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CHAPTER - I

THE PROBLEM

1.00 Introduction:

Indian social system is interwoven in the fabrics of cultural plurality and societal diversity. The Pan Indian culture gets better expression when the Indian social system takes into consideration the commonness of the Indian characteristics running through the Indian cultures as well as the uniqueness and specific cultural attributes of each of the Indian cultures.

An Indian child brought up and nourished in the Indian social system, whether in a joint family or in a nuclear one, is the product of this cultural richness that the child interacts and encounters during his socialization process. His personality is shaped and moulded in accordance with the social learning experiences that he acquires either at home, or at school or in society. As such, the significance of man as an individual lies so long as he remains in the society, where his individuality is designed and his integrity that he belongs is acknowledged; and there lies the significance of existence of a society as a stable group, as well as of the individual as an 'intact man of dignity within the Society" (Archer, Crutchfield and Ballachey, 1962, p. 529).
An individual devoid of social interactions in the society hardly acquires the desirable social norms and values that he has to possess for being adorned as a human being with human qualities. It is, thus, evident that the individual owes significantly to the society for his individuality and human dignity that he derives as endowments from the society to which he belongs and where he is nurtured, socialized and developed. The significance of home, school and society as social institutions cannot be underestimated in this regard. Further, the vital role that the parents, the peers and the people in general and parents in particular play in socializing the individual in the society through social interactions cannot be underestimated when the accountability of the social behaviour of the individual is questioned.

Social competence as one of the components of the social behaviour is an acquired attribute through social interaction and cultural transmission in different social settings. The success of an individual in the society depends largely upon the extend to which he has acquired the richness and potency of social competence desirable for his self actualization, growth and development. The effectiveness of social activity in the society of an individual is maintained and regulated by the nature and kind of social competence that he possesses and practices in different social settings. Perhaps, for a successful social interactions, a high order social competence is an
essential social disposition of an individual; and as a social being, he can acquire the desired level of social competence. Not only by the enriched socialization process and social learning experiences attained in different social settings, but also by his great involvement and self-actualized social activities an individual acquires competence in social behaviour. Perhaps, a cross-cultural setting provides an ideal condition for optimum development of social competence; and fortunately, Indian Social System offers a model cross-cultural setting where desired level of social competence can be optimally realized.

1.10 Conceptual Framework of Social Competence:

Social competence is a social product of an interaction between the person and a social situation. It is a multi-dimensional concept. Interactionist perspective has clarified several types of social behaviour; such as, helping behaviour, interpersonal attraction, etc. Ekhammar (1974), Bowers (1973), Lindler and Magnusson (1976) and others reported the recent relative developmental views that person-situation interaction is more important than either situational or individual differences, in explaining behavioural variations. The conceptualization of social competence, has been centered around an individual - environmental factors that play both emotional and social role. White (1963) developed
the concept of social competence to depict a person's transaction with the social environment. A feeling of social competence can be generated on interaction with successful experiences of others that may enable the individual to produce desirable effects. Robert White (1959) has first proposed biological concept of "competence motivation". According to him, is competence "an intrinsic characteristic of the organism, motivational force underlying adaptation to the environment". White (1960) conceptualized the competence behaviour that includes the visual exploration, grasping, crawling, walking, attention, perception, language thinking and manipulating the surrounding for the production in effective changes in the environment.

The development of social competence is considered for the interface between the social abilities and interpersonal skills. Such areas as friendship, social influence attitude change, social abilities and such other social concepts conceptualized within this framework include decision making, conflict resolution, leadership stress, management and parenting process. Social learning theory of Bandura assumes that "all behaviours, whether socially competent or not is developed and maintained through three regulating system that create a reciprocal interaction between the persons and environment. These three determinants are: the individuals, the external events and the process of external
reinforcement. Robert White (1960), has recognized direct observation as a sharp and significant crisis in human relations, that usually occur during the two years old negativism. This could be, of course, a displacement from bowel training, but the competence model suggests another intrinsic crisis in the growth of social competence.

The growth of irregular behaviour of irritation to other people assumes a motivation independent of drives. Its immediate satisfaction is a feeling reveals its efficacy and its adoptive significance in the "growth of competence".

