

# Introduction to Sociology

**BA - Sociology**

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**Pondicherry University**

(A Central University)

Directorate of Distance Education

R.V. Nagar, Kalapet, Puducherry – 605 014

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<b>Unit IV: Culture:</b> Characteristics, Material culture and Non-material culture, Cultural lag.	<b>Unit IV:</b> Culture (Pages 74 – 105)
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## Unit I Preface to Sociology

### Learning Objectives:

By the end of this unit the learners would be able to:

- Know the importance of sociology
- Explain what is sociology
- Understand the meaning and definition of sociology
- Justify sociology as a science
- Describe the scope of sociology
- Trace the origin and development of sociology
- Study major sociologists

### Structure:

- 1.1 Introduction
- 1.2 Importance of Sociology
- 1.3 What is Sociology?
- 1.4 Meaning and Definition of Sociology
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### 1.1 INTRODUCTION

Humans are social animals. They cannot live in isolation. Hence, it is inevitable that humans study the relationship between societies they live in. Society is formed from individuals who interact with one another. Sociology is the study of society, interpersonal interactions, societal structures, social movements, and how these influence human behaviour. The study of society in general and people in particular is known as sociology. It is a methodical investigation into how people interact with one another in social situations. The primary aim of sociology is to study the effect humans, groups, societies and the world has on each other. The subject matter of sociology ranges from families, crowds, mobs, gangs, organized crimes, business houses, internet groups, religious cults, sports and labor unions.

### 1.2 IMPORTANCE OF SOCIOLOGY

According to Giddings, the study of Economics helps us to get our wants and needs fulfilled whereas; sociology shows us how society lives. It studies the way in which human and society operates, in a scientific manner. As man is social animal, sociology explores in deep social nature of humans. The study of social intuitions helps in the development of individuals better. With the knowledge of a particular society, plans and policies can be formulated and executed efficiently. The social problems prevalent in society which concern the dignity of human beings can be resolved scientifically. Personal to international problems can be solved by understanding and respecting other cultures with sociological studies. Sociology studies the problems of the present world and finds solutions to solve those problems not only of the major communities but also marginalized communities.

### 1.3 WHAT IS SOCIOLOGY?

The study of influence of human social relationship with intuitions is sociology. The scope of sociology is vast. It varies from religion to crime, family to nations, from social orders like sharing of common culture to breaking down of the society into different races and classes. At an individual level sociology explains the concepts of love, gender, family, aging and religion and at the societal level it discusses and explains issues like social disparity, unequal distribution of wealth, rural urban divide, law and social movements. At the universal level it analyses population growth, migration, wars and economies.

### 1.4 MEANING AND DEFINITION OF SOCIOLOGY

The Latin term “Socius” (which means partner, comrade, or colleague) and the Greek word “logos,” which means study, discourse, doctrine, or theory, are the roots of the word sociology. August Comte and other sociologists in that era wanted to explain the social realities by developing universal laws based on the on the way physicists’ try to create theory of everything in the universe. The term sociology has been defined differently by different sociologists:

**NOTES**

According to August Comte, “Sociology as the science of social phenomena; subject to natural and invariable laws, the discovery of which is the object of investigation”.

Kingsley Davis opines that, “Sociology is a general science of society”.

Emile Durkheim calls sociology as “Science of social institutions”.

Whereas, Max Weber defines Sociology as “the science which attempts the interpretative understanding of social action in order thereby to arrive at a causal explanation of its course and effects”.

Based on the above definitions we can conclude with Ogburn and Nimkoff’s definition that “Sociology is the scientific study of social life”. It is a science of society which studies society, human’s behavior in the society, the relationship and the interactions of humans and the various aspects of culture which humans share with each other. Hence, sociology is a systematic and scientific study of individuals and their interactions with the environment in which they live. It is a web of social relations and networks of individuals and social groups.

Sociology is the way in which social relations are studied along with human interactions, inter-personal and intra-personal relationships. It tries to examine the social institutions scientifically. It does not try to study particular social problems but tries to study social problems in general.

#### **Check Your Progress**

1. Can humans live in isolation?
2. From which language is the word “Socius” which means companion derived from?
3. Which sociologist said sociology is the “Science of social institutions?”

### **1.5 SOCIOLOGY IS A SCIENCE**

Scientific methods are used by sociologists to analyse and study society. Systematic studies are undertaken to examine the social life. Various methods are employed by sociologists to study society. Historical method is used to resolve present issues based on past problems. The individuals’ opinions and view point is collected with surveys or census, with the help of questionnaires and interviews. Observation method is used to study a sample of the population. Case study method and statistical methods are also used. The selection of a particular method is based on the issue that needs to be studied. Hence sociology is considered as a science.

To examine the social reality sociologists undertake social research. The social research begins with observation as it an integral part of any stage of research.

The characteristics of scientific observation have been studied by Horton and Hunt. There are two types of observations;

## NOTES

1. **Participant observation:** The sociologist is a part of the group which is under study where the data is collected and the problems and social phenomenon are studied.
2. **Non-participant observation:** The sociologist is not a part of the social situation however observes the situation as an outsider.

### 1.5.1 Features of Scientific Observation

1. Scientific observation is accurate as the observer describes the situation as exactly as observed. There is no place for imagination.
2. Precision is needed in scientific method. The researcher has to present the data in numbers. The language has to be simple with no scope for ambiguity.
3. Scientific observation is systematic as prescribed steps have to be followed to collect and analyse data.
4. Scientific observation is recorded as proof is an essential quality of scientific research.
5. Scientific observation is objective. It means as far as possible an observation should not be affected by the observer's beliefs, preferences, wishes or values.

### 1.5.2 Stages of Scientific Methods

1. The first stage is scientific observation. This scientific method also acts as a tool for data collection.
2. The second stage is defining the problem and studying the problem.
3. The third stage is the review the available literature and finding out the research gap.
4. The fourth stage is formulation of hypotheses based on the available literature.
5. The fifth and last step is to conduct experiments and test the hypothesis with the help of facts.

Observations, questionnaires, interviews and case studies are some of the tools for data collection. Sociology is a social science which deals with human beings, hence its approach to study a given phenomena cannot be modeled based on pure science. As the scope of experimentation is limited yet sociology is not less than physical science.

#### Check Your Progress

4. Is sociology called a science? If yes, why?
5. What is meant by participant observation?
6. The second stage in Scientific Methods is \_\_\_\_\_.
7. What are the different methods of data collections?

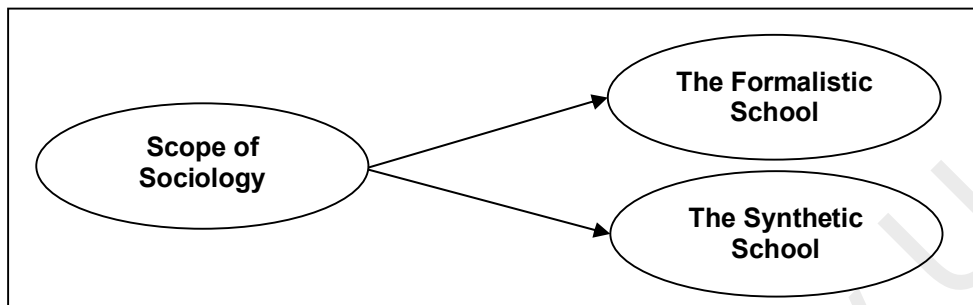


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## 1.6 SCOPE OF SOCIOLOGY

The teaching of sociology started in India after the World War I in 1925. It is the youngest of all Social Sciences. The scope of sociology is very vast as it studies the man's behavior in groups, interactions among human beings, social relationship and the way these interactions take place.

According to George Simmel, society is dynamic, i.e., it is ever changing therefore it is difficult to define the scope. However to study a particular subject scope or boundaries have to be set. There are two primary schools of thought in terms of the application of sociology:



1. **The Specialist or Formalistic School of Thought.** The primary goal of sociology, according to Max Weber and George Simmel, is to comprehend and categorise social activity. Sociology's focus should not be very broad; rather, it should focus on certain aspects of society. In contrast to other social sciences, sociology is seen as a pure and independent discipline.
2. **The Synthetic School of Thought.** The Synthetic school of thinking, in contrast to the Formalistic school, contends that sociology should examine society as a whole rather than focusing solely on one component. Auguste Comte, Durkheim, Hobhouse, and Sorokin say that if only one aspect of the society is studied at one time the results can be misleading, hence the study of society should be widened: like the part of the human body is interlinked so is a society interlinked.

### Check Your Progress

8. According to George Simmel, society is \_\_\_\_\_ in nature.
9. What are the two schools of thoughts in regard to the scope of sociology?
10. According to which school of thought, society should be analyzed as a whole and not confined to one aspect only?

## 1.7 THE ORIGIN OF SOCIOLOGY

According to sociologists the social surroundings influence the thoughts and action of humans. The changes in the society influence social science. When the voyagers of Europe were exploring the Asian and African and Americans countries in the 16 and 17th century they went back home with exciting and amazing stories of different cultures and civilizations. The world views of the Europeans were

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challenged specially with God and religion. A different and awe-inspiring society was explored.

The Western Europe was shaken with technical, economic and social changes which shook the old world order forever in the Eighteen and Nineteenth century. The developments in the field of science and technology were happening rapidly. With the invention of steam engine by James Watt in 1769, dissemination and development of information was rapid. People could commute to places where work was easily and smoothly available.

According to sociologists the social surroundings influence the thoughts and action of humans. The changes in the society influence social science.

The eighteenth century witnessed the industrial revolution in Britain. The old world order was collapsing due to industrialization and revolutionary democracy. People were migrating to cities to work in the mechanical industries in the new factories. People who were working on their vast, open farmland, with intimate societies were a part of crowded cities. The impersonal factory life gave away with the authority of the church, the closeness of villages and the coziness of the families.



In Western Europe, Capitalism was rising in the nineteenth century. The means of production like factories were in a few people's hands who were the owners of these factories, the rest of the people were labourers who sold their hard work to the owners. The relatively harsh financial markets grew. The modern era was marked by the development of political power, and information. Armed power was concentrated in the hands of powerful people.

Lastly, due to huge population growth around the world in this era, and major developments in the field of medicine life expectancy increased, and also there was a fall in child death rate. These social changes lead to rigorous study of social sciences. The simple preliterate societies were transformed into huge, complex, and industrial societies. The sociologists had to deal with the great transformation which had varied implications of economic, social, and political revolutions in the future.

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## 1.8 DEVELOPMENT OF SOCIOLOGY

The academic field of sociology first appeared in the early nineteenth century. Industrialization led to people moving to urban areas where they were exposed to new cultures and societies which were different from their own. Eminent philosophers and sociologists dominated the nineteenth and twentieth century. They studied new methods for social advancement and with their theories they build a base for contemporary sociology. The main sociologists include:

### 1.8.1 Auguste Comte (1798-1857)



In 1838, a Frenchman named August Comte invented the term “sociology.” The Latin term “socius,” which means a partner or associate, and the Greek word “logia,” which means the study of speech, are combined to form the word sociology, which is one of the two oldest languages. The French Revolution and the Industrial Revolution left a mark on Comte. According to him, sociology can help to unify and improve society and also help other sciences. New issues like economic class, social status, urbanization and the dangers the factory workers faced, were being questioned. Comte like other philosophers of the seventeenth and eighteenth century who were influenced by Enlightenment also believed that the development of society happens in stages. In the work -The Course in Positive Philosophy (1830–1842) and A General View of Positivism (1848), Comte put forward The Law of Three Stages: in the development of the society.

