CHAPTER 1

INTRODUCTION
1.0.0 INTRODUCTION

The present study entitled "Impact of Education on Vertical Social Mobility as Measured by Income, Occupation and Social Status" is an exploratory study pertaining to the education vis-a-vis social mobility in the social set up of Chandigarh (India). In this study an attempt has been made to examine scientifically, how far education, when higher, leads to higher income, better occupation and higher social status, has been responsible for upward social mobility in Indian context.

The measures of vertical social mobility, as mentioned above, were taken to be income, occupation and socio-economic status. Among the factors examined, which might influence educational advancement in new generation, were parental aspirations and job satisfaction. Their impact was also studied on social mobility thereby finding out how the motivating factors for education effect social mobility.

Especially this investigation highlights the contribution of educational background to the intergenerational vertical social mobility. The study includes 450 families selected randomly to get a representative sample of a typical society of north-western part of India in 1976-77.
1.0.1 Indian Society

The ancient Indian society has been a dynamic society which seldom refused spontaneous changes from within. Its flexibility was its strength. Any new incoming group of people with their distinct culture and tradition was easily merged in it, of course, while influencing its pattern and values. Till the Muslims came to this country, the society was absorbing all the new invaders from North. The influence of such absorptions was always a continuous process of change in Indian society, thus giving it a typical dynamism, it can be credited with.

The Muslim invaders came with their own identity and could stay as a separate group. This caused the end of dynamism in the Indian society, as the existing group closed its doors and windows to the invaders. This resulted in rigidity. In the course of time the society became completely closed in which social change began to be considered as a sin.

The Indian society was stratified into castes from the very beginning of its civilized existence. These castes were, however, flexible divisions of the people to provide better services to the society. With the closure of the doors, as referred to above, the stratification in castes became very rigid. A person in a particular caste had to take up a vocation in keeping with the norms of that caste.
Thus, inter-mobility between the castes stopped completely. Only some intra-caste mobility was possible. When Britishers came to this country they found here a highly stratified society having reached the state of complete immobility. They introduced their own system of education in India. With this the scientific attitude and rethinking about stratification in Indian society started once again.

The Independence movement in the later part of 19th century and the first half of twentieth century brought in further fresh thinking. Due to the influence of Gandhiji caste stratification began to be shunned. Also, a new wave of interest in this new system of education started blowing. This further eroded the rigidity of caste occupations in the country.

1.0.2 Education and Society

There has been a close link between the nature of society and the education system. Both have been interacting with each other cyclically.

In India, education before independence (1947) was not equally available to all sections of society. Only the privileged classes were availing of these opportunities. The lower classes and the lower caste people were and remained mostly uneducated. They were either not in a position to afford education, which was very expensive, or they were not allowed to get education.
After independence, as a consequence to the aims laid down for an egalitarian society, efforts were made to make education available to all the people without any consideration for the caste, colour and creed. The rigidity of the caste system was discouraged. Steps were also taken by the government to provide financial help for the purpose to the down-trodden classes. These classes were given reservations for the jobs. So the myth "that particular caste people for particular jobs" was broken. It began to be propagated that the selection criteria for a job should be the potentialities and abilities of the person rather than his birth in a particular caste or family.

Today the people enhance their educational qualification for getting higher social status, greater economic gains and for necessary skills. There are special institutions which give instructions in certain vocations and prepare the people to face their future economic problems. There is an increasing association between occupation and education. This association gives an indication of one's socio-economic status. Further, it reflects the hierarchy of social classes. In the formation of this hierarchy, many old values are thrown over board.

In order to reach higher positions in modern society, technical skills and higher education may qualify a person for immediate entrance to a higher strata of the social system. According to Eckland, "in industrial society the most important
occupations are filled by most qualified persons. In this allocating process the formal education serves as primary selector and sorter of talent for higher educational roles."

The quality of education enables a person to hold the jobs of higher prestige in a society which provide higher social position in the hierarchy of social status. This means that education enhances mobility in upward direction.

1.C.3 Social Mobility

In a society there is always a division of social functions and actions which give rise to different positions carrying different levels of prestige, esteem value, respect and power to the individuals. These positions influence the participation of an individual in a society. People get different ranks which imply different obligations, rights and duties. Since these duties and ranks are associated with the individual's talents and training, so the rewards are also different in the form of economic gains, social prestige and leisure. These rewards give rise to a hierarchy, and subdivide the society into different successive social layers on the basis of their functions and powers. This system of folding is termed as "Stratification" which is functionally necessary to the placement and notification of individuals to affect the performance of their necessary social duties that regulate the relationships between the
people within a society. Each level maintains proper accommodation within the level itself and between the different levels also.

