play or talk together with common end, or when they compete or quarrel with each other that group life, properly speaking, exists. Thus, it can be said that *interaction is the basic social process, the broadest term for describing dynamic social relationships*. Social interaction is the dynamic element in society, while statuses and norms represent its static element. It is true that life is stable, confined and defined by traditional systems, norms and patterned ways. It is also true that life is fast-moving, dynamic and changing, breaking out at the weak point [or where conflict is greatest]. People are on the move. They are striving, competing, conflicting, cooperating, appeasing, adjusting, reconciling and then challenging again. This

action element or functional element itself represents social interaction.

Definition

1. Eldredge and Merrill : 'Social interaction is the general process whereby two or more persons are in meaningful contact as a result of which their behaviour is modified however slightly.'
2. Dawson and Gettys : 'Social interaction is a process whereby men interpenetrate the minds of each other.'
3. Gish, NP. : 'Social interaction is the reciprocal influence human beings exert on each other through interstimulation and response.'

Relevance of social interaction

The process of social interaction includes co-operation, competition accommodation, assimilation and conflict. The relevance of these forms of social interaction can be discussed as follows.

Cooperation is so important in the life of an individual that according to Prince Kropotkin it is difficult for man to survive without it. He calls it mutual aid. In rearing of progeny and in the provision of protection and food cooperation is inevitable. The continuation of the human race requires the cooperation of male and female for reproduction and upbringing of children. Cooperation has its origin in the biological level. The principle of struggle for existence and survival is essentially the principle of cooperation.

Cooperation helps society to progress. Progress can better be achieved through united action. Progress in

science and technology, agriculture and industry, transport and communication, etc., would not have been possible without cooperation. Persons who cooperate may generate unbounded enthusiasm. It is the main spring of our collective life. It gives strength in union. It builds, it conserves. In democratic countries, cooperation has become a necessary condition of people's collective life and activities. The growth of the role of cooperation is seen in the increase in the size of communities.

Competition plays an important role in our social life. Competition performs a number of useful functions in society. Some of them may be noted here.

Conflict is a fundamental social trait. According to Gumpiowicz, the development of society has been marked by a ceaseless struggle. *Karl Marx* has explained this struggle as class struggle. *George Simmel* has maintained that a conflict-free harmonious group is practically an impossibility. Society requires for its formation and growth both harmony and disharmony, association and dissociation.

Conflict may have positive as well as negative results. The negative and the positive effects of conflict may be briefly examined here.

Social Functions of Competition

1. **Assigns Statuses to the Individuals.** Competition assigns individuals their respective place in the social system. Social status and competition are always associated. Some people compete with others to retain their status, others compete to enhance their status.
2. **Source of Motivation.** Competition is a source of

motivation for the individuals. It makes the individual to show his ability and express the talents. It increases individual efficiency.

3. **Provides for Social Mobility.** As far as the individual is concerned competition implies mobility and freedom. The spirit of competition helps the individual to improve his social status.

Accommodation checks conflicts and helps persons and groups to maintain cooperation, It enables persons and ' groups to adjust themselves to changed functions and statutes which are brought about by changed conditions. It helps them to carry on their life activities together even with conflicting interests. It is a means of resolving conflict without the complete destruction of the opponent. It makes possible cooperation between antagonistic or conflicting elements of parties. Hence it is often called "*antagonistic cooperation*". Thus two or more conflicting political parties may come together to forge a union to defend a third party. Accommodation may take place at personal or social level.

Thus, Social interaction is the basic condition of our social existence. It is the most inclusive group process. It is a context in which the personality grows. Man cannot be called man outside the range of human interaction, Groups develop through interaction with other groups and disintegrate without some stimulation from outside. Society exists only when a large number of persons are interacting, Human interaction takes place in the context of social expectations, rules and norms. Social interaction is the basic process through which human nature and social structure develop and are changed.