In this framework, competence has been defined as a personal characteristics (knowledge, skills and attitudes) enabling an individual to success and achievements having an adoptive pay off in significant environment, Stressful environmental behaviour associated with low self-esteem particularly, greater dependency on both peers and teachers involves persuasibility in the process of sense of competence resulting impaired performance. Arson and Ward Smith (1962) reported that a feeling of incompatibility at a task would tend to change their performance. Children whose cognitive skills enable them to be successful tend to feel good themselves, and children who feel good about themselves tend to believe that they can be successful in competence or in future. Thus belief about one's own competence matters much so far as his level of performance is concerned.
1.10 (a): Social Competence defined - Meaning and Nature; Criteria

Social competence has been defined as a collection of specific behaviour that is acquired by the individual through interpersonal interactions under different social settings; and which involves his ability in dealing social environment. In International Encyclopedia of Psychology, Alterson and Messick (1974) have outlined the specified components of competence. They are: differential self-concept, consolidation of identity, habits of personal maintenance and care consistent with common peer group standards, differentiation of feelings and implications, positive and affectionate personal relationships, appropriate regulation of antisocial tendencies, curiosity and active exploration of the environment, control of attention, as a function of situational or task requirements, perceptual skills, fine motor dexterity, language skills, memory, flexibility in the application of information processing strategies, quantitative and rational concepts, understanding and skills, general knowledge of health, social environment, practical arts, consumer behaviour, sports, art and music etc. Competence motivation, problem solving skills, some positive attitudes toward learning and educational experiences also function as determinants of competence. Diana Sathian (1980) reported some of the criteria of social competence. They
are: social power, social relation, social skills, social mobility, social attraction, communicability, social participation, etc. Baumrind (1967) pointed out self reliance, assertiveness, friendliness, self-control as components of social competence. Kohn and Rossman (1971) noted involved participation vs Apathy withdrawal, cooperation, compliance vs Anger defiance as essential criteria whereas White (1973) mentioned social ability, social acceptance, social associability, socio-emotional integrity as components of social competence and linguistic competence, intellectual competence, ability to anticipate consequences, executive competence as components of non-social competence. Ako's Social Maturity Scale (1971) included I personal adequacy: (a) work orientation, (b) self direction, (c) ability to take stress (II) Interpersonal adequacy: (a) Communication (e) Enlightened trust, (j) cooperation and (III) Social maturity: (a) social commitment, (b) social tolerance, (d) Openness to change. Jones (1977) specified: (1) angry, oppositional defiant; (2) social isolation, (3) easy upset, complaining, (4) quiet, sad, (5) fearful of strangers and other caretakers, (6) dependent, demanding, (7) anxious, (8) strange or extreme behaviour, (9) fantasy, play and feminine preference, (10) immature, unhappy as criteria of social incompetence. In Walker problem behaviour identification checklist, Walker (1970) identified: dreary, (3) distractability, (4) disturbed peer relations and (5) immaturity as inhibitory factors of social competence.
Argyle (1967) postulated social competence as a function of goals of performance, selective perception of cues, control processes, motor responses, feed back and timing of response. Goldfried and D'Zurilla (1967) provided a behavioural definition of social competence that is operational as the effectiveness or adequacy with which an individual is capable of responding to the various problematic situations which confront him. Libet and Lewin Sohn (1973) defined social skills as the complex ability both to emit behaviours that are positively or negatively reinforced and not to emit behaviours that are punished or extinguished by others. Eisler (1976) has defined the concept of social skills as including the abilities to express contrary opinions of peers and instructors, ask favours of some one, initiate conversation with peers and strangers, refuse unreasonable requests from strangers and friends complain others, negotiate with family friends and others, apply successfully for a job, resist from others and behave in a manner contrary to ones beliefs. According to Phillips (1953), a socially adequate person is one who can handle, himself well in most social situations and perceptive of the feelings of other people. He is able to be friendly and pleasant and extends good company. He epitomizes "the boy of virtues, and is characterized by a fully functioning person". White (1972) specified 'human competence at six years of age' whereas Kohlberg (1969) emphasized the
'cognitive developmental approach in the ego development as the overacting contact studies of social competence emphasizes the components of social behaviour, that includes the three-broad components namely, the cognitive, the affective and psycho-motor functioning. White and Watts (1973) have considered human beings as social expectancies which get expression for affection and hostility with peers through social skills in general and social abilities in particular. In addition to this social competence, the non-social competence, namely, linguistic ability, intellectual capacity, anticipation ability, association ability, executive competence and resource exploitation ability is also constituted significant criteria of competence.