1. In the **Theological stage** the people looked the society from the lenses of religion, divine or supernatural. He further divided this stage into three sub-stages;
  - (a) **Fetishism** where primitive people believed in inanimate objects having living spirits in them, like stones, trees, wood, etc. The belief people hold that all things come from a supernatural force.

## NOTES

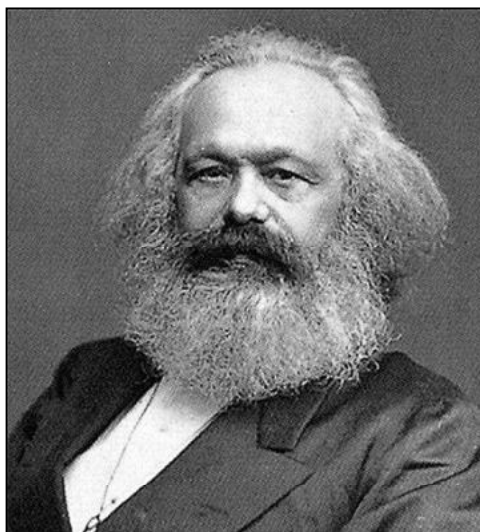
(b) **Polytheism** where people believe in many gods. People hold the belief that various Gods, including the God of water, rain, fire, earth, etc., are in charge of all natural forces.

(c) **Monotheism** where people believe in one God, supreme deity. Christianity, Islam and Judaism believe in single, God who is all-knowing, all-seeing and all-powerful.

2. In the **Metaphysical stage** the society is understood as being natural than supernatural. It is an addition to the theological stage; this stage is explained by impersonal abstract concepts. There is a conviction that happenings in this world are caused by some unearthly power or force.
3. In the **Positivist stage or the scientific stage**, Science and trustworthy information would rule and comprehend the society. A scientific explanation of observation, experiment, and comparison would be employed to study sociology. The cause and effect method is employed to establish a relationship. According to Comte the intellectual way of looking at the world is positivistic as the emphasis is on classification and observation of the data and facts. This behaviour is the most advanced way of studying society.

Comte along with his teacher and social philosopher Henri de Saint-Simon thought that to improve society, social scientists could use the same scientific methods used in natural sciences. Education and poverty would be dealt with, once the scholars identified the laws that govern the society. Comte declared that sociology is a complex science as it integrates other sciences to explain the natural laws.

### 1.8.2 Karl Marx (1818-1883)



Karl Marx who was an eminent, German social philosopher and leading economist presented the theory of society that differed from Auguste Comte's theory of positivism. According to Marx the change in the societies was due to class struggle who wanted to control the means of production. During the process

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of industrialization, capitalism was on rising and it led to unequal distribution of wealth between the factory owners and workers. Marx foretold that because of capitalism and the inequalities in wealth, there would be a revolt by the workers. Hence capitalism would give way to communism. There wouldn't be any individual or corporate control of the means of production under communism. The financial assets would be owned and allocated as necessary. One of the main hypotheses employed in contemporary sociology is that of Karl Marx, who thought that conflict between classes would cause social change. The continuous conflict between the "haves", **Bourgeoisie**, (Capitalist or individuals who own factories, industrial machinery and banks) and the "have nots" **Proletariat** (Factory workers who work for the bourgeoisie to manufacture products) make the society says, Marx.

### 1.8.3 Herbert Spencer (1820-1903)



Herbert Spencer published, "The Study of Sociology", which contained the word "sociology" in its title. He influenced the development of modern society. He is called the second founding father of sociology. The evolutionary doctrine was the foundation of his sociological theory. He presented a biological analogy where he identified society with the biological organism. This theory was shared with both Comte and Durkheim. He compared the biological and social organism on the following points;

1. The society and organism are known by their growth where the development is gradual from simple to complex.
2. Increased complexities in the structure.
3. There is the interdependency of parts, between the organism and society.
4. In both, the organism and society there is a controlling part. The brain in the organism and the governments, laws in society.

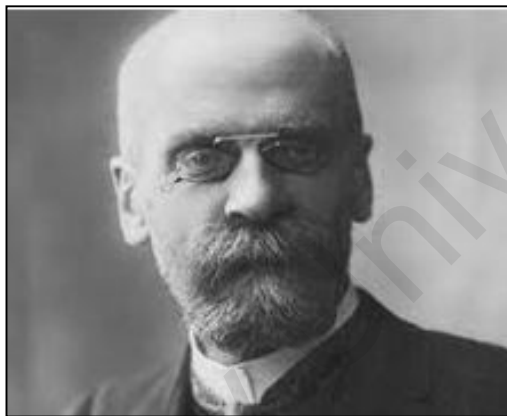
However, along with similarities between the organism and the society, there are some differences between the two.

1. Unlike the society, which is an abstract concept, the organism is discrete, diverse, and dispersed.

## NOTES

2. The consciousness of an organism is focused in a single, small area compared to the civilization where consciousness is diffused.
3. The organisms have a fixed part and in societies, the parts are diverse and separated.
4. The parts of an organism exist for the benefit of the whole. In societies, the individuals are barely benefitted by the society.

### 1.8.4 Émile Durkheim (1858-1917)

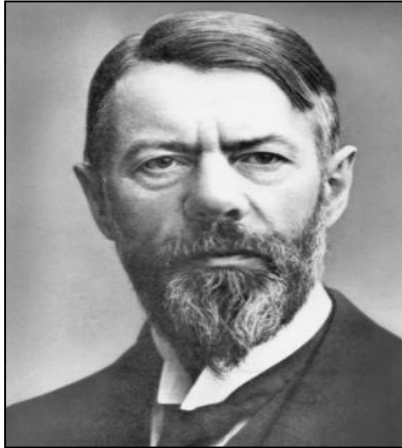


Durkheim contributed to the formalisation of sociology as a field of study. He saw sociology as a new science to explain the traditional philosophical questions in a pragmatic manner. According to him, sociology must be investigated in the same way that scientists investigate the natural world. The first sociological principle of Durkheim was to study social facts as things i.e., observe and analyze social life as objects or events in nature. In his famous work *Division of Labour in Society* (1893) he discusses the relationship between individual and world. Societies exert solidarity as members of the societies see themselves as a part of the whole. He talks about two types of solidarities:

1. **Mechanical Solidarity:** Where there is unity in the society because the bond which exists among people is because of the same activities and responsibility shared by them. For example the members of a village share the same living conditions, same values, customs and traditions.
2. **Organic Solidarity:** Organic Solidarity exists where the society is held together due to the differences among the people as they perform different tasks and responsibilities. For example people living in urban area where individuals are dependent on each other.

According to Emile Durkheim, the old society exhibited more and stronger collective consciousness, understanding, norms, and beliefs. However, modern societies are held together as there is an increase in the division of labor as there is a need for some functions to be performed by others.

### 1.8.5 Max Weber (1864-1920)



Max Weber was the founding philosopher of sociology. His focus was on how individuals interact, interpret and understand situations in which we participate. Weber put forward the concept of “iron cage”. The main forces in the society are developed through technological and economic relationships that grew out of capitalist production. Another important concept put forward by Weber was the “social class”. He argued that one’s status in society is decided on one’s money, education, occupation, and political affiliation. Further, Weber introduced the concept of the German word “verstehen”, which means to understand in a deeply empathetic way.

#### Check Your Progress

11. In which century did Britain witness the industrial revolution?
12. Sociology as an academic discipline emerged in the early \_\_\_\_\_ century.
13. What is meant by monotheism?
14. What is the other name for ‘haves’ and ‘have nots’?
15. Who introduced the concept “verstehen”?

### 1.9 ANSWERS TO ‘CHECK YOUR PROGRESS’

1. Humans are social animals. They cannot live in isolation.
2. The word “Socius” which means companion derived from Latin.
3. Emile Durkheim calls sociology as “Science of social institutions”.
4. Scientific methods are used by sociologists to analyse and study society hence sociology is called a science.
5. Participant observation is where the sociologist is a part of the group which is under study where the data is collected and the problems and social phenomenon are studied.
6. The second stage is defining the problem and study the problem.

#### NOTES

## NOTES

7. Observations, questionnaires, interviews and case studies are the different methods for data collection.
8. According to George Simmel, society is dynamic in nature.
9. The two schools of thoughts in regard to the scope of sociology are-  
The Formalistic School of Thought and The Synthetic School of thought
10. According to the Synthetic school of thinking, sociology should examine society as a whole rather than focusing on just one part of it.
11. Britain witnessed the industrial revolution the nineteenth century.
12. Sociology as an academic discipline emerged in the early nineteenth century.
13. Monotheism means where people believe in one God to a single, supreme deity.
14. The other name for “haves” is Bourgeoisie, and the “have nots” is Proletariat.
15. German word “verstehen,” which implies to understand in a profoundly empathic way, was first used by Weber.

### 1.10 SUMMARY

- Humans are social animals. They cannot live in isolation. Hence it is inevitable that humans study the relationship between societies they live in.
- Sociology studies the way in which human society operates, in a scientific manner. As man is social animal sociology explores in deep social nature of humans. The study of social intuitions helps in the development of individuals better.
- Scientific methods are used by sociologists to analyse and study society. Systematic studies are undertaken to examine the social life. Various methods are employed by sociologists to study society. Historical method is used to resolve present issues based on past problems. The individuals’ opinions and view point is collected with surveys or census, with the help of questionnaires and interviews. Observation method is used to study a sample of the population. Case study method and statistical methods are also used. The selection of a particular method is based on the issue that needs to be studied. Hence sociology is considered as a science.
- The scope of sociology varies from religion to crime, family to nations, from social orders like sharing of common culture to breaking down of the society into different races and classes. At an individual level sociology explains the concepts of love, gender, family aging and religion and at the societal level it discusses and explains issues like social disparity, unequal distribution of wealth, rural urban divide, law and



social movements. At the universal level it analyses population growth, migration, wars and economies.

- The Specialist or Formalistic School of Thought and The Synthetic School of Thought are the two primary schools of thought in relation to the field of sociology.
- The old world order was permanently upended as technological, economic, and social revolutions shook Western Europe in the Eighteenth and Nineteenth century.
- The eighteenth century witnessed the industrial revolution in Britain. The old world order was collapsing due to industrialization and revolutionary democracy.
- In Western Europe, Capitalism was on rising in the nineteenth century. The means of production like factories were in a few people's hands who were the owners of these factories, the rest of the people were laborers who sold their hard work to the owners.
- August Comte, a Frenchman coined the term sociology in 1838. The word sociology is made of one of the two oldest languages, the Latin word "socius," which means partner or associate and the Greek word logia, which means the study of speech. The French Revolution and the Industrial Revolution left a mark on Comte. According to him, sociology can help to unify and improve society and also help other sciences. According to Marx, the change in the societies was due to class struggle who wanted to control the means of production.
- Herbert Spenser is called the second founding father of sociology. His sociological philosophy was based on the principle of evolution.
- Emile Durkheim said that, "sociology needs to be studied in the same manner as scientists study the natural world."
- Max Weber was the founding philosopher of sociology. His focus was on how individuals interact, interpret and understand situations in which we participate. Weber put forward the concept of "iron cage".