Q. . . What do you mean by competition and conflict. Make differences between the two process.

Ans: Meaning of competiton

Competition is the most fundamental form of social struggle. It is a natural result of the universal struggle for existence. It is based on the fact that all people can never satisfy all their desires. Competition takes place whenever there is an insufficient supply of things that human beings commonly desire. *Whenever and wherever commodities which people want are available in a limited supply, there is competition.*

Definition

1. Park and Burgess : "Competition is an mteraction without social contact".
2. Biesanz : "Competition is the striving of two or more persons for the same goal which is limited so that all cannot share."
3. Horton and Hunt : "Competition is the struggle for possession of rewards which ar,i limited in supply, goods. status, power, love-anything."
4. Competition may also be defined as 'the process of seeking to monopolise a reward by surpassing ali rivals."

Meaning of conflict

Conflict is an ever-present process in human relations. It is one of the forms of struggle between individuals or groups. Conflict takes place whenever a person or group seeks to gain a reward not by surpassing other competitors but by preventing them from effectively competing.

- (i) **Harlan and Hunt** : Conflict may be defined as a process

of seeking to monopolise rewards by eliminating or weakening the competitors.

- (ii) **A. W Green** : "Conflict is the deliberate attempt to oppose, resist, or coerce the will of another or others".
- (iii) **Young and Mack** : "Conflict takes the form of emotionalised and violent opposition, in which the major concern is to overcome the opponent as a means of securing a given goal or reward."

Difference between competition and conflict.

Q.7 What is competition? Distinguish between co-

Competition	Conflict
1. Competition is a process of seeking to monopolise a reward by overtaking all rivals.	1. Conflict is a process of seeking to possess a reward by weakening or eliminating all rivals.
2. Competition may be conscious or unconscious.	2. Conflict is always a conscious activity.
3. Competition is universal as well as continuous.	3. Conflict is universal but not continuous. It is intermittent.
4. Here, the attention of an individual is concentrated on the object or the goal. It is mostly impersonal in nature.	4. Here, the concentration is on the person rather than the object. Hence it is mostly personal in nature.

5. Competition may lead to positive as well as negative results. Healthy competition even contributes to progress.	5. Conflict mostly brings negative results. Its negative results outweigh its positive results.
6. Competition when becomes rigorous, results in conflict.	6. Competition when becomes personalised, leads to conflicts.

Q. What is cooperation. Distinguish between cooperation and competition.

Ans: Meaning of cooperation

'Cooperation' is one of most basic, pervasive and continuous social processes. It is the very basis of social existence. Cooperation generally means working together for the pursuit of a common goal. The term 'Cooperation' is derived from the two Latin words: 'Co' meaning together and 'operari' meaning to work. Literally, cooperation means *joint work or working together for common rewards.*

Definition

1. **Merrill and Eldredge** : 'Cooperation is a form of social interaction wherein two or more persons work together to gain a common end.'
2. **A. W. Green** : 'Cooperation is the continuous and common endeavour of two or more persons to perform a task or to reach a goal that is commonly cherished.'
3. **Fairchild** : 'Cooperation is the process by which the individuals or groups combine their effort, in a more or less organised way for the attainment of common objective.'

4. Cooperation is 'joint activity in pursuit of common goals or shared rewards.'

Thus, cooperation is mutual working together for the attainment of a common goal. It implies a regard for the wishes, needs and aspirations of other people. It is often considered to be unselfish. But men may also find that their selfish goals are best served by working together with their fellows. Cooperation may be found in groups as small as the dyad [group of two persons – Ex: husband and wife] and as large as the modern countries. *People may cooperate for self-centred gain or for selfprotection, or to do good to others.* Groups may cooperate for self-advancement as in the case of a monopoly, for mutual protection, or for the welfare of all groups.

Difference between cooperation and competition

Cooperation	Competition
1. Cooperation refers to a form of social interaction wherein two or more persons work together <i>to gain a common end.</i>	1. Competition is a form of social interaction wherein the individuals try to <i>monopolise rewards</i> by surpassing all the rivals.
2. Cooperation is always based on the combined or the <i>joint efforts</i> of the people.	2. Competition can take place at the level of the group and also at the level of the individual.