In some societies, classes are not clearly structured as in open societies. In others there are rigid patterns and institutions as in the caste system. There are sanctioned normative complexes attached. Societies differ from each other to the extent in which individuals can move from one class or status level to another. In caste-societies there are practically no class shifting. Infact the purpose of caste is to prevent movement from level to level. In open societies this movement is free. Society may itself change in response to altered conditions of time. New classes may appear as old ones disappear. In an industrialized society, there are top levels of top management, second level management foremen, skilled labourers and unskilled workers. The status is achieved and is dependent on ingenuity, hard work, ambition, ability and achievement, rather than, on any inherited class background.

In each society some form of social mobility is found. It may be horizontal which means the movement of the individual from one status level to a similar status level within the same strata of the society. Such movement does not bring much change in the social prestige. It is the vertical mobility which indicates the movement of the people from lower status to the higher status or vice versa.
Social mobility has been an important area of research to measure the degree of transformation and progress achieved by individuals, groups and communities. Sociologists and educationists all over the world have been concentrating on the analysis of mobility and the parameters governing the measures in mobility studies. Territorial mobility, vertical mobility in social status, and horizontal mobility within the social status groups are some of the important areas of investigation. Broadly, occupation, income and education are some of the important factors associated with mobility of individuals and groups within socio-cultural structure and geographical region.

The social mobility is very much associated with the occupational status of a person or a family. The occupations of higher prestige like engineering and medicine, higher ranks in administrative or military services place a person at higher social status level than the assistant and supervisory jobs or manual jobs. A number of studies have been conducted in relation to occupational change as an indication of vertical social mobility. The investigators: Lipset (1963), Sorokin (1927), Reiss (1961), Spady (1970), Robert Ellis & Clayton Lane (1963), Warner and Paul (1965), Ruhela (1965), Srinivas (1972) studied the mobility patterns in various societies. In most of these investigations, occupations grouped in broad categories were the main indicators of social mobility. Upward movement
was usually measured by recruitment for occupation ranked higher in hierarchy. These studies reflected that the ability played an important role in the recruitment for higher occupations. This reflects the upward movement of persons through the class structures.

Since this complicated factor of social mobility can be traced and predicted through the occupational ability, with the same emphasis it can be assumed that income and social status could also be important indicators for vertical social mobility. As has been pointed out above, higher prestigious occupations require higher skill, which means better education. Hence, to determine the relationship between education and mobility, prestige attached to different occupations seems to be a good indicator along with income and social status. The present study has been addressed to the exploration of linkage between social mobility and education. It is directed towards the understanding of upward social mobility in the stratified Indian society. Specifically it deals with certain vital issues, which may be outlined as below:

1. To what extent education can render help to a person to achieve higher prestigious jobs, higher income and higher social status than his parents, thereby, indicating intergenerational vertical social mobility.
2. To what extent the caste background influences the intergenerational social mobility.

3. To what extent the job satisfaction and parental aspirations contribute for higher education, which may lead to higher intergenerational vertical social mobility.

1.0.4 **Statement of the Problem**

The present study was undertaken to investigate the extent to which education in modern Indian society helps the people to move from one status to the other in the hierarchy of socio-economic status.

The exact problem selected for the investigation was:

1.0.5 "**Impact of Education on Vertical Social Mobility as Measured by Income, Occupation and Social Status**".

1.0.6 **Explanation of the Terms used in the Statement**

1. **Social Mobility**: It may be defined as the movement of the person from one social status level to the other in a system of stratification. A high degree of vertical mobility is said to exist in the society or community in which it is relatively easy for people to move from one social status to another. In a low degree of vertical mobility the social status tends to be rigid and people cannot easily move from one status to the other. Social mobility in any society is of two types — horizontal and vertical.
A. HORIZONTAL SOCIAL MOBILITY: Movement of the person within the system of stratification which represents no change in the status and role, particularly, in the occupational realm, without a change in social class position is termed as Horizontal Mobility.

B. VERTICAL SOCIAL MOBILITY: Vertical social mobility can be further sub-divided into two parts:

(i) Vertical Upward Mobility: When people move from the lower status to the upper status in the status ladder, it can be termed as vertical upward mobility. The prevalent ideology of this set of mobility prescribes that everyone ought to have equal chances for social advancement and that promotion rights are to be based upon a mixture of achievements and seniority. In order to reach higher positions in modern society, level of education, technical skills and achievement may qualify a person for immediate entrance into a higher strata of a social system. A man starting as a skilled labourer may become a foreman then may go up to the second level of management and may finally reach up to the top level management.