## NOTES

### 1.11 KEY TERMS

- **Sociology:** Sociology studies the way in which human society operates, in scientific manner studies the way in which human society operates, in a scientific manner.
- **Scientific methods:** Scientific methods are used by sociologists to analyse and study society.

## NOTES

### 1.12 SELF-ASSESSMENT QUESTIONS AND EXERCISES

#### Short Answer Questions

1. What is the relationship between of humans with society?
2. What are the various tools of data collection?
3. What is the meaning of the word sociology?
4. Who opines that " is a general science of society"?
5. What is Formalistic School of Thought?
6. What is the Synthetic School of thought?
7. Explain the term Fetishism.
8. Explain the term Polytheism.
9. Explain the term Monotheism.
10. Give the meaning of Capitalism.
11. Give the meaning of Communism.
12. Who are the Proletariat?
13. Who are the Bourgeoisie?

#### Long Answer Questions

1. Justify the importance of sociology.
2. What is sociology?
3. Discuss the statement that "sociology is a web of social relations and networks of individuals and social groups".
4. Discuss in detail the scope of sociology.
5. Discuss the origin and growth of sociology.
6. Explain Augusta Comte three Laws of Three Stages.
7. What is meant by positivist stage or the scientific stage?
8. According to Marx the reasons of change in the societies?
9. Write a note on Herbert Spenser.
10. How did Herbert Spenser compare the biological and social organisms?
11. Explain in detail what Émile Durkheim meant by solidarity.
12. Write a note on Max Weber.
13. Enumerate the characteristics of scientific observation.
14. What are the Stages of Scientific Method of research?

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## NOTES

**NOTES**

## **Unit II      Interrelationship of Sociology and Other Social Sciences**

### **Learning Objectives:**

By the end of this unit the learners would be able to:

- Understand the relationship sociology shares with other social sciences
- Explain what are the similarities and differences between sociology and other social sciences
- Understand the sociological imagination
- Justify the relationship between sociology and history
- Describe the interconnects between sociology and economics
- Draw out the features of sociology and psychology
- Study the relationship between sociology and anthropology as twin sisters

### **Structure:**

- 2.1 Introduction
- 2.2 The Sociological Imagination
- 2.3 Relationship of Sociology with Other Social Sciences
  - 2.3.1 Sociology and History
  - 2.3.2 Sociology and Psychology
  - 2.3.3 Sociology and Economics
  - 2.3.4 Sociology and Social Anthropology
  - 2.3.5 Sociology and Political Science (For reference only)
  - 2.3.6 Sociology and Biology
  - 2.3.7 Sociology and Geography
  - 2.3.8 Sociology and Ethics
  - 2.3.9 Sociology and Law
- 2.4 Answers to 'Check Your Progress'
- 2.5 Summary
- 2.6 Key Terms
- 2.7 Self-Assessment Questions and Exercises
- 2.8 References

## NOTES

## 2.1 INTRODUCTION

A web of social ties makes up sociology. It is a member of the social science family because it is regarded as the founder of social sciences. It deals with the interactions and relationships individuals have within a given society. The focus of sociology is on the social life of the individuals in society. Sociology attempts to study social life in its completeness. However, sociology needs the assistance of other social disciplines to fully understand social life. As sociology is interdisciplinary in nature it is important to examine and analyze the relationship with other social sciences on the basis of their content, characteristics, or features and the way the analysis is done. The study of the relationship between sociology and history, psychology, economics, and social anthropology is discussed below.

### Check Your Progress

1. Which social science is considered as mother of all social sciences?
2. Sociology is \_\_\_\_\_ in nature.
3. The focus of sociology is \_\_\_\_\_.

## 2.2 THE SOCIOLOGICAL IMAGINATION

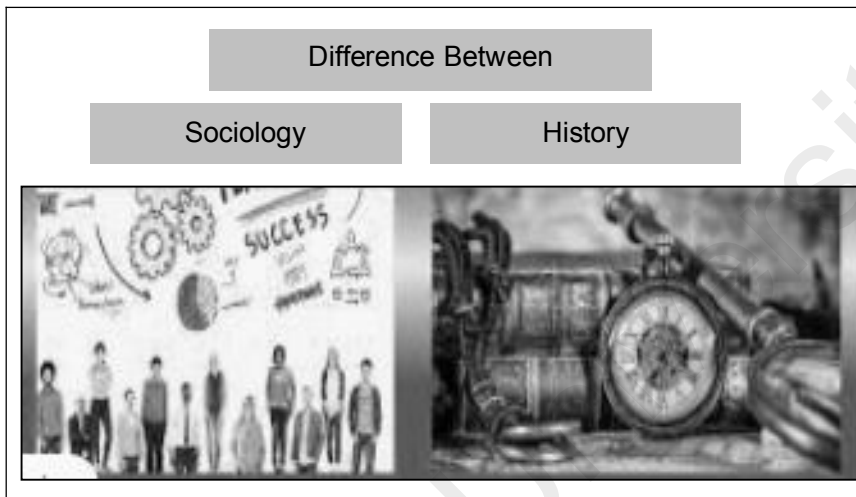
According to sociologist C. Wright, “Sociological imagination is the capacity to comprehend the connection between a person’s experiences and the greater society” (1959 b). “Knowledge facilitates comprehension of the relationship between our own knowledge and the social environment. It helps us to differentiate between personal problems and social problems” (Kendall; 2007). The ability to view one’s own society from the outside, as opposed to from within, is a crucial aspect of sociological imagination, from a narrow view of personal knowledge and cultural preconceived notion. Sociologists depend on a different type of creative thinking called sociological imagination which permits one to go beyond one’s own experience and try to understand the way society behaves. This type of thinking is called sociological imagination by C. Wright Mills (1959); the understanding of the relationship between a person and the broad society. This understanding helps people to know the connection between close, near society and the faraway, distant society that helps to shape an individual or society. For instance, according to Mills, who favoured the use of sociological imagination to view divorce as an institutional issue because it is a common result of marriage rather than a straightforward issue involving men and women. This was Mill’s viewpoint in the 1950s, when the divorce rate was low (I. Horowitz, 1983:87-108).

Unemployment is another issue that is a person suffering for a man or woman who is without work. However when this same social issue is among a huge amount of the population then rightly the structure of the society can be questioned according to C. Wright Mills. Hence with the help of sociological imagination society can be understood from a different viewpoint.

## NOTES

## 2.3 RELATIONSHIP OF SOCIOLOGY WITH OTHER SOCIAL SCIENCES

### 2.3.1 Sociology and History



History is a social science that relates to sociology. They both analyze social events as the present society bears the marks of the past. Scholars like G. Von Bulow a German statesman affirm that sociology relates to history. There exists a reciprocal dependence which led G.H. Howard to remark that, “History is past Sociology and Sociology is present history.” Sociology examines the modern society where the developments of the past as the stages of human life, lifestyles culture, tradition, institutions.

However, history examines the important happenings, incidents, and events of the past, the reasons behind it the social, political, and economic happenings. It examines these happenings in a systematic manner. An examination of past governance, organizations, institutions, culture, language art, and literature is needed to understand the behavior of present society. Authors who write about history like, A. Toynbee are of huge help for Sociologists. Hence, sociology and history are closely related. They both are interdependent and lay emphasis on human society. History provides information of the past which is of assistance to carry out sociological studies. The studies done by historians provide the sociologist’s insights on social customs, traditions of a given society. Vice-versa, research done by sociologists on family, class, caste, and marriage provides valuable information to historians. As, sociology and History are inter-related with the above mentioned similarities, there are some differences also. They are as follows:

Sociology	History
<ul style="list-style-type: none"> <li>It is a science of society which examines the present, contemporary society.</li> <li>The subject matter is modern and new, and it tries to find common law for the society.</li> </ul>	<ul style="list-style-type: none"> <li>It is a science which examines the past events and society.</li> <li>The past events which happened in history are narrated in chronological order.</li> </ul>

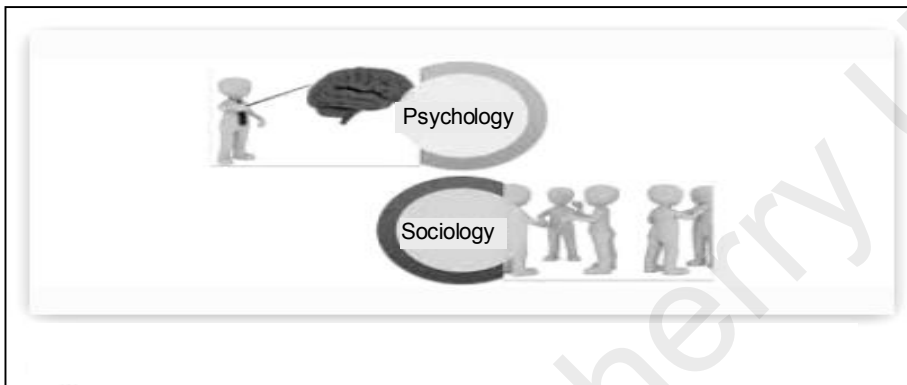
## NOTES

<ul style="list-style-type: none"><li>● Nature wise sociology is abstract discipline of human experience and nature.</li><li>● The scope is wide. Within its purview is history.</li><li>● An analytical social science is sociology.</li></ul>	<ul style="list-style-type: none"><li>● Nature wise sociology is concrete discipline of human experience and nature.</li><li>● The scope is narrow and is concerned with a particular event.</li><li>● History is a descriptive social science.</li></ul>
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### Check Your Progress

4. Does history examines the past events and society?
5. History is a \_\_\_\_\_ social science.
6. Which is an analytical science: Sociology or history?

