PREFACE

Human interaction is very complex; "...for it includes not simply the idea of collision and rebound but some thing much more profound, namely the internal modifiability of the colliding agents" (Ormond 1900: 196). It is unto this end that it follows certain patterns of behaviour that are the outcome of long standing practice, so as to benefit not only the individual but society as well. These norms or patterns of behaviour are not inborn but have to be taught through the learning process which continues till death. These norms are inculcated into the child so as to make him an effective member of society allowing thereby perpetuation of the society together with its culture.

Socialisation, is an interactional process whereby an individual's behaviour is modified to conform to expectations held by members of the group to which he belongs. Thus appropriate to the expectations associated with a new position in a group, an organisation, or society at large, socialisation is therefore, "...a process of acquiring knowledge, skills and disposition that enable an individual to participate as more or less effective member of groups and the society" (Brim 1966:3). The process occurs at every stage of life, especially being active at every transition phase, thus preparing an individual to function effectively in varying social units - whether it may be while entering school, an occupation of special position in the society, while getting married and even while becoming a parent.

Thus socialisation involves a provision of models of adult roles upon which the child can draw on, forming his concept of
himself, of his place in society, and the fostering of appropriate self-regard - all of which are summed up in the concept.

Consequently socialisation refers to the processes by which the individual comes to conform to the norms of the group into which he is born and of which he becomes an active participant. Therefore, the kind of being he becomes is the inevitable expression of the kind of world he lives in.

Theoretically speaking, due to the multiple adult roles in the society the socialisation process cannot be wholly the same for all the new members, thereby making the process highly complex. This complexity and differentiation from our point of view is not only in terms of sex roles, but in terms of more important roles any particular child is prepared to play.

A central concern will be to chart out and study the ways in which individuals are prepared to carry out these many roles and to examine how some individuals receive one kind of preparation, while others receive another kind. A discussion of the full complexity of the role structure in our society will be impossible.

Even though roles and role systems have been extensively studied, they have scarcely been conceived of as existing or functioning with some provision for socialisation. Today the area of study has increased relevance as many parts of the world are undergoing a "Socialisation crisis" so to say. This could be attributed to the scope and momentum of change. In our society major social changes brought about by urbanisation, industrialisation etc., constantly involve the re-socialisation of people of all ages. Consequently it is not rare for individuals to confront actual
or potential new roles in adult life, which would require acquisition of new role playing skills, attitudes and values.

Furthermore, today a large number of children in the urban and rural areas in India are going to school, formal education takes longer, but there is a painful uncertainty about the roles for which the young are being prepared. We have to examine also how this task is to be divided between the major socialising agencies - the family, school and peer groups. It is ironic that the resocialisation of adults seems equally problematic. In a developing country like ours, socialisation offers a key theme of study.

Scope of the Study

This work is a study of socialisation in a unicultural frame, a single culture group has been chosen - that is the Punjabi speaking group.

Although coexistence and living in the same country has allowed patterns of interaction to grow between different speech communities each culture still continues to have its own norms and ethos.

The effort here is to delineate the process of growing up in three occupational categories and then try to explore the essential, the common, and variant features among them, since the male parents perform different occupational roles.

An attempt is further made to explain the attitudes towards some of the essential ingredients of the socialisation process.
The study therefore attempts to understand socialisation among
the Punjabis and whether it differs with occupation.

The dissertation is divided into three parts - the first
one deals with the general theoretical orientations which have
influenced the study of socialisation at different periods of
time. This provides a critical review of the studies undertaken
in India and abroad. The gaps in some of these studies, and some
of the problems of conceptualisation have also been identified.
The present work tries to fill in some of these gaps. The second
chapter in Part I gives details of the occupational groups being
studied and the rationale for giving importance to these. This
further includes the major areas of consideration, operationali-
sation of the concepts and the methods used for collection of
data. This is followed by a section which focuses attention on
the subjective and objective characteristics of the sample.

Part II starts by studying various aspects of child care,
with special reference to the role of mother and father in child
care, the division of labour among the sexes and thus draws a
comparative picture across the occupational groups. This is
followed by an understanding of the family as an agency of socia-
isation.

The importance of family structures is highlighted since
this provides a picture of the responsibility training, the
socialisation of boys and girls, effects of father's absence and
the various modifications which occur in the life patterns due
to father's absence. Other areas like authority structure in the
family, and status of women etc., are given importance since through these one can identify the conscious and unconscious training being provided for the adequate performance of sex roles for which the family is one of the major socialising agency. The areas of discipline, obedience, skills, general training and various other techniques have also been considered. The last chapter lays emphasis on career, and educational aspirations of the parents and their children, the points of comparison, the rationale for the various attitudes and desires.

Part III brings out the emerging trends in socialisation in the different areas of consideration against the background of traditional orientations in the three occupational groups analyzed.