

(Q.1)

## Introduction

Suicide is not merely an individual psychological act; it is a social phenomenon shaped by structural pressures, cultural norms, and institutional arrangements. Sociologists such as Emile Durkheim argue that ~~self~~ suicide results from varying levels of social integration and regulation. In ~~cont~~ contemporary societies, rapid modernization, weakening family bonds, socioeconomic pressure, and digital isolation contribute to rising suicide rates. Therefore, sociological theory provides a powerful lens to diagnose its causes and design effective multi-level interventions.

### 1. Sociological Framework: Durkheim and Strain Theory

#### 1. Durkheim's Theory of Suicide

Durkheim identifies ~~four~~ types of suicide shaped by social integration and regulation:

1. **Egoistic Suicide:** Resulting from weak social integration (family breakdown, loneliness, individualism).



2. **Anomic Suicide:** Caused by social instability and lack of regulation (economic crises, unemployment, sudden change).

3. **Altruistic Suicide:** Caused by excessive integration, extreme group loyalty, militancy.

4. **Fatalistic Suicide:** Excessive regulation (oppressive social conditions).

Contemporary pattern of youth suicide in Pakistan reflects egotic and Anomic suicide tendencies due to weak emotional support systems and economic frustration.

## b) **Strain Theory (Merton)**

According to strain theory, suicide can occur ~~when~~ when individuals face a gap between culturally approved goals (success, stability) and limited means to achieve them (education costs, unemployment). When legal avenues fail, individuals may resort to extreme coping mechanisms such as drug abuse or suicide.



## 1. Social Determinants

Key Society conditions contributing to suicide include:

- Poverty and joblessness
- Weak family structure
- Academic pressure
- Cyberbullying and digital isolation
- Stigma around mental health.
- Lack of affordable mental health services.

## 2. Social Causes of Suicide

### a) Family-level causes

Broken families, conflict, and domestic violence  
Lack of emotional bonding or ~~poor~~ parental supervision  
High expectations and pressure for academic or career success

### b) Campus / community-level causes

- a) Bullying, discrimination, and harassment
- b) Academic stress and competition.
- c) Social isolation, depression, and lack of peer support.
- d) Easy access to harmful substances.



- c) **Societal and State-level Causes**
- Economic ~~inst~~ insecurity and unemployment
  - Social media pressure and unrealistic lifestyle comparison
  - Mental health stigma restricting help-seeking behavior
  - Poor access to psychiatrists and ~~cons~~ counsellors
  - Inadequate state policies for mental health.

### 3. **Multi-Level Intervention to Reduce Suicide**

#### A **Family-level Intervention**

##### 1. **Strengthening Family Communication**

Regular dialogue, emotional availability, active listening, and supportive parenting reduce egoistic tendencies.

##### 2. **Parental Training Programs**

Workshops teaching Stress Management, conflict resolution, and early identification of depressive symptoms.

##### 3. **Reducing Academic Pressure**

Promoting realistic expectation and recognizing non-academic talents.



## B. Campus / Community-level Interventions

### 1. Campus Mental Health Units:

Mandatory counselling centers and on-campus psychologists.

### 2. Peer Support Groups

Students trained to identify distress and direct peers to help.

### 3. Anti-bullying Policies

Strict enforcement against harassment, cyberbullying and discrimination.

### 4. Gatekeeper Training:

Training teachers, community leaders, and student volunteers to recognize early warning signs of suicide.

## C. State and Policy-level Interventions

### 1. National Mental Health Policy:

Prioritizing ~~ster~~ suicide prevention, integrating mental health into primary care.

### 2. 24/7 Suicide Prevention Helplines:

Nationwide toll-free helplines staffed with trained counsellors.



3. Insurance and Subsidies for Mental Health Treatment:  
Making therap affordable for lower-income families

4. Regulation of Hazardous Means:  
Controlling access to pesticides, firearms, and dangerous pharmaceuticals - reducing impulsive suicides.