### 2.3.2 Sociology and Psychology



Sociology and psychology exert an intimate relationship with each other. Both the sciences are interdependent and interrelated to each other. To understand both the sciences the knowledge of both the sciences is essential. Sociology studies the overt behavior of individuals with society whereas psychology studies the covert human behavior with itself. Sociology is a science that studies social interactions, social events, social groupings, institutions, and human collective behaviour. Psychology studies human attitudes, viewpoints, learning, and the development of humans. Both the sciences can be understood and analyzed by the relationship they share with each other. According to psychologists like Freud, the social life of humans can be related to psychological forces. Social Psychology, a new area of social science that combines sociology and psychology, has arisen. Sociology must be used as a resource to comprehend psychology. As the environment in which humans dwell has an effect on the human mind and human personality. Sociological factors like culture, environment, tradition, and customs affect the development of humans hence sociology is needed to understand human nature and behavior. The psychological problems humans face have an underline social cause. Hence, there is mutual interdependence between sociology and psychology. Nevertheless, there exist some distinctions between psychology and sociology as follows:

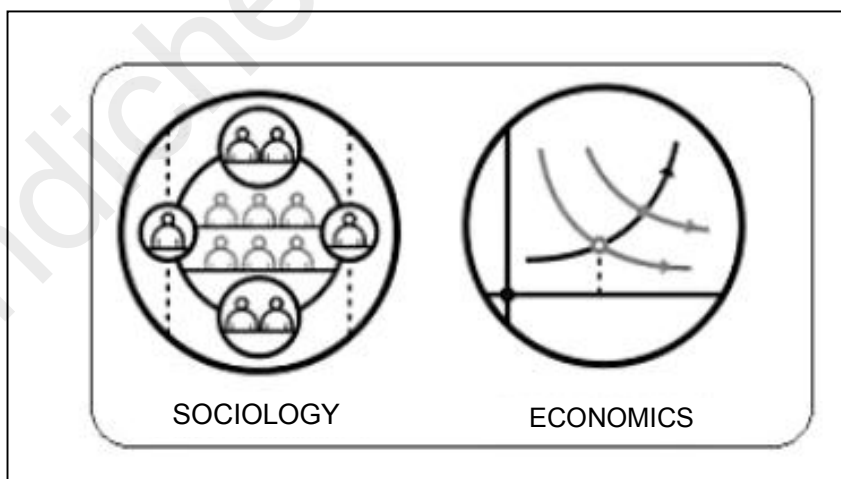
## NOTES

Sociology	Psychology
<ul style="list-style-type: none"> <li>● Study of the society.</li> <li>● It is a general science in nature.</li> <li>● Sociology studies all aspects of human beings and society hence the scope is wide.</li> <li>● Social organizations and institutions are studied with their social relationship.</li> <li>● Human behavior is analyzed from social point of view.</li> <li>● Focus on social process.</li> <li>● Study of society.</li> <li>● For research experimental method is used very rarely.</li> </ul>	<ul style="list-style-type: none"> <li>● Study of the mind.</li> <li>● It is a particular science in nature.</li> <li>● Psychology studies only the mental aspects of human beings hence the scope is narrow.</li> <li>● Individuals are studied as members of society.</li> <li>● Human behavior is analyzed from psychological point of view.</li> <li>● Focus on mental process.</li> <li>● Study of individual.</li> <li>● For research experimental method is used very often.</li> </ul>

### Check Your Progress

7. \_\_\_\_\_ is the study of the mind.
8. \_\_\_\_\_ studies the covert human behavior.
9. Sociology is a general science in nature where as psychology is \_\_\_\_\_ in nature.

### 2.3.3 Sociology and Economics



Sociology and economics are closely related. Economic factors affect the societies the same way the economic activities are carried on in a given social environment. Economics examines the economic process of humans. For the economic process to happen suitable social environment is needed. To study the globalized, industrialized world the study of economics plays an important role. The main aim of examining human behavior is related to unlimited human wants and the scarcity of having alternative means. Economics examines the material wants of humans. The related activities of economics are managing resources, coordinating the creation, consumption, and distribution of goods and services, managing financial institutions like markets and banks. For all these activities to happen



## NOTES

economics relies on sociology as economics welfare is a division of social welfare. The data required to study economics and enhance knowledge is taken from sociology. Also, the economic situation impacts the social life of humans. When social phenomena like communalism, dowry, crime, and unemployment are examined relationship between economics and sociology can be seen. According to Thomas one of the branches of sociology is economics. Also, Silverman says, economics is an outcome of sociology as it examines the general theories of social relations. Research conducted by sociologists like Max Weber, Pareto, etc, has benefitted economics. The changes that happen in the economic field are a part of social change. Hence the developments which happen in sociology affect economics.

Likewise, Sociology assists economics. Social life is influenced by each and every part of economics. To understand sociology help needs to be taken from economics. Sociological knowledge is enhanced by economics. Sociologists like Spencer, Weber, Durkheim, and others have used economic concepts to investigate social relationships. Despite the proximity, interdependence, and dependency indicated above, there are certain differences between the two sciences, which are detailed below:

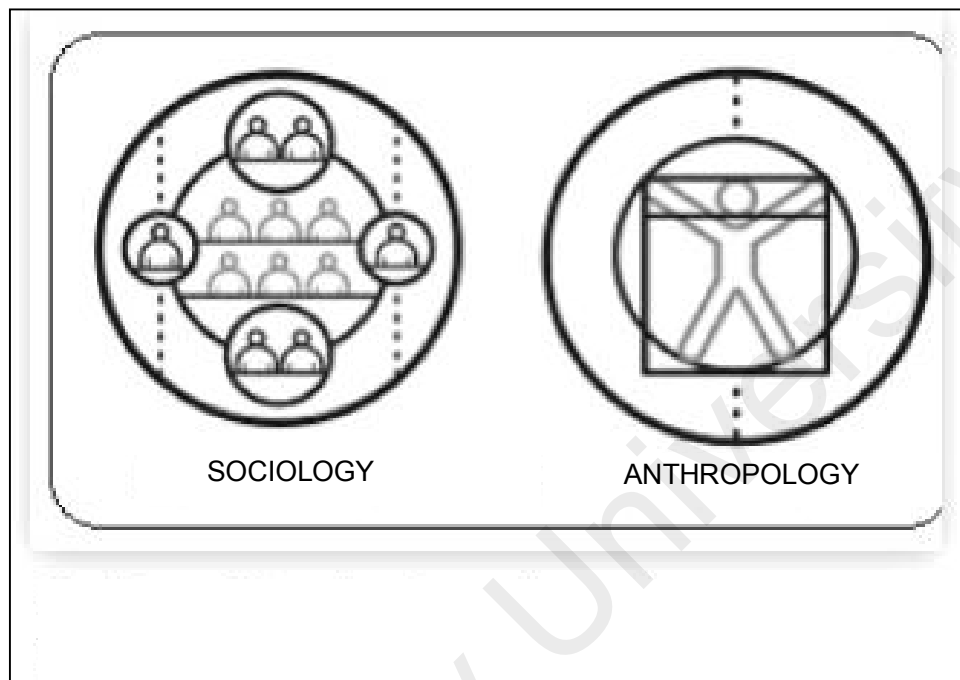
<b>Sociology</b>	<b>Economics</b>
<ul style="list-style-type: none"><li>● Science of society and social relationship</li><li>● Young science</li><li>● Abstract Science</li><li>● General science</li><li>● Scope is very wide</li><li>● Concerned with the social activities of humans</li><li>● Society is a unit</li><li>● Society are social beings</li></ul>	<ul style="list-style-type: none"><li>● Science of wealth and opportunities</li><li>● Older science</li><li>● Concrete science</li><li>● Special science</li><li>● Scope is limited</li><li>● Concerned with the economic activities of humans</li><li>● Man is a unit</li><li>● Humans are economic beings</li></ul>

### Check Your Progress

10. \_\_\_\_\_ examines the economic process of humans.
11. Which is an older science? Sociology or economics.
12. In economics \_\_\_\_\_ is a unit.

**NOTES**

**2.3.4 Sociology and Social Anthropology**



There exist a close relationship between sociology and anthropology. Anthropologists like A.L. Kroeber regard Sociology and Anthropology as sister sciences. These two sciences can be viewed as same sciences, as so close is their relationship. Sociology is the society; social groups where as anthropology is the study of humans. A close relationship is there between society and man hence these two sciences are interrelated. The main aim of anthropology is to study humans, their behavior, their culture and their development in the society.

Sociology and anthropology contribute to each other as sciences. Society is studied by sociology and humans are studied by anthropology. The study of anthropology is required to make sociology studies complete because it is regarded as a component of sociology. The ancient societies are studied by anthropology which helps sociology to study current societies. The etymology of sociology as we know is that it comes from the Latin words “Socius,” which means “society,” and “logos,” which means “study or science.” Therefore, sociology deals with the interaction of humans within societies, social groups. Same way the etymology of anthropology comes from two Greek words: ‘anthropos’ which refers to humans and ‘logos’ which refers to the study or science. Hence anthropology studies humans, their work and their behavior. Anthropology studies how people develop biologically and culturally.

Social anthropology and sociology are considered as same as both deal with behaviour of humans in social institutions. Anthropologists including R. Brown, Linton, Mead, and Pritchard have made contributions that have improved sociology knowledge. The social institutions: family, marriage, religion and government can be analysed through the facts of anthropology. Moreover information on culture area, culture lag, and culture traits can be borrowed from anthropology.

## NOTES

Physical anthropology, archaeology, cultural anthropology, and social anthropology are some of the broad areas of study within the discipline of anthropology. Physical anthropology investigates the biological traits of early humans in an effort to comprehend both traditional and contemporary societies. The study of archaeology involves the study of human actions by recovering and analyzing material culture. It examines pre-historic age. Sociologists make a comparative study of the present social organization with the assistance of archaeology. The evolution, spread and origin of culture is examined through the remains of ancient societies.

Likewise, sociology also assists towards the development of anthropology. Sociologists like Emile Durkheim, Herbert Spencer have contributed towards the research of anthropology. Many ideas and concepts of sociology are acknowledged by anthropology. Sociologists conduct both qualitative and quantitative research where as anthropologists use ethnographic (qualitative) research

Though both the sciences are akin to each other yet there are some differences between the both as follows.

Sociology	Anthropology
<ul style="list-style-type: none"><li>● Science of society.</li><li>● Wide scope, Studies society as a whole.</li><li>● Studies are on cultures and civilisations that are vast and dynamic.</li><li>● Focused on present.</li><li>● Analyses societies which are modern, civilised and complex.</li><li>● Concerned with social planning hence can make predictions of the future.</li><li>● Uses both qualitative and quantitative data for research.</li></ul>	<ul style="list-style-type: none"><li>● Science of humans and their behaviour.</li><li>● Part of sociology, studies man as a part of society.</li><li>● Studies are on cultures that are small and static.</li><li>● Focused on past.</li><li>● Analyses societies which are non-literate, simple and ancient societies.</li><li>● Not concerned with social planning hence cannot predict future.</li><li>● Uses only qualitative data for research.</li></ul>

### Check Your Progress

13. The word 'anthropos' is derived from \_\_\_\_\_.
14. \_\_\_\_\_ examines the biological and cultural growth of humans.
15. Sociology and Anthropology as \_\_\_\_\_ sciences.

### 2.3.5 Sociology and Political Science (For reference only)

The sociologists study the different social interactions and social relationship of humans as compared with political science where the political engagements happen in the society and the activities of political organisations. The foundation of both the sciences is the society. Hence the study of political science is not complete without the study of sociology which is the study of the society. The country, the governance, the law and order are determined by social progress. The main focus of

## **NOTES**

political science According to Gins Berg, over the history it is seen that the base of sociology is politics. The focus of political science is on studying power, political system, development, and the government relations at the national as well as the international level.

There is inter-dependence between these two sciences. Sociology examines society and political science examines the political activities of humans. The social problems prevalent in the society have a hidden political cause. The changes that happen in the political system affect the society and bring about change in the society. Therefore to understand political issues the underlying social issues need to be examined.

On the basis of sociology, political science can study social values, customs and traditions. The knowledge of society helps in framing rules, laws and regulations. The common area between sociology and political science is power, war, laws, social unrest, etc. However, sociology has a wider scope as it studies society which is general in nature. The scope of political science which is comparatively narrower as it deals with the science of the state, government and laws which have an organised structure. The main aim of sociology is the social engagements of humans and political science studied the political engagements. Compared to sociology political science is an older science and a formal science where only formal relations are studied. Sociology on the other hand examines both formal and informal relations. Sociology analyses all forms of social institutions whereas political science focuses only on state. The study of political science revolves around human's conscious activities and the study of sociology moves around both conscious and unconscious activities of humans.