<p>3. Cooperation normally brings about <i>positive results</i>. It rarely causes losses to the individuals involved in it.</p>	<p>3. Though competition can bring about <i>positive results</i>, it can cause damages or losses to the parties and persons involved.</p>
<p>4. Cooperation is <i>boundless</i>. It has no limitations, One can go to any extent to help others.</p>	<p>4. Competition has its own <i>limitations</i>. It is bound by norms. Limitless or unregulated competition can cause much harm.</p>
<p>5. As C.H. Cooley has pointed out Cooperation requires qualities such as <i>kindness, sympathy, concern for others, mutual understanding</i> and some amount of readiness to help others.</p>	<p>5. Competition requires qualities such as - <i>strong aspirations, self-confidence, the desire to earn name and fame in society, the spirit of adventure and the readiness to sui fer and to struggle.</i></p>
<p>6. Cooperation brings people <i>satisfaction and contentment</i>.</p>	<p>6. But competition may cause satisfaction as well as dissatisfaction, anxiety, indefiniteness and uncertainties.</p>

Q. What is Assimilation? Distinguish between Assimilation and Accommodation.

Ans: **Meaning and Definition**

Assimilation is one of the types of interaction. Like accommodation it is also a form of social adjustment. But it is more permanent than accommodation. If person-to-person, person-to-group, or group-to-group relations were to remain at the level of accommodation only, there would not have been any fusion of groups and their cultures.

Assimilation is concerned with the absorption and incorporation of the culture by another. Hence assimilation requires more fundamental changes than accommodation. When the process of assimilation takes place, the people in two distinct groups do not just compromise with each other, they become almost indistinguishable.

Definition

1. According to *Young and Mack*. "Assimilation is the fusion or blending of two previously distinct groups into one".
2. *Bogardus* : Assimilation is the "social process whereby attitudes of many persons are united, and thus develop into a united group".
3. *Biesanz* : Assimilation is the "social process whereby individuals or groups come to share the same sentiments and goals".
4. *Ogburn and Nimkoff* : "Assimilation is the process whereby individuals or groups once dissimilar become similar and identified in their interest and outlook".
5. *Samuel Koenig writes* : Assimilation is "the process whereby persons and groups acquire the culture of another group ...".

Factors of Assimilation

1. **Toleration** : Assimilation is possible only when individuals and groups are tolerant towards the cultural differences of others. Tolerance helps people to come together, to develop contacts and to participate in common social and cultural activities. When the majority group or the dominant group itself is secure, hospitable and tolerant toward differences, the immigrant groups or minority groups have a greater opportunity to join and to participate in the total community life.
2. **Intimate Social Relationships** : Assimilation is the final product of social contacts. The relative speed in which it is achieved depends on the nature of the contacts. It takes place naturally and quickly in primary groups such as family and friendship groups. On the contrary, where contacts are secondary, that is, indirect, impersonal and superficial assimilation is slow to take place.
3. **Amalgamation or Intermarriage** : A factor which helps complete assimilation is amalgamation which refers to the intermarriage of different groups. Without biological amalgamation complete assimilation is not possible. Mere intermixture of the groups to a limited degree does not guarantee assimilation. But intermarriage or amalgamation must be accepted in the mores and become a part of the institutional structure, before assimilation exists.
4. **Cultural Similarity** : If there are striking similarities between the main constituents of culture of groups assimilation is quick to take place. In America, for example, English-speaking Protestants are assimilated with greater speed than non-Christians who do not speak English.

5. **Education** : Education is another conducive factor for assimilation. For immigrant people public education has played a prominent role in providing culture contact. Maurice R. Davis has pointed out in his "World Immigration" that in America the public school has been playing the vital role in the process of Americanising the children of foreign-born parents.
6. **Equal Social and Economic Opportunity** : Public education alone is not enough. People of all groups must have equal access to socio-economic opportunities. Only then, they can come closer and establish relations among themselves with mutual trust. As it has been observed in the case of America full assimilation is possible only when full participation in social, cultural and economic life is allowed.