Zingler and Trickett (1978) have derived a two-fold approach in which measures of social competence reflect one of the two major criteria; i.e. (a) social competence must first reflect the success of the human being in meeting social expectancies; and (b) the measures of social competence should reflect something about the self-actualization or personal development of the human being. Anderson and Messorick (1973) and Mayer (1972) have provided a unique view of the criteria that distinguish between competence and in competence. Kohn and Rossman (1971) presented a bipolar dimension of children's socio-emotional functioning which included interest-participation versus withdrawal and cooperation-compliance vs anger.
defiance. On the strength of these results, they reported about the early mother-child relationship that children high on apathy and low on anger defiance. The mothers of the former were primarily controlling and overprotective while the mothers of the latter rejecting and provided discontinuous care.

1.10 (b) Development of Social Competence

The child is a social organism whose growth and development depend upon the interaction and impact of the social institutions and socializing agencies. The nature and kind of socialization process social learning experiences acquired at home in the school and in neighbourhood largely affect his developmental processes.

Confident children tended to have authoritative parents, immature children, permissive parents. The difference between permissive and authoritative parents is of degree to which authoritative parents do exercise control over their children's behaviour.

Authoritative parents tend to dominate their children, provide no explanations for limits and interfere even in the child's fantasy play. Whiting (1966).

This type of control is negatively related to the development of competence.

A significant change in the socialization of the child marks the occasion when the child is for the first
time exposed systematically to socializers other than family members, neighbourhoods, adults and peers. The playground, sandlot, street or housing project is the environment in which the first social interaction of this kind occurs.

Infancy and early childhood is a time for skill acquisition. It is a time from which the child emerges either with an inner feeling that he or she is able to deal effectively with the events and persons in the environment or referred to collectively as competence skill. Competence skill include both social and nonsocial skills.

The development of a sense of trust in one's environment and in one's significant caregivers provides an optional foundation for the development of social competence. Parents who are loving, supportive and accepting, who allow children to participate in decision making, and who expect children to obey household rules, create a climate which enhance the development of competence. Although a good deal of early play is solitary, such play is usually goal directed and often rich in fantasy and creative expression. During the infancy and pre-school years, children develop the social skills essential for cooperative play and effective social interactions with peers and adults. Provisions made available in pre-schools facilitate learning of skills
under controlled environment which enables the individual child to develop social competence. If facilitative environments promote and foster the acquisition of social skills, then, the inhibitory climate and conditions discourage and hamper the development of social behaviour.

Physical attraction is an important ingredient of social relationship of an individual. Social distance revealing friendship and relationship is also one of the indicators of social competence. Other individual differences affecting social competence are culture, class ethnic background and social power and environment. Kohlberg (1972) indicated choices of social competency objectives and of agent roles in fostering social competence related to psychological theories of development.

Maturation theorists (e.g. Meitt (1960), expected to emphasize social competency goals that have to do with mental and physical health to see teachers and parents primarily a source of "nourishing" environment, and to use the phrase "child centered" in referring to that environment; which leads to the application of philosophy of schooling 'kindergarten'. Efforts of fostering social competency based on contingency theories (e.g. Skinner (1939), Werner (1948) are likely to stress the more "academic" competency goals, direct instruction and specific reward system. Development theorist (e.g. Piaget (1954), Skinner (1939), Kohlberg (1972) would
allow to achieve social competence at their own rate and introduce educational interventions mainly to provide stage retardation (rather than stage acceleration) and stimulate "horizontal decline", the spread or generalization of concepts or actions across a given stage.

Sullivan delineates six stages in the development of personality prior to the final stage of maturity. These six stages are typical for Western European cultures and different in other societies. They are (1) infancy, (2) childhood, (3) the juvenile era, (4) pre-adolescence, (5) early adolescence and (6) late adolescence.