### **2.3.6 Sociology and Biology**

Sociology examines the society, the evolution of humans, the behaviour of humans, and their growth. Genetics and sexual behaviour of humans is an important branch of biology. Biology is concerned with how humans develop biologically, as the behaviour of humans is connected with heredity or gene. The study of heredity or gene is carried by biology. One of the major institutions of sociology is marriage, which is based on biology. The theory of evolution of society was explained by Herbert Spencer which is closely related to natural evolution principle. Hence, society and nature are connected to each other.

### **2.3.7 Sociology and Geography**

The physical condition of a given place influences the human who inhabit that place. From olden times it has been seen that the geographical structure of an area impacts human society. MacIver states that the geographical surroundings are provided by nature. The earth surface which includes land, water, mountains, plains, minerals, plants, animals influences the human society. The lifestyle and society of humans living in the polar region is different from the tropical or desert region. The people or the society living near seas and oceans vary from the inlanders.

## NOTES

### 2.3.8 Sociology and Ethics

Humans are social beings. As a part of the society he/she learns the moral standards of right and wrong. Sociology and ethics have a close relationship. The study of moral principles is the subject of ethics. It studies the right and wrong actions of humans. The society impacts the mental and moral growth of humans and the society. Hence the importance of moral life is within a social group, society, primitive individuals and institutions. The study of primitive and modern conduct of humans can be done by contrasting and comparing the ethical values of society.

### 2.3.9 Sociology and Law

Sociology and law are interrelated. Every society has to follow laws which are vital part of society. Law is needed to regulate the behaviour of the society. Society which does not follow customs, norms, traditions which come under law would be a lawless society. The laws are established by the society itself or by the elected representatives of the people. Law is important to the sociologists as law controls and regulates the behaviour of humans in the society. A lawyer deals with the rules and regulations humans need to follow, On the contrary a sociologist is not concerned with whether these the rules or regulations are followed or why they are not followed. According to Talcott Parsons law is an important part of social control.

## 2.4 ANSWERS TO 'CHECK YOUR PROGRESS'

1. Sociology is considered as mother of all social sciences.
2. Sociology is interdisciplinary in nature.
3. The focus of sociology is on the social life of the individuals in society.
4. Yes, history examines the past events and society.
5. History is a descriptive social science.
6. History is an analytical science.
7. Psychology is the study of the mind.
8. Psychology studies the covert human behavior.
9. Sociology is a general science in nature whereas psychology is particular in nature.
10. Economics examines the economic process of humans.
11. Economics is an older science.
12. In economics man is a unit.
13. The word 'anthropos' is derived from Greek language.
14. Anthropology examines the biological and cultural growth of humans.
15. Sociology and Anthropology as sister sciences.

## NOTES

## 2.5 SUMMARY

- History is a social science which relates to sociology. They both analyze social events as the present society bears the marks of the past.
- “History is past Sociology and Sociology is present history.” Sociology examines the modern society where the developments of the past as the stages of human life, lifestyles culture, tradition, institutions.
- Sociology and history are closely related. They both are interdependent they both lay emphasis on human society. History provides information of past which is of assistance to carry out sociological studies.
- The studies done by historians provide the sociologists insights on social customs, traditions of a given society. Vice-versa, research done by sociologist on family, class, caste, and marriage provides valuable information to the historians.
- Sociology and psychology exert an intimate relationship each other. Both the sciences are interdependent and interrelated to each other.
- Sociology studies the overt behavior of individuals with society whereas psychology studies the covert human behavior with itself.
- Sociology is a science of social relationships, phenomena, groups, institutions, collective behavior of humans in social groups. Psychology studies human attitudes, viewpoints, learning, and the development of humans.
- Sociological factors like culture, environment, tradition, and customs affect the development of humans hence sociology is needed to understand human nature and behavior. The psychological problems humans face have an underline social cause.
- History is a social science which relates to sociology. They both analyze social events as the present society bears the marks of the past.
- “History is past Sociology and Sociology is present history.” Sociology examines the modern society where the developments of the past as the stages of human life, lifestyles culture, tradition, institutions.
- Sociology and history are closely related. They both are interdependent they both lay emphasis on human society. History provides information of past which is of assistance to carry out sociological studies.
- The studies done by historians provide the sociologists insights on social customs, traditions of a given society. Vice-versa, research done by sociologist on family, class, caste, and marriage provides valuable information to the historians.
- For all these activities to happen economics relies on sociology as economics welfare is a division of social welfare. The data required to study economics and enhance knowledge is taken from sociology.

## NOTES

- Sociology and Anthropology as sister sciences. These two sciences can be viewed as same sciences, as so close is their relationship. Sociology is the society; social groups where as anthropology is the study of humans.
- The etymology of sociology as we know is that it comes from the Latin words “Socius,” which means “society,” and “logos,” which means “study or science.” Therefore sociology deals with the interaction of humans within societies, social groups.
- Same way the etymology of anthropology comes from two Greek words: ‘anthropos’ which refers to humans and ‘logos’ which refers to the study or science. Hence anthropology studies humans, their work and their behavior.
- Many ideas and concepts of sociology are acknowledged by anthropology. Sociologists conduct both qualitative and quantitative research where as anthropologists use ethnographic (qualitative) research.

## 2.6 KEY TERMS

- **Interrelated:** Related to each other.
- **Interdependent:** Dependent on one other.
- **Interdisciplinary:** Relating to more than one branch of knowledge.
- **Social Science:** The study of human and its relationship with society in a scientific way.
- **Political systems:** Process for making official decisions.
- **Social process:** Pattern of growth and change in society.

## 2.7 SELF-ASSESSMENT QUESTIONS AND EXERCISES

### Short Answer Questions

1. Bring out the difference between sociology and psychology.
2. Enumerate the similarities between sociology and anthropology.
3. Differentiate between sociology and history.
4. In what way is sociology different from economics?
5. Write a note on three main divisions of anthropology: such as physical anthropology, archaeology and cultural anthropology and social anthropology.

### Long Answer Questions

1. Bring out the difference between sociology and other social sciences.
2. Why are sociology and anthropology called sister sciences.
3. “History is past sociology and sociology is present history” Discuss in detail.
4. Discuss the interrelationship of sociology with psychology.

## NOTES

5. How are sociology and economics inter-related?
6. Discuss the difference between sociology with psychology.
7. Discuss the difference between sociology with economics.
8. Explain the difference between sociology with anthropology.
9. Explain how Sociology as a science and how its connection with Anthropology.
10. Sociology is a web of social relationships: Expand with relationship with other social sciences.

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## Unit III Fundamental Sociological Concepts

### Learning Objectives:

By the end of this unit, the learners would be able to:

- Understand the concept of Society
- Understand the meaning and know the different types of Groups
- Describe what is Community, Association, Institution and Organization
- Gain information about Norms, Values, Folkways and Mores
- Study the concept of Status and Role

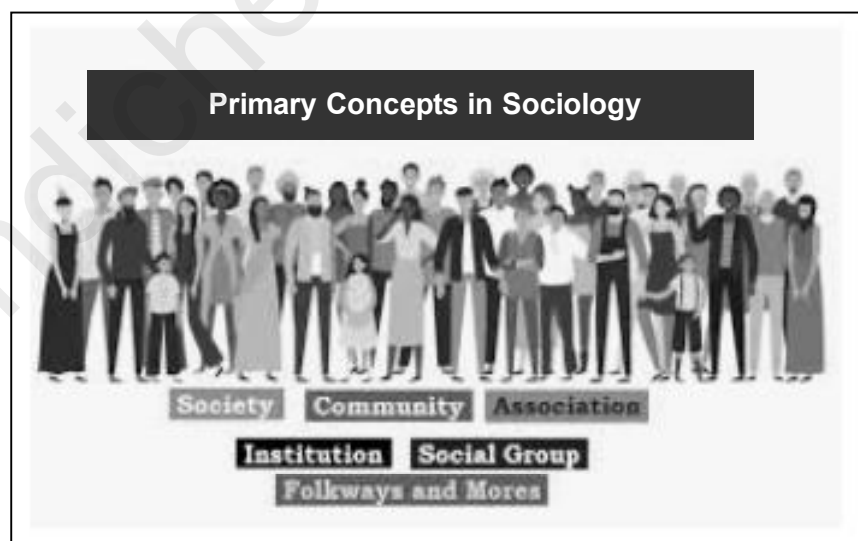
### Structure:

- 3.1 Introduction
- 3.2 Society
- 3.3 Community
  - 3.3.1 Definitions of Community
  - 3.3.2 Basic Components of Community
  - 3.3.3 Types of Communities
- 3.4 Association
  - 3.4.1 Definitions of Association
  - 3.4.2 Characteristics of Association
  - 3.4.3 Types of Associations
- 3.5 Groups
  - 3.5.1 Meaning
  - 3.5.2 Definitions of Groups
  - 3.5.3 Characteristics of Groups
  - 3.5.4 Classification of Groups
- 3.6 Institution
  - 3.6.1 Types of Institutions
- 3.7 Norms
- 3.8 Kinds of Social Norms
  - 3.8.1 Folkways
  - 3.8.2 Mores

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- 3.9 Values
- 3.10 Status
  - 3.10.1 Meaning
  - 3.10.2 Definitions
  - 3.10.3 Characteristics of Status
  - 3.10.4 Types of Status
- 3.11 Roles
  - 3.11.1 Meaning
  - 3.11.2 Definitions
  - 3.11.3 Characteristics
  - 3.11.4 Related Concepts
- 3.12 Answers to 'Check Your Progress'
- 3.13 Summary
- 3.14 Key Terms
- 3.15 Self-Assessment Questions and Exercises
- 3.16 References

## 3.1 INTRODUCTION



The science of society is sociology. It is an extremely concept-oriented subject. Therefore, the concepts need to be very clear, which is a prerequisite of the main principles of sociology. Sociology examines social relationships which are very intricate. Once the concepts of sociology are clear, then understanding sociology becomes an easy task. Every subject has its own terminologies, models, notions and concepts. Consequently, it is essential to comprehend the many sociological notions in order to understand sociology.

**NOTES**

Concepts are abstract ideas and notions. They are the fundamental basis to understand principles, thoughts and beliefs. Concepts are created in the minds. A vital role is played by them as it originates in the mind of humans. Concepts are mainly abstraction from reality. They are represented in words or phrases which are observed, examined or studied phenomenon. According to Goode and Hatt, concepts are “logical constructs created from sense impressions, precepts, on even fairly complex experience” P.V. Young calls concept as “social reality or phenomenon”. Concept helps to communicate a given idea, notion, thought or relationship. The sociological concepts have to be understood in sociological environment. Dictionary meaning or loose use of the concepts will not help to understand sociological concepts. Specific concepts remove ambiguity, and provide scientific proof to any ideas. Many sociological concepts are necessary to understand the subject. In the present unit, various important concepts such as Group, Community, Association, Institution, Norms, Values, Folkways and Mores, Status and Role are discussed in detail. However, before we go into the details, let’s overview society.