Difference between Accommodation and Assimilation

~~By now we know that cognition and motivation govern the social behaviour of an individual. In order to fully comprehend this effect, we need to consider what happens to an individual when he reacts to the world that he has built around himself. One will need to~~

Accommodation	Assimilation
1. Accommodation may take place suddenly and in a radical manner. <i>Example</i> : Workers after having talks with the management may	1. Assimilation is a slow and a gradual process. It takes time. <i>For example</i> , immigrants take time to get assimilated with the majority group.

decide to stop their month-long strike all on a sudden.

2. It may or may not provide permanent solution to group differences and disputes. It may only provide a temporary solution.

3. It may be both conscious and unconscious a process. In most of the instances it takes place consciously.
Example : Labour leaders who come for talks are sufficiently aware of the fact that they are purposefully seeking out a solution to their dispute.

2. Assimilation normally provides a permanent solution to inter-group disputes and differences.

3. It is mostly an unconscious process. Individuals and groups involved in it are often not aware of what actually happens within themselves or in their group.

* Qualities of a Leader

The qualities of a leader depends upon the nature of the group and upon the environment. The criteria for the selection of the leader are different in different groups. But in every group a good leader must possess the following qualities.

- (1) **Intelligence** : It has established by studies that good leaders have above average intelligence. Leaders with high intelligence can solve problems, face difficulties, take right and quick decisions and take wise action.
- (2) **Achievement** : High achievers are always selected as leaders by others. Persons who are low achievers, are not selected by others.
- (3) **Knowledge of Group Psychology** : The knowledge of group psychology equips the leader for his delicate task. It helps him to understand the minds of the members as he has to deal with human beings in a group.
- (4) **Practical** : A group leader is always practical minded. In his thinking and behaviour there is always consistency. A practical minded leader is not only a preacher but practices what he preaches.
- (5) **Ideal Person** : The leader is looked upon as the ideal person. He is being imitated by the people in thinking, feeling and acting. He always sets good example.
- (6) **Adequate adjustment** : Leaders are well-adjusted emotionally and socially. They exercise emotional control, even in disturbing situations.
- (7) **High Self-Concept** : Leaders have high self-concept. They have high aspirations, high self-confidence and are honest, fair, loyal and sincere in their dealings with others.
- (8) **Love For People** : A leader who does not have love for people and tries to exploit the people for his self interests is no longer accepted by other members. He must have

love for people and should sacrifice for the common good.

Role Of Education In Leadership Training :

Leaders are not born, but they acquire the leadership qualities which are also trained. In the process of making of leadership both heredity and environment play an important role, like any other skills leadership can also be trained. Training makes an individual a better leader than the untrained one. Every potential leader has some innate capacities which can be developed in the form of educative opportunities in a school. Following are the steps which can be taken by the school in leadership training.

- (1) **Identification of Leaders :** Identifying a potential leader is very important. It is the duty of the teacher to identify the would be leader who can take the role of a leader in different activities of the school and community life.
- (2) **Teacher as a Role Model :** Teacher should play the role model of a leader. He is always looked upon as an ideal individual. With his sincerity, enthusiasm, industriousness and idealism he should set an example by being a leader of right sort.
- (3) **Encouraging Group Activities :** A school has always a group life which also contains leaders. The students can be divided into various groups with specific function. Every group should have consciousness which can be fostered by interaction and co-operation.
- (4) **Development of Good Habits :** Students should develop good habit like sociability, pleasant manners, behaviour and talk. They should be guided to develop strong will power and determination, high morals and positive thinking.
- (5) **Development of Organising Ability :** The school

it influences morale constructively.

3. Group members

High morale also stems from the attributes and manner in which the coworkers of the group conduct themselves. If associates of the work group function jointly and there exists common trust and acceptance between them, morale is likely to be high.