The period of infancy extends from birth to the appearance of articulate speech. In this period the oral zone is the primary zone of interaction between baby and environment and the baby depend and develops the kinds of experience.

The other characteristic features of the infantile stage are (1) the appearance of the dynamisms of apathy and self-volent detachment, (2) the transition from a prototoxic to a prototoxic mode of cognition, (3) the organization of personifications such as the bad, anxious, rejecting frustrating mother and the good, relaxed, accepting, satisfying mother, (4) the organization of experience through learning and the emergence of the rudiments of the self-esteen, (5) the differentiation of the baby's own body so that the body learns
to satisfy its tensions independently of the mothering one (6) the learning of coordinated movements involving hand and eye, hand and mouth, and ear and voice.

The transition from infancy to childhood is made possible by the learning of language and the organization of experience in the syntactic mode. The development of language permits, among other things, the fusion of different personification, and the integration of the self-system into a more coherent structure. The self-system to be develop the conception of gender.

The childhood is the malevolent transformation the feeling that one lives among enemies. The malevolent transformation is caused by painful and anxious experiences with people. Sullivan (1953, p. 193) defined as "the unwriting substitution for a behaviour pattern which encounters anxiety or collides with the self-system, of a socially more acceptable activity which satisfies parts of the motivational system that caused trouble" appears during childhood.

The juvenile stage extends throughout most of the grammar-school years. It is the period for becoming social, for acquiring experience of social subordination to authority figures outside of the family, for becoming competitive and cooperative, for learning the meaning of ostracism, disparagement and group feeling. The juvenile learns to be inattentive to external circumstances
that do not interest him or her, to supervise behaviour by internal controls, to form stereotypes in attitudes, to develop new and more effective modes of sublimation, and to distinguish more clearly between fantasy and reality.

During preadolescence, the child begins to form peer relationships in which there are equality, mutuality and recipocity between the members. The period of early adolescence is the development of pattern of heterosexual activity. The psychosocial changes of puberty are experienced by the youth as feelings of lust; out of these feeling the best dynamism emerges and begins to assert itself in the personality. The early adolescence persists until the person has found some stable pattern of performances that satisfies the person's genital drives.

The period of late adolescence constitutes a rather prolonged initiation into the privileges, duties, satisfactions and responsibilities of social living and citizenship. The self-system becomes stabilized, more effective sublimations of tensions are learned and stronger security measures against anxiety are instituted. Sullivan (1953, p. 297) viewed, "late adolescent extends from the patterning of preferred genital activity, through unnumbered educative and educative steps to the establishment of a fully human or mature repertory of interpersonal relations as permitted by available opportunities, personal and cultural".
The stage of adulthood, the individual has ascended all of these steps reached the final. He has been transformed largely by means of their interpersonal relations from an animal organism to a human person.

1.20 Impact of socio-cultural forces on social competence:

Social competence depend upon the person performing the behaviour which constitute with parents. Home, family play such an important role in shaping child development, personality and behaviour and the family play a critical role in the socialization of the child. The early parent-child relationships are important because they serve as the initial social relationships which will shape the child's expectancies and responses in subsequent social encounters and because the values and attitudes of the culture or filtered through the parents in their presentation of their off-spring.

Parents serve as the first socializing agents within the family atmosphere. It is in the family that a child learns what he is and what his parents and siblings expect him. The foundation of an children's social attitudes and skills are obviously laid in the home patterns conservatism liberation have their genesis in early parent child interaction within the home. The interaction increase through some social responses and the process of social learning and feedback. Often this learning lead to cross changes in behaviour and depend on the social
situation. The emotional life of such children is usually found to be warped from normally in number of ways. Even their physical well being has been shown to be affected by the presence or absence of parental contacts (Douglas, 1970; Ferris, 1973; George & Widing, 1970).