5. Public Awareness Campaigns:  
Media programs to destigmatize mental illness and encourage help-seeking.

## 4. Measuring the Success of the Intervention

### 1. Quantitative Indications

- 1, Reducing in suicide rates and attempts over 3-5 years
- 2, Increased hospital reporting and treatment of mental cases
- 3, Higher utilisation of helplines and counselling services
- 4, Decrease in campus bullying reports and academic stress surveys

### 2. Qualitative Indicators

- Improved Family Communication and Student well-being (survey-based)
- Positive change in public attitudes toward mental health.



### 3. Policy Indicator:

Implementation of ~~mental~~ health legislation.

Budget allocation for School psychologists and Community mental health centers.

### Conclusion:

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Suicide is a multidimensional social problem rooted in structural inequalities, weak integration and emotional isolation. Using Durkheim, and Strain theory frameworks, we understand that the causes lie beyond the individual and stem from broader social disorganization. Therefore, a multi-level intervention - family, community and state - is essential to address the root causes and promote resilience.



# Introduction

Social Class remains a central concern of sociology, shaping life chances, economic outcomes, and social mobility. Karl Marx and Max Weber offer two foundational yet distinct explanations of class. While Marx emphasizes ownership of the means of production, Weber highlights multi-dimensional stratification through class, status, and power. In the context of Pakistan rapidly urbanizing yet economically unstable society, assessing these theories reveal which framework better explains the rise of urban precarity - informal employment, housing ~~in~~ insecurity, inflation, and livelihood vulnerability.

## 1. Marxist Account of Social Class

### Strengths:

### 1. Structure Economic focus:

Marx's core argument - that class divisions arise from ownership vs non-ownership of productive assets - effectively explains persistent inequalities in capitalist economies.



In Pakistan, a small elite controls land, Industry, banking, and real state.

## 2. Exploitation and Surplus Extraction

Marx explains how employers extract surplus value by paying labour less than the value it produces.

- The exploitation of textile workers in Faisalabad and Sialkot illustrates this dynamic

- Labour unions are weak, making workers more vulnerable.

## 3. Class Conflict and inequality

High.

His theory captures the persistent tension between Capitalists and workers.

Pakistan recurring labour strikes (e.g. PIA, steel Mills ~~text~~ textile unions) reflect class struggle.



## Limitation:

### Economic Reductionism

Marx reduces social life to economic ~~rel~~ relations and ownership, ignoring factors like caste-Biradari network, ethnicity ~~gender~~, and religion which strongly influences Pakistan social ~~stratification~~.

### Oversimplified Class ~~Eq~~ Categories.

Marx's two-class model (bourgeoisie vs ~~proletariat~~ ~~don~~) does not fit Pakistan's complex occupational mosaic - middle classes, informal workers, freelancers, small shopkeepers, bureaucratic elites.

### Doesn't ~~Do~~

### Does not Explain Status-Based inequalities

In Pakistan, doctors, ~~army~~ <sup>army</sup> officers, bureaucratic, and religious scholars enjoy high prestige even without significant economic ~~capital~~ - something Marxist theory cannot explain.

### Weberian Account of Social Class:

#### Strengths:

Multidimensional View of Stratification.

Weber's triad - Class, status, and party - captures the complex nature of Pakistani society.



- Bureaucrats (status + power)
- Military elite (party/power)
- Ulama (Status)
- New urban professions (education + prestige)

2. Recognizes Marketable Skills and Credentials  
Weber emphasizes education, technical skills, and job market position.

Pakistan's educated urban middle class (IT workers, bankers, civil servants) is best explained by Weber's model.

3. Better fit for a service and informal Economy.  
Weber's focus on market situation explains why

gig workers

delivery riders,

private school teachers

Journalists

Experience unstable incomes despite education.



## Limitations

### Less Emphasis on Structural Exploitation

Weber does not fully explain Capitalist exploitation, landlord dominance, or systemic inequality.

For example, Pakistan's feudal-industrial elite dominates political and economic system.

### Fragmented Class Categories:

Critics argue Weber's multi-layered class categories dilute the clarity of class struggle and overcomplicate analysis.

### Underestimates the Role of ownership and Capital:

In economies like Pakistan, land and capital ownership are still the strongest determinants of power, which Weber underweights.

Weber's framework better capture Pakistan multi-causal and multi-dimensional urban crisis.