4. Job Satisfaction

Employees do their work well in case they are personally satisfied with their performance and are able to derive pride from it. Jobs that provide satisfaction play a significant role in building up the morale, specifically whenever every member of the workforce has the prospect of self-development.

5. Structure of organization

The organization structure marks out the lines of better-quality subordinate dealings. If there is clarity in the demarcation of authority and responsibility and superiors and subordinates communicate freely and forthrightly, the state of affairs are favourably inclined towards morale building.

6. Rewards

Adequate wages and salaries along with a practice of recompense and added benefits for enhanced efficiency are the fundamental requirements for employee satisfaction. Hence, the morale has a tendency to rise when incentives are ensured and compensation is impartial.

7. Development and prospects of promotion

A company which has a competent workforce is more likely

to have prospects of advancement. People strongly prefer that career growth with such an organization will be supported by promotions. The opportunity of promotion and remuneration in a job profile of enhanced responsibility is an encouraging aspect that affects the morale of employees.

8. **Living conditions and health**

The living conditions of employees that add to the physical and psychological well-being also have an indirect affect on the morale. It is obvious that people living in decent conditions have a positive attitude with respect to their work.

9. **Working set-up**

There is no doubt that the environment of the workplace directly affects the morale. Measures for better safety, health care and wellbeing of employees help a lot in developing up their morale.

Group Dynamic

Ans: Today the study of group has achieved great significance. Group Dynamics is considered as a field of inquiry dedicated to advancing knowledge about the nature of group, the laws of group development, and group interrelations with individuals, other groups and larger institutions.

Group dynamic refers to the forces operating in a group. A study of these forces is the subject of investigation of group dynamic.

● **Educative value of group dynamic**

Group dynamics has significant educative value for the teacher as well as for the students. Teaching-learning process is always influenced by the healthy group interaction in the classroom. It is the duty of the teacher to provide a lively, stressfree environment for his students so as to enable them to maintain healthy and smooth inter-personal relationship in the school in general and in their class in particular. The important educative value of group dynamic are :

- (1) **Imbibing democratic values** : Group dynamics helps in imbibing democratic values which is conducive for democratic living. The bond of understanding among the members in the classroom helps in developing social skills necessary for democratic living.
- (2) **Developing Emotional balance** : Emotional balance requires healthy interaction among the students-as it is the result of mutual give and take. Thus group dynamics in the classroom helps in maintaining emotional balance which is suitable for the health of group activity in the classroom.
- (3) **Avoidance of Conflict** : Group dynamics in the classroom helps in avoiding mutual conflict among students. Every

member in the classroom develop the sense of belongingness and understands each one's weaknesses and adjusts accordingly.

- (4) **Solving Problems** : Group dynamics helps in solving common problem. All the members of the group feels concerned about each other and always try their best to solve their problems.
- (5) **Helps effective teaching learning** : Group dynamics helps in mutual understanding among students which keeps classroom atmosphere healthy. This works as a force behind effective teaching. It also works as an incentives behind effective learning.
- (6) **Useful in Guidance and Counselling** : Classroom dynamics is helpful for guidance and counselling of students. Counsellor uses students abilities and talents for the welfare of the whole group. Thus, every student feels important as their talent are used for the benefits of the group.

● **Group Dynamics And Role Of Teachers :**

In the effectiveness of group dynamics in the classroom, the teacher in fact, is the sources and leader of all that goes on in the classroom. Following are the role of teachers in the implications of group dynamics in the classroom.

- (1) **To make the teaching effective** : Teacher has to deal with the students everyday. In order to make his teaching effective, he must study group dynamics of small group.
- (2) **Knowledge of the process of interaction** : Students coming from different socio-economic background assembled in the classroom. The teacher must have the knowledge of the process of interaction among the students from different background.