White and Pett (1973) studied on competence in children and care-givers provide support for the relationships suggest in studies of parental attitudes and parental child rearing climates. They found that mothers of high competent children were low in restrictiveness and high in language stimulation. Mothers of high competent children and awareness of the important of the early years of development; were less concerned about maintaining an orderly, immaculate home; and permitted toddlers to take greater risks while exploring the environment. In contrast, mothers of low competent children were high in restrictiveness and low in language stimulation. Low competent children received the bulk of their verbal stimulation rather than from care-givers. Robinson & Robinson, 1971; Fowler, 1972; Lally, 1973; Hoin & Brill, 1970; Keister, 1970 have several studied reported that the cognitive, linguistic and social competence skills of day care infants and toddlers are more advanced than those of home reared controls. Schaefer (1972) studied and found that the parent centered enrichment in improving the competency skills of young children.
The impact of parental control over their children's behaviour. Liberman (1970) studied the restrictive parents trend to dominate their children, provide no explanations for limits, and interfere even in the child's fantasy play. They found that this type of control is negatively related to the development of competence. On the other hand, parent who exercise control by providing information to the child about feeling and object reality, give explanations for the limit set on the child's behaviour, and enforce the rules of the household, tend to have children who score high in social competence, tire and accepting who allow children to participate in decision making, and who expect children to obey household rules, create a climate which enable the development of competence. Many aspects of social competence are learned through peer interaction. Play and peer involvement provide many opportunities for children to solve problems, ask questions, share experience and direct activities. Gibson (1950) "Social interaction is explored here as the product of structured environment that constrains the children's action and lead them down the path to peer interaction".

Human life is a continuous process of change in pursuit of modification in his behaviour and perfection of value, and it is a natural as well as universal phenomenon, a process of continuous adjustment satisfying one's needs. Any kind of change through conformity, compliance and cohesiveness. Patel (1977) is sequence of either of experiences. The magnitude and direction of
social behaviour change and influence the technique of community. Jergen (1974) which behaviour is always based on actual social interaction which operate on the theory of reinforcement. The social approval or disapproval, thus constitutes important aspect of behavioural change which may be are to intrinsic motivation or external inter drive and social interaction.

The behaviour of the parents change with the age of the child, if the child demands much more constant. Physical care and attendance than to the older years on the other hand child requires more social interaction, the developing child to interact and motivate the cultural pattern. Motivation patterns develop especially from a child's family back ground, education and national culture. More motivational patterns that or especially significant are achievement affiliation, competence and power.

Freudian theories laid greater emphasis on biological foundation of development of the child; however, the post-freudian period witnessed the significance of social dimensions equal; if not superior; influencing social behaviour and personality development of the child. The relative significance influence on the development of the child have been gradually recognized during the post freudian and neo-freudian period. Neo-freudian period cause givently social factors in errastingly realized contributing more significantly on the development of personality and social behaviour of child by neo-freudians
like Jung, Adler and others. Adler (1927) highlighted the significance of human potentialities and style of life in the development of personality as a social product.

Fromm (1941) described the ways in which the structure and dynamics of a particular society moulds its members so that their social dispositions fit the common values and needs of the society. Koren Hornery (1939) emphasized the impact of the social context in which a person lives, dwells more upon the intimate factor within the family setting that shapes personality. Sullivan (1953) advocated that relationships of the infancy, childhood and adolescence are of paramount concern.

All these four theories namely Adler's theories (1927) of generalized potentialities, Erich Fromm's theory (1941) of structural and functional base of a society, affecting development of personality, needs and values, Koren Hornery's theory of (1939) social context in the development of personality and Sullivan's theory of Interpersonal relationships (1953) are opposed to instinct doctrine of Freudian which observed a shift from complete biological foundation approach in the development of personality study of human nature.

Sullivan's interpersonal theory highlighted the uniqueness of an individual with creative self. Its major tenet as it relates to a theory of personality conceptualises "the relatively enduring pattern of recurrent interpersonal situations which characterize a human life" (Sullivan, 1953, p. 111).
Sullivan postulates personality only as hypothetical status, nonetheless he asserts that it is a dynamic center of various processes that occur in a sense of interpersonal fields. These processes conceptualize some of their properties; namely, dynamism, personifications and cognitive processes, and social influence in the development and maintenance of aggression behaviour. His three basic assumptions in the analysis of aggressive, antisocial behaviour are: (1) There is a need or drive to behave aggressively which gets associated with two possible sources of the "affect" (drive) for aggressive or antisocial behaviour. They are: (a) Affect is built up when an organism is prevented from the behaviours that are pleasurable to him, and (b) the potential source of motivation is universal need of aggressive, destructive behaviour that exists in all organisms in different degrees.