### 3.2 SOCIETY



The term “society” describes a group of individuals who share a common home and way of life. The interactions of the people follow a pattern, and the interaction is on a regular basis. Every society is governed by specific rules of behavior which are laid down by certain institutions. The way a society behaves is called culture. Horton and Hunt state that a society is more or less independent; it is complete and lives in a certain area, forms a culture and has many associations within its group. MacIver and Page say that society is an intricate web or network of social relationship. A society is an organization of social relationships. It is distinguished by likeness and difference. But the likeness is superior to differences. Societies are dynamic in nature and always in a state of flux, and humans are dependent on society and mould themselves according to the changing dynamics of the society. Certain social control is exercised on humans living in the society. The society can be classified into various types and every society has a culture of its own. A simple society is a small, ancient, economically backward and illiterate

**NOTES**

kind of society whereas a complex society is modern, industrialized, literate and economically stable society. Another way society can be differentiated on the basis of their outlook towards the world. Closed societies are traditional, simple in their living and interactions. However, these societies avoid change. Open societies are ready to change, and accept change and free criticism.

If we trace the origin of society, it is said that society came into existence to end the state of anarchy. Numerous theories have been put forward regarding the origin of society. The Divine Theory believed that the society was created by God. The Force Theory argues that humans were forced to live in a society. The society came into being where the powerful dominated the weaker section. Another theory was put forward by Sir Henry Maine called the patriarchal theory. According to this theory which as families got separated from the parent family held together by the eldest male member of the family who protected the family. On the contrary, in Matriarchal Theory, the decent of the family is traced through the mother. The Social Contract Theory came into being due to the social contract made among people. To end anarchy and to do away with the laws of nature, people made a contract to protect themselves from the evil, malicious laws of the organized society. Thus, this theory was proposed. The primary proponents of this thesis were J.J. Rousseau, John Locke, and sociologist Thomas Hobbes. Society came into being through the steady process of evolution. Society moves through developing stage to a more developed stage. Auguste Comte, Morgan and Karl Marx supported this theory.

Societies can be referred in different ways; members belonging to a certain group like the Adivasi society, the Girijan society. Harijan society, Arya Samaj, Brahmo Samaj of cooperative society or cultural society are societies. Just coming together of people does not form a society; society is a web of relationships. Every member is related to other in a society. Society lives in the human mind. They are abstract in nature. Yet societies are a complex web of social relationship where there is a connection of every individual with other individual. F.H. Giddings said that when like-minded people come together for a common goal and have a 'we-feeling', society is formed. Grandparents, parents, children, siblings, neighbors, voters and politicians, customer and shopkeeper, priest and worshippers form a society.

The perquisites of a society are: it should have a population, with more likeness than difference. In a society, the members are interdependent on each other. Societies should be marked by cooperation and conflict. There has to be a network of social relationship. Societies are permanent in nature though the concept is abstract in nature. Societies are ever changing or dynamic, and every society has a distinct culture of its own.

**Check Your Progress**

1. \_\_\_\_\_ is a complicated web of social relationship.
2. The Divine Theory believed that the society was created by \_\_\_\_\_.
3. The \_\_\_\_\_ argues that humans were forced to live in a society.

### 3.3 COMMUNITY

#### NOTES



Community is one of the fundamental concepts of sociology which came into existence as humans started living together. Humans cannot exist in isolation; they need fellow humans to interact. Hence, humans live in groups. But humans cannot be a member of all groups. Therefore, they prefer to interact with people living near their own area, dwelling. When humans live in close proximity with each other, a rapport, likeness and we-feeling is developed among them. Within a predetermined area, a group of people engage in social interaction as a community. The members share common values, beliefs, customs, traditions, cultures and develop understanding among them. The group does not have any common interest but shares basic common life ideas, customs, feelings and traditions. In a community, there are numerous relationships and there is an unity of common life of the humans.

Village, tribe, town and city are examples of community. For example, in a village, all the villagers gather in good times or bad times of an individual. Mutual cooperation is observed in a community. They help each other for farming or other work. The villagers actively participate on any important occasions which happen at their neighbor's house. The villagers attend cradle ceremony, marriage or death which happens in any family in the village. They also celebrate festivals together, pray to common deities, and in times of adversities, support one another. Village community is created with a sense of we-feeling and belonging.

The word community has its origin in Latin language '*Communis*', which means to share or to impart, or coming together and serving the members of the community. Hence, a community is formed together for helping and serving each other within a common territory and being interdependent on each other. Society is an abstract notion whereas community is a specific area where humans live and community living is a natural way of life to humans. The humans are born and they grow in that area and learn the ways of living of the community. A community is a mini world of humans where they develop likeness, common habits, folkways, customs and traditions. In a community, the humans, though they are

## NOTES

interdependent yet the individuality is maintained. The members of community develop a strong attachment and togetherness.

### 3.3.1 Definitions of Community

- “Community is a group of individuals living in a contiguous geographic region, sharing common centres of interests and activities, and working together in the major concerns of life,” claim Osborne and Neumeyer.
- “Community is the smallest territorial entity that can incorporate all aspects of social existence,” according to Kingsley Davis.
- The definition of a community, according to Sutherland, is “a local area across which people are using the same language, subscribing the same mores, feeling more or less the same sentiments, and acting upon the same attitudes”.
- “A region of social living, defined by some degree of social coherence,” is how MacIver defines community.
- Bogardus states that community is a social group with some degree of “we-feeling” and “living in a given area”.
- H.T. Majumdar, explains that “Community comprises the entire group sympathetically entering into a common life within a given area, regardless of the extent of area or state boundaries”.

In conclusion, a community is a group of individuals who share common values and views and live in the same region. The members of a community are emotionally connected with each other. The members exert cohesiveness and develop closeness among its members.

### 3.3.2 Basic Components of Community

#### Territory

Every community has a definite territory. Hence, good relationship and we-feeling is developed among the members. Living in the same area helps to develop social connection, provides security, safety and protection. The territory can change yet the people develop a strong bond, solidarity and cohesiveness.

#### We-feeling

A community demonstrates a strong community sentiment. It is mandatory for members living in a community to exert a feeling of belongings and togetherness. A “we-feeling” is cultivated among the members. A community’s members share a shared way of life, speak the same language, adhere to the same rules, and have same feeling towards other members of the community. There is interdependence between the members of the community who are emotionally connected. Obedience and uniformity are the prerequisites of all the members to be a part of the community.

## NOTES

### Naturality

Communities are created naturally. As humans started to live in groups, they became inherent members of that community. The development of communities is spontaneous and they grow, naturally in the shade of nature.

### Permanence

Unlike a crowd, mob or an association, a community is not temporary or lives together for a short time. They are permanent group as community is characterized by belonging to a definite territory. The permanence of a community can be seen by the age-old communities still being found in today's world. As long as humans live in groups, communities are going to exist.

### Similarity

A community is marked by similarity or likeness. This can be evidently seen from the same language, customs, culture, mores and traditions followed by the members of the community. According to A.W. Green, "A community is a cluster of people living within narrow territorial radius who share a common way of life." Hence, a community develops we-feeling and community sentiment.

### Distinct Name

Every community has a distinct name by which they are recognized. The members of that community are recognized by that particular name. For example, members of a community are recognized by the language they speak like people living in Maharashtra (speak Marathi) are called Maharastrains or people living in Pahad (mountains in Hindi) are called Pahadis.

## 3.3.3 Types of Communities

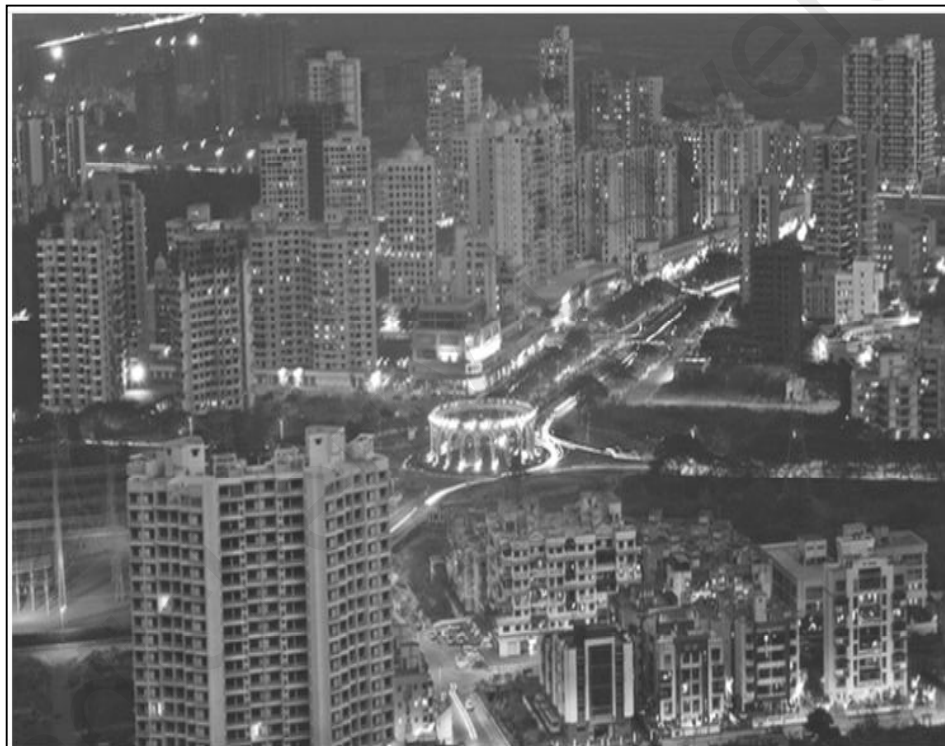
### 3.3.3.1 Rural Community



## NOTES

This type of community is found in the rural areas like villages, hilly and forest regions. They believe in togetherness. Rural communities are small and thinly populated. Agriculture is the main occupation of the people. However, they also engage in pottery, basket making, carpentry, smithy, etc. The community is based on primary relationships. The relation is primary, close, informal and inclusive. The we-feeling makes the community bonded together. The villagers dress, think, behave, act and have a same way of living. Family ties are the utmost importance to the rural community.

### 3.3.3.2 Urban Community



Urban community lives in towns, cities and metropolitan areas. Urban areas are huge in size and thickly populated. The occupation is based on manufacturing, services, trade and commerce. The community is based on secondary relationships. The relation is distant, formal and impersonal. We-feeling is rarely seen. Urban community is heterogeneous (people come from diverse background). Nuclear families are found here with more importance on individualism.

#### Check Your Progress

4. Village, tribe, town and city are examples of \_\_\_\_\_.
5. \_\_\_\_\_ means to share or to impart, or coming together and serving the members of the community.
6. Every community has a definite \_\_\_\_\_.