- (3) **Provide Guidance :** If the teacher is well acquainted with the knowledge of group dynamics, he can provide better guidance to the students for their adjustment.
- (4) **Promoting Classroom Climate :** The emotional and social climate of the classroom can be improved only by the teacher. If there are conflicts, rivalry, fear or anxiety in the group, learning will be disturbed. The teacher can find out the causes and can use remedial measures to maintain conducive environment in the class.
- (5) **Knowledge of Mechanisms of Group Formation :** The teacher must know how adolescence form groups and what is the structure of group in general and other mechanisms operating in group situation. He must see that groups are not formed on the basis of caste, creed and religion.
- (6) **Promoting Mental Health :** In school most learning takes place in social situation. Mental health of the group is an important factor in the learning process. The teacher can improve intragroup relations to maintain the mental health of the individual members.
- (7) **Detecting isolates :** The teacher must understand that the patterns of friendship or preferences vary from activity to activity. He must detect the isolates and help them to adjust with the group.

Q.2 Write short note "Functions of a leader".

Ans: Leadership refers to the person whom people follow, the person who guides or directs others. A leader has to perform many functions in a modern society. Some of these functions are discussed below.

1. The leader as Executive

The leaders have a very important function of co-ordinating the activities of the group. He works as an executive. He distributes the work among the members. He sees the execution of the policies. The leader of a political party makes it a point to see that the policy of the party is being executed. He also assigns the work of party propaganda to some persons, secretarial work to some others and the election work to some other members. He organises discussions for the execution of the plan and acts as a guide during the discussion.

2. The Leader as Planner

When once the objectives and policies of a group have been decided upon, the next step is to plan the work in such a manner so that they are properly executed. The leader functions in the capacity of the planner also. He decides what ways and means are to be adopted to achieve the objective of the group. He plans the work of the group in such a manner that the goal of the group may be achieved through proper steps being undertaken at the present and also in the future.

3. The Leader as Policy-Maker

An important function of the leader of any social group is to plan out the group goals, objectives and policies. The leaders may themselves plan the policies and the objectives or they may get the policies or objectives from other sources and then may try to establish them in the group.

4. The Leader as Expert

The leader's function is also to guide and advise his followers. He is usually a source of readily available information for the group members. The leader must, therefore, be quite a capable individual. He should give

proper help to his followers so that they can overcome difficulties.

The leaders in many informal groups are those who possess the highest technical knowledge. For example, in a boys gang the best athlete becomes the leader.

5. The Leader as External Group Representative

The leader also functions as a representative of his group. In his relationships with other groups, the leader represents his own group. In the meetings, where the other groups are represented, he speaks for his own group. He represents the group in various inter-group committees and societies and, therefore it is necessary that he should be quite powerful and capable. In the parliament or in the assembly or in the governing body of the universities, the leaders act as the representatives of their own group.

6. Controller of Internal Relationship

The leader has also to function as the Controller of internal interpersonal relations, among the members of the group. He makes efforts to raise the moral standard of his group. He wishes that the group may progress and there are established good relations among its members.

7. The Leader as Arbitrator and Mediator

If there are certain conflicts and discussions in the group, the leader acts as an arbitrator and mediator. He acts as a judge and gives his judgment regarding the ways in which the conflicts can be resolved. But his task is not merely that of a judge. His important function is to establish good inter-group relationship. Whenever there are conflicts, he should act as conciliator. The leader can reduce tensions in the group and establish harmony.

8. **The Leader as Exemplar**

The leader should also function as an exemplar. He should serve as a model of behaviour to the members of the group. He should by his own example stimulate them to do such activities with which the group objectives can be realised. A teacher by his own example can inculcate good manners and good conduct among his students.

9. **Leader as Symbol of the Group**

The group unity is enhanced when the leader functions as a symbol of the group. In our country, Pandit Nehru had been the symbol of the nation, with the result that whole of the nation was united around him.

10. **The Leader as Surrogator for Individual Responsibility**

In many groups, the Leader makes the decision for the individual members. The members put their entire trust in the leader and leader obliges them by relieving them of their responsibilities for certain action which they wish to avoid. Many religious leaders get unflinching co-operation of their disciples and win their admiration, faith and confidence, because of their help and co-operation in saving them from those responsibilities which they do not want to undertake and making certain decision for them which they fail to take by themselves.