(2) The need or drive for aggressive behaviour is a universal need of the individual and is an essential component of the rational cognitive process.

(3) Certain needs produce a change called deindividuation in the cognitive inhibitory processes of the individual when deindividuation takes place, the individual behaves in an aggressive, antisocial, cold way which is often destructive in manner. On the strength of these three assumptions, Zimbardo (1969) defined deindividuation as "a complex hypothesized process in which a series of
antecedent social conditions lead to change in the perception of self and others, and thereby to a lowered threshold of normally restrained behaviour. Under appropriate conditions what results is the "release" of behaviour in violation of established norms of appropriateness.

The unique feature of the social learning by Bandura (1973) is the assumption that aggressive behaviour does not require a special drive, need or distinct to explain aggression. Instead of assuming that a unique aggressive drive exists, or that aggression is predetermined reaction of frustration; he suggested that aggressive behaviour is just another set of responses, with the following three major properties; namely, (a) aggressive behaviour is a learned response; (b) aggressive behaviour can be modified by its consequences (reward & punishment); and (c) aggressive behaviour can influence by cognitive process and vice-versa.

The development of learning or modelling influence of aggressive behaviour in at least three ways was observed by him (1973); (i) Observers can require new patterns of behaviour, (ii) major function of modelling is to strengthen or to weaken inhibitions of behaviour, and (iii) inhibitory or disinhibitory effects are largely determined by the observation rewarding or punishing consequences accompanying the model's responses.

(iv) cognitive process of an individual exercise significant effect upon aggressive behaviour. Cognitive
contingencies are affective as tangible rewards and punishment for controlling aggressive behaviour.

(v) Aversive treatment produces a general state of psychological arousal. Hence, the internal energy sources that activated aggressive behaviour are the general arousal produced by aversive treatment and anticipation of reward or punishment as a consequence of behavioural aggression.

The learning theory of Sears (1957):

Sears's Learning Theory of Social Development (1957) reconciles psycho-analytic psychology with behaviouristic theory. According to Sears, there is a constant change in the degree of precision, efficiency and speed with which the developing children manipulate his own actions and can communicate with others. The desirable satisfaction of gratification correspondingly increase his social relations. His development depends upon the dyadic interaction between his caring adults. Usually his parents and his self. Consequently, Sears conceptualizes child development primarily as a mirror of child rearing practices built upon innate drives which are modified by his socializing environment and which become the secondary motivational drives determining ultimately the individual's behaviour patterns. They become the behavioural system of feelings, toilet training, dependency, aggression, conception and identification. They function as the critical variables of child rearing practices and
consequently of child development. He believes that permissive behaviour and freedom modify the behaviour while too many limiting or controlling forces or negative instructions inhibit behaviour. The young infant learns to behave according to parental control and desire. His behaviour is the product of his immediate social experiences of being brought up. Child development, consequently, is the visible product of the parental behaviour efforts. The constant inter-play between family members and the child shapes personality of the child. Bossard (1948) reported the following contributions of this family interaction:

(a) Satisfaction of the desire for intimate response.
(b) A start for the development of the child's ability.
(c) The approval of one's kind.
(d) The first lessons in living with persons.
(e) Determination of personal attitudes.
(f) Tools for the acquisition of an education and
(g) living habits.

The child in turn makes a contribution of family life which depends upon his individual characteristics, upon the attitudes and feeling of the parents towards the child and upon the attitudes and practices prevalent in the surrounding culture. Bossard summarized the usual contributions of children parents as including: (a) an increase in the range and complexity of family interaction, (b) an expansion of family interests, (c) life long emotional satisfactionists, (d) the opportunities to
relieve life (e) the control of human nature, (f) insight into life's processes and (g) insight for tracing the meaning of life.