(ii) Vertical Downward Mobility: This refers to the movement of a person from the upper status of a social ladder to the lower status.
2. Income: The income refers to the total earning in the form of money regularly occurring from labour, business or property.

3. Occupation: The occupation is defined as an act of occupying or taking possession of, what engages one's time and attention. It is a kind of work performed by the individual regardless of the industry in which his work is performed and of the status of employment of the individual. The British 1951 census report defined occupation as the kind of work which he or she performs, due regard being paid to the conditions under which it is performed and those alone determine the particular group in an occupation classification to which the person is assigned.

4. Social Status: Social status is a position in social group or in a society, relative position or rank on the scale of social prestige. Some of the criteria, by which status is judged are leadership, dominance, ability, occupation, the legal rights and obligations, living standard and privileges of an individual that result from family connections, relationship, age, sex and prosperity. In the present study, social status is measured through socio-economic status scale. Thus, this study is delimited to the socio-economic conditions of an individual in determining his social status.
1.1.0 OBJECTIVES OF THE STUDY

The objectives of the proposed study are:

1. To study the impact of education on intergenerational vertical social mobility through (a) income; (b) occupation; (c) social status as the measures of mobility.

2. To study the relationship between education, parental aspirations, job satisfaction and social mobility.

3. To make a comparative study of the intergenerational vertical mobility among the people belonging to scheduled castes, backward classes and other castes.

4. To offer suggestions for achieving a higher rate of vertical social mobility by the backward classes and castes.

1.1.1 MAJOR HYPOTHESES OF THE STUDY

The study was planned keeping in view the following positive hypotheses:

1. The education and social mobility may have relationship with each other.

2. The education, job satisfaction, parental aspirations and caste may be influencing each other.
A number of minor hypotheses drawn from the above two major hypotheses for statistical treatment to the data are given in Chapter IV.

1.1.2 IMPORTANCE OF THE STUDY

The study of intergenerational vertical social mobility in relation with education is as yet a new dimension in the area of education or of sociology in India as well as in the countries abroad. This study is important because it tends to investigate the part played by education in the achievement of intergenerational vertical social mobility in the hierarchy of social status. It concentrates on the following aspects:

1. Role of education in the achievement of intergenerational vertical social mobility.

2. Intergenerational and vertical social mobility of the old and new generations.

3. Inter comparison and intra comparison of job satisfaction of the old and new generations.

4. Intergenerational comparison and intra generational comparison of the parental aspirations of the people of the old and new generations.

This study includes job satisfaction of the people, their aspirations, besides, the status and their interrelations as the basis of study. The study focuses its attention on the effect of education on the pattern of
vertical social mobility in the socio-economic status ladder of our society. In this way the study is expected to make a significant contribution to the understanding of the social role of education.

1.1.3 SCOPE OF THE STUDY

The present study is conducted with 450 households in the Union Territory of Chandigarh. Out of these households only those persons were chosen for study who were in the age group of 26 to 45 years in the younger generation and 46 to 65 years in the older generation.

The other limitations of this investigation are as follows:

1. Where both the husband and the wife are in service, only husband's income, social prestige and occupation is taken into consideration in making comparison at the individual level, but these are, however, included in making comparisons with regard to the family as a whole.

2. Where daughters are in service, their income, social prestige and occupation are not taken into consideration. Hence, only the male earning members are included for intergenerational comparisons at the individual level.
3. It is a retrospective type of study. Old generation people were made to recollect of their parental aspirations when their children were in their school going ages. Also, their job satisfaction at that time is taken into consideration.

4. The income of both the generations is calculated on the basis of the current price index.

5. The study is limited to the
   (a) Job Satisfaction Scale.
   (b) Parental Aspiration Scale.
   (c) Socio-Economic Status Scale.
   (d) Occupational Prestige Scale.

It may be pointed out here that this study is limited in its scope so far as the various aspects of social mobility are concerned. It touches the fringe of the problem of mobility, but its importance is due to its examination of the influence of education on vertical mobility. Since, in this type of research a large number of contributing factors can be identified, the findings cannot be termed as absolute as no one research can deal with all the factors. Hence, the major limitation of the study is the limited number of variables taken for treatment.