#### NOTES

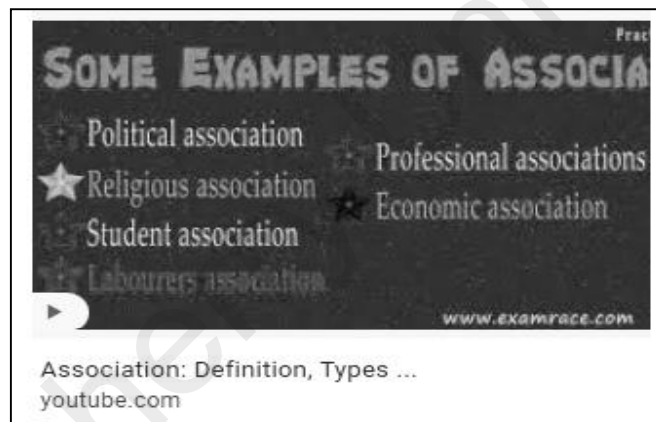
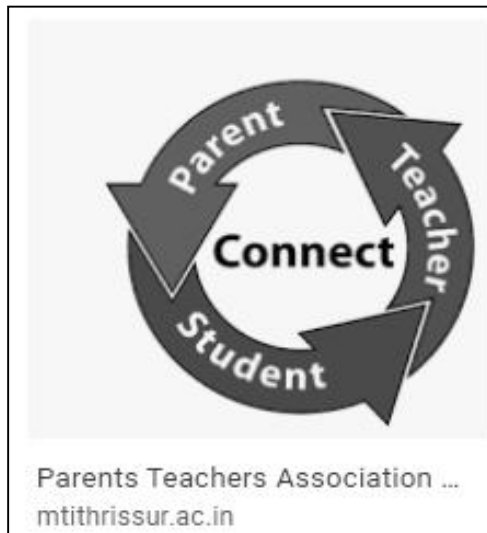


Association is a group of people coming together deliberately to accomplish certain goal. Compared to community or group, an association has a definite, explicit purpose. The most important feature of an association is the members cannot get added like community and group. An association is an organized body which lays down certain rules and regulations which all group members have to follow. This is mandatory to achieve goals laid by the association by all the members. Associations are either temporary or permanent depending on the functions they perform or the power or authority to do certain work. Ginsberg states that associations are social groups where the members are related to each other to attain particular goal or aim.

Associations are formed to take care of special interest. They are formal organizations who choose members and elect or select officials for the smooth functioning. Along with the rules and regulations, all the members in the association have to follow code of conduct. An association is an organization within a community. The membership of associations is voluntary. To take care of the interests of the members in an association, the important element is unity, team spirit and solidarity which need to be maintained effectively.

Examples of association are trade union, parent-teacher association, political parties, student's council, alumni association, etc.

## NOTES



### 3.4.1 Definitions of Association

MacIver and Page have defined association as “an organization deliberately formed for the collective pursuit of some interest or a set of interests which its members share.”

Similarly, according to Morris Ginsberg, an association is “a group of social beings that are connected to one another because they all have or have established organisations to meet particular needs or goals.”

According to E.S. Bogardus, “Association is typically working with people to attain specific aims.”

According to Gillin and Gillin, “an association is a group of individuals united for a specific purpose or purposes and held together by recognized or sanctioned modes of procedure or behaviors.”

From the above definitions, we can infer that associations are formed deliberately for the pursuit of a common interest or goal. These associations function on well-defined rules, regulations, and recognized or sanctioned modes of procedure and code of conduct. To fulfill the different needs and interests, people join different associations.

### 3.4.2 Characteristics of Association

#### Human Group

Associations are formed only when humans come together to pursue a common goal or objective. Humans are the vital members of associations. Associations can be formed only when humans come and interact with each other. The members share distinctive relationship with each other. Reciprocity among the members is one of the key elements of an association. Associations are differentiated from other social groups and each member works to attain a common goal or aim.

#### Common Goal

The fundamental reason for an association to be formed is that people of common background come together to attain a specific goal and interest. An association is a group of people who come together socially for a common cause rather than just being a collection of people. The cohesiveness of the association is maintained as each member tries to achieve common aim and objective. For example, parent-teacher association is formed to connect the parents with the educational institutions.

#### Association as an Organized Social Group

Associations are organized groups. The members of an association organize themselves for a common goal. As any organization has a set of rules and regulations to abide to, an association also follows certain rules and regulations. These rules and regulations give a proper framework for the association to attain its goals. The rules of the association may be formally written down or may be understood by the members of the group. Proper hierarchy of the members is maintained in associations for smooth functioning.

#### Cooperative Spirit

For an association to function effectively co-operative spirit is needed among the members. Hence, the name association stands for; where individuals come together and develop collective spirit. Individuals jointly share the work and extend support for the upliftment of their fellow members. The sharing of work in an association may be voluntary or involuntary among the members. The cooperative spirit is the essence of an association. For example, parent-teacher association (PTA) works together for the development of the students, parents, institution, and on the whole, the entire society.

#### Association Membership

The membership in an association is voluntary. Individuals have the freedom to join an association and withdraw their membership from an association whenever they feel so. There is no restriction on either joining or leaving the association. However, it is mandatory for every member to abide by the rules and regulations. Parents are members of a parent-teacher association only till their child is part of the educational institution.

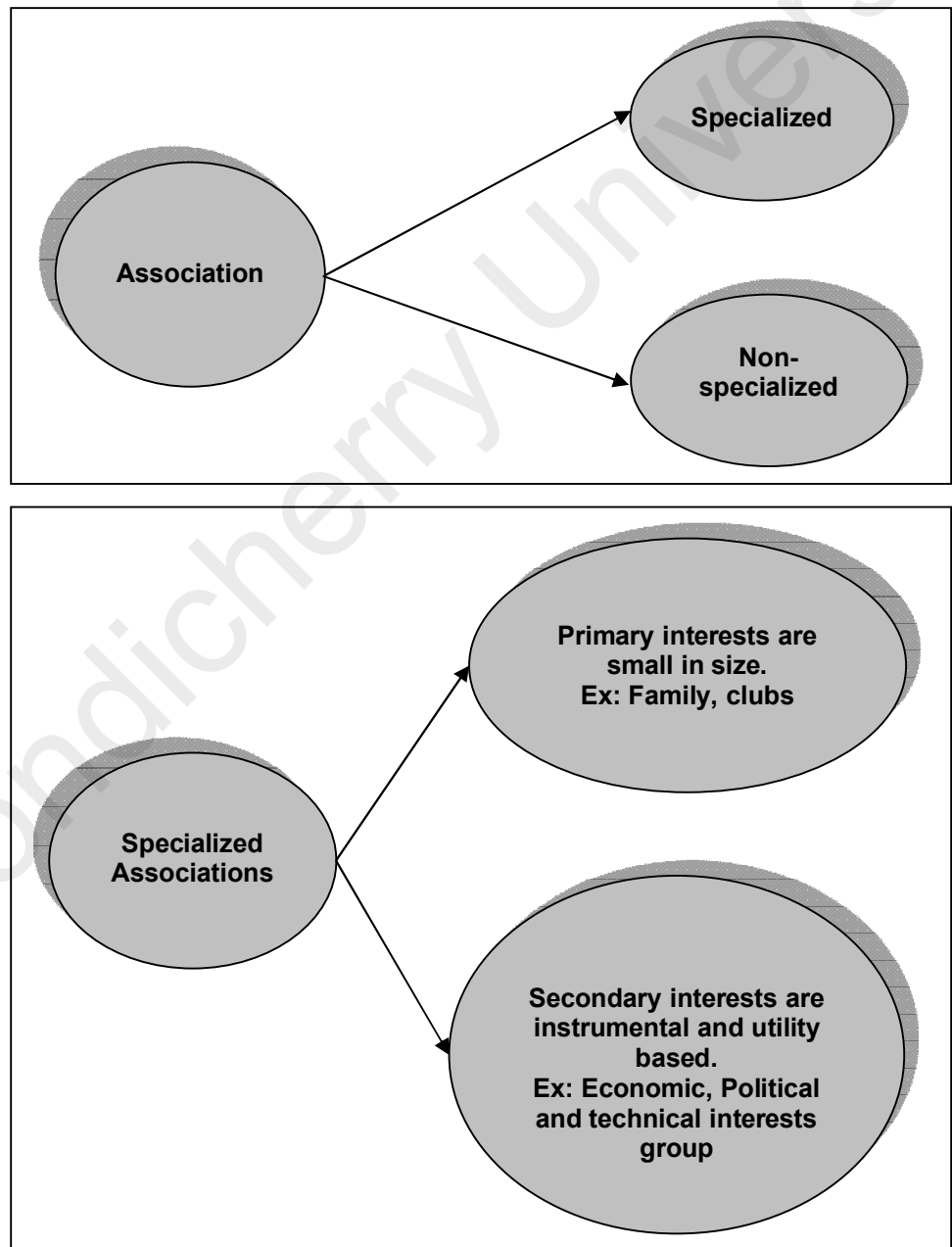
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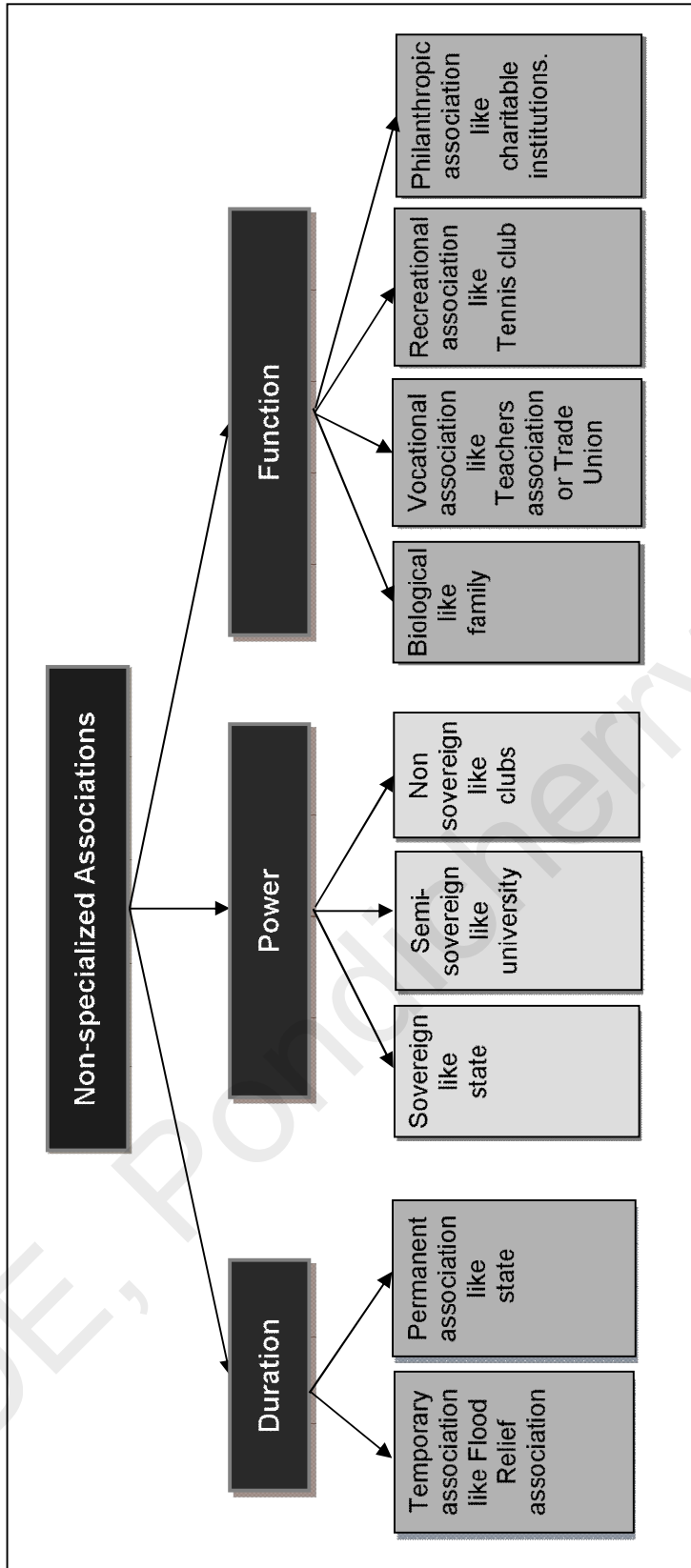
**NOTES****Permanency of Association**

Associations may be either permanent groups or temporary groups. The durability of association depends on the function it performs. State, family and religious associations are permanent entities as compared to COVID relief associations which are temporary.

**3.4.3 Types of Associations**

As classification of associations is difficult, yet they can be classified based on certain purpose and interest.





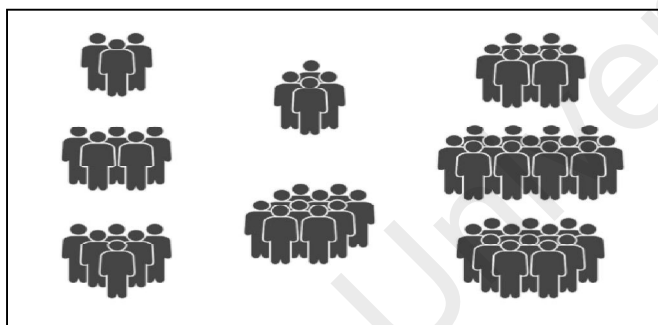
## NOTES

## NOTES

## Check Your Progress

7. \_\_\_\_\_ is a group of people coming together deliberately to accomplish certain goal.
8. For an association to function effectively, \_\_\_\_\_ spirit is needed among the members.
9. The membership in an association is \_\_\_\_\_.

## 3.5 GROUPS



Humans are social animals. It is the innate tendency of humans that they live in groups. A group is a collection of individuals related to each other in a pattern. Every individual in a society is a part of numerous groups, some of which are chosen by individuals such as friends, educational institutions, political party, gymkhana, etc. Other groups like family, religious groups which are assigned at birth. To attain certain goals and/or interest, groups are created.

Groups are a part of the socialization process of an individual, development of the personality and growth of social organizations. Group is a vital sociological concept in society. Hence, sociologists such as W.G. Summer, C.H. Cooley, T.M. Newcomb and R.K. Merton have studied the concept of groups in detail. According to H.M. Johnson, the study of social groupings is the focus of sociology. Groups provide security, companionship, status, both at the physical level as well as emotional level. Hence, the study of groups is important in sociology.

The study of sociological groups started in the 20th century. However, right from when humans started inhabiting the world they started to live in groups. From the time of birth, humans live in groups. Therefore, humans are connected with each other through groups. A sense of belongings is formed and also a bond is developed among the members.

## 3.5.1 Meaning

Groups are formed when two or more individuals interact for a common goal. It is a collection of individuals who have a shared expectation of behavior. These interactions follow certain rules whereby a sense of we-feeling is developed. Two or more people waiting at a bus stop or railway platform do not constitute a group unless there is some sort of conscience interaction among them. However, it is to be noted that for a group to be formed Even though there is no direct contact between

the members, the consciousness of interaction must exist. For example, we all are citizens of our country though we may not have a personal contact with others.

### 3.5.2 Definitions of Groups

- According to Williams, “A social group is a given aggregate people playing inter-related roles and recognized by themselves or others as a unit of interaction”.
- “Any grouping of human beings who are brought into social connection with one another” is what MacIver and Page define as a group.
- “Whenever two or more individuals join together and influence one another, they may be said to establish a social group,” claim Ogburn and Nimkoff.
- According to Horton and Hunt, “Groups are aggregates or categories of people who have a consciousness of membership and of interaction”.
- According to E.S. Bogardus, “A social group may be thought of a number of persons two or more, who have some common objects of attention who are stimulating to each other, who have common loyalty and participate in similar activities”.

On studying the above definitions, we can infer that a group is an aggregate or a collection of individuals who have some amount of reciprocity and shared awareness. The members are connected with a sense of unity. The members of a group are loyal towards each other and are involved in similar activities.

### 3.5.3 Characteristics of Groups

#### Mutual Understanding/Awareness

A social group's members are connected to one another on multiple levels. A group cannot be made up of just a few people. There has to be mutual reciprocity among the members. The group's members are cognizant of their membership, which sets them apart from others. A crucial and necessary component of a group is mutual attachment and understanding. According to Giddens, this is may be because of 'the consciousness of kind'.

#### Common Interest

People form a group to fulfill certain interests, goals and ideals. Each member is a part of the group due to shared objectives and aims. They work for attainment and realization of these common goals. The group's interest is compromised in favour of individual interests. To achieve the goals and objectives, groups must be formed and function effectively.

#### Unity and Solidarity

A feeling of togetherness and cohesion unites the group's members. There exists a feeling of sympathy and a sense of belongingness among the members. This leads to feeling loyalty and oneness among the members. Common aims and reciprocal relations encourage a sense of camaraderie and unity among the members.

### NOTES

## NOTES

**We-feeling**

In a group, an important factor is the feeling of we-feeling. We-feeling is an integral part of a group. It means having a sense of togetherness with the members of the groups. Because of this “we-feeling,” members of the own group perceive themselves as a distinct entity from other members. A group’s members work together and defend one another. In case the group faces any threat, the members confront the outsiders and take care of their own members.

**Same Behavior**

When a group of people behave similarly, it is a group. To further shared interests, group members act in a similar manner. Collective conduct is a group’s defining characteristic. The way the members of a group behave is more or less similar as the ideas, interests and values are the same. For the achievement of common goals, same behavior is needed.

**Group Norms**

To exert control over the groups, written or unwritten norms in the form of customs, traditions, folkways and laws are used. These norms help to maintain uniformity and discipline among the members. In case any member violates these norms, they are severely punished. To maintain unity and integrity of the group, members are supposed to follow the norms.

**Group’s Nature**

Groups are dynamic in nature. They are always in a state of flux. They are not static. Change will inevitably occur in the group, whether it happens slowly or quickly. Social groups have established behavioural patterns. The social groups can be permanent like the family or can be temporary like crowd, gathering or mob.

**3.5.4 Classification of Groups**

Sociologists examine groups as a main unit for analysis. All groups are not the same in their nature, size, structure of organization, duration of permanency, etc. Hence, there are number of ways sociologists have classified groups. Some of these classifications have received more attention than others.

- Renowned sociologist H.T. Mazumdar in his book on Sociology has put forward ten dichotomous groups like primary vs. secondary group, in-group vs. out-group, permanent vs. transitory group, voluntary vs. involuntary group, vertical vs. horizontal group, homogeneous vs. heterogeneous groups, formal vs. informal group, community vs. society, institutional vs. non-institutional, and contractual vs. non-contractual group.
- According to George Simmel, groups can be classified based on the size such as Monad consisting of single person, Dyad made up of at least two persons and Triad made up of three persons.
- According to German sociologist Tonnies, groups are classified into Gemeinschaft and Gesellschaft.



- According to eminent sociologist Emile Durkheim, groups can be classified into mechanical and organic solidarity type of groups.
- According to W.G. Summer, groups can be divided into two categories based on the consciousness of kind: in-group and out-group.

**NOTES****3.5.4.1 Primary Groups**

The renowned American sociologist Charles Horton Cooley first proposed the idea of primary group in his book “Social Organization” in 1909. The most widely used and widely accepted taxonomy of social groups is provided in this book. Based on closeness and nature of social relations, groups were classified as primary group. Later sociologists like K. Davis, W.F. Ogburn and MacIver further added secondary group concept from Cooley’s idea of primary group. This classification resembles Summer’s division of people into in-groups and out-groups as well as Tonnies’ *Geminschaft* and *Gesellschaft* concepts.

The most important character of primary groups is that they are small groups, where the people actually interact with one another. The group members engage in close, direct, and informal face-to-face communication, affiliation, and cooperation. Formation of these groups is a universal phenomenon. Primary groups are the center of society. They cater to human attribute such as love, sympathy and cooperation by which people develop their real self. According to Cooley, the intimate, direct, and face-to-face connection, association, and cooperation among the members make up a primary group. Close psychological ties are fostered by the members’ essential relationships with one another. The group members develop a sense of unity as a result. From the moment of conception until death, the group’s members have an impact on one another. These groups are crucial in the process of socialisation and in shaping a person’s personality. Family, play group, tribe, clan, kinship group, community groups and neighborhood are some examples of the primary group.

**Definitions of Primary Groups**

- Group is defined as “any grouping of human beings who are brought into social contact with one another” by MacIver and Page.

## NOTES

- “Whenever two or more individuals join together and influence one another, they may be said to establish a social group,” claim Ogburn and Nimkoff.
- It is “a number of folks, two or more, who have common objects of interest, who are stimulating to one another, who have common allegiance, and who engage in comparable activities,” according to Emory S. Bogardus.

### Characteristics of Primary Group

- **Closeness or Proximity**

Primary groups are marked by physical proximity or closeness. Close and intimate relations are developed among individuals only when they are physically close to each other. Oral and visual communication which is face to face makes it convenient to exchange thoughts, ideas and opinions more easily. Meeting the members on a regular basis helps develop close relationships. However in today's network communities primary groups are formed over internet though physical contact is not present among the members.

- **Small Size**

The size of primary group is small as it is made up of less number of members. Due to the smallness of size the group members exert intimate and personal relationship. As the size of the group increases the intimacy decreases among the members. Primary groups are small in size hence they develop better understanding and we-feeling among the members.

- **Stability and Durability**

Primary groups are mostly permanent groups. To develop close and intimate relationship meeting of the members at a regular basis is necessary. These groups are stable and durable due to longer duration of the acquaintance. The members work for the longevity and stability of the groups.

- **Identity of Ends**

Primary group members share similar aims, attitudes, ambitions, objectives, and goals. Every member perceives the goals the same way and work together for the fulfilment of the goals. The welfare of the group is the prime aim of all members of the group. The members share, the pain and pleasure, success and failure, life experiences and adversities in primary groups. According to Kingsley Davis “the child's needs become the mother's ends”.

- **Personal Relationship**

The relationship in primary groups is personal as the interaction is with persons. The relationship exists because of people and the relationship is sustained by persons. Each person knows the other person personally and

## NOTES

each one is interested in the other person personally. In case the other person dies no other person can take that person's place nor can fill the vacuum as this relationship is not transferable, example; friends, husband – wife, mother-child. Love and affection are the way by which primary groups can be identified.

- **Inclusive Relationship**

In primary group the members are accepted as total human beings. It accepts all the facets of the personality of the members. Every person knows the other person in detail and in totality. The relationship believes in real relationship with no formalities. The relationship in primary group is personal, spontaneous, sentimental and inclusive: non-contractual, non-economic, non-political and non-specialized.

- **Relationship is an end in itself**

Instead of being seen as a means to an end, the Primary relationship is considered as a goal in and of itself. We cannot see people's friendship as genuine if they create friends for a certain purpose or means. A true friendship or sincere affection does not grow with the intention of accomplishing a particular goal. It is unaffected by any self-interest or self-interested considerations. Friendship is a source of delight; it is inherently pleasurable. Because they have intrinsic value, the main relationships are voluntary and spontaneous.

### 3.5.4.2 Secondary Groups

In today's industrial world, secondary groups are especially important. They have