Sears has highlighted the significance of increased interaction of another with the child; rather than of the father's, and this social environment makes position for affective development of social behaviours. As such child care differs with the culture and the time. Even otherwise, mother gets more opportunities than the father in child rearing practices. Thus, the nature and kind of mothering has an enduring effect upon the development of social behaviour and acquisition of social skills of the child. Relatively, the impact of fathering is less significant. The love and affection that the child gets through mothering in the form of interpersonal interaction during the formative stage of life determines the ultimate socio-emotional development of the child and which forms the foundation for enduring traits of personality.

1.40 Problems and Perspectives of Development of Social Competence in India:

"The individual is born into social enterprise which is glory concern for all those holding different positions and playing different roles. This societal structure helps impart into the individual's wants, cognitions, interpersonal response traits, values and attitudes". (Krech, Crutchfield, Wallachey, 1962, p.308).
The Indian social system characteristically finds its rich expression through its cultural diversity and it is the influence of this distinctive social habitats which differentiates the Indians from other cultural groups and it is this influence which makes the biological man into a social man. 'An Indian human being', in each social system, inherits distinctive cultural pattern, unique and unlike the others; has its distinctive influence upon the personality of the individual. The culture has an enduring influence upon the individual's personality and reflects upon his environment. This is how an individual's social competence is also designed and shaped by his distinctive cultural pattern which subsequently determines his unique role and pattern of behaviour; regulates his beliefs, values and norms. In coping with these common problems, the individual in society makes every effort to adapt the social system as the cultural heritage. Social competence is developed as a consequence of social interaction and cultural expressions. The individuals solve his social problems by acquiring different social skills and social competence. The cultural diversity of the Indian social system provides enormous opportunities to the Indian children for their social expression through numerous social interactions and encountered when the social practices and social customs are observed in the family. Obviously the joint social system presents more opportunities than the nuclear
ones in the development of social competence among the Indian children.

Besides the rich cultural plurality, the distinctive religious traditions observed in different ways in Indian cultures also provide opportunities for the development of social competence. Since religion is a core of Indian life, religious traditions observed by all members of the family at different occasions in different ways rich opportunities for social learning experiences that have deeper impact upon the acquisition of social competence.

Another factor which also vitally influences the development of social competence is the effect of modernization and industrialization on Indian life. The fast changing world with modern technological devices and fast communicative system have presented new problems of learning new social skills among which effective social competence is the most important one. As such, modernization and industrialization have world-wide effect but the effect is rather more significant in a developing or underdeveloped country like India. High order social competence as a consequence of need for effective social interaction in order to meet the challenges of modernization and industrialization of modern world is a unique phenomenon which India as one of the third world countries has also to face. Development of high social competence,
thus, is an essential requirement of the Indian children of today and tomorrow.

...still another factor which has a direct impact upon the development of social competence of the Indian children is the socio-economical deprivation. Deprivation has a unique effect upon the development processes. India has been characterized primarily as a developing nation.

Obviously, under conditions of social deprivation, adequate development of social competence among the children constitutes the first and foremost national problem of great significance. Most of the Indian children are born and brought up in rural settings of the Indian societies. They require special attention for their adequate development of social competence in order to meet the challenges of the modern world of unusual competition and cooperation, which are heavily saturated with factors of social competence.

1.50 Social Competence for International Understanding:

The characteristic shrinkage of the modern world, because of the fast telecommunication system and advanced technology, have brought the different nations of the world closer together not only physically but culturally also. This distinctive feature has promoted international understanding. The expansion of democratic philosophy of the state across the world has bridged the gulf between nations and has promoted the feeling of
equality, liberty and fraternity among the people of different nations. The cross-cultural understanding has become the essential requirement of the individuals of the different nations. All these modern trends require an individual to have high order social competence in order to become successful in life. Since children are the richest resources of any nation; and since the high achievements and accomplishments of any nation are the consequences of high order human factors, it is essentially needed that social competence as one of the significant human factors be effectively developed among the Indian children. In order to attain the nation's glorious achievement and promote effective international understanding among the people of different nations of the world, high order social competence, thus, is the key to open the doors of success and to fetch the achievements of the individuals, the society and the nation.

The next chapter deals with "The Purpose of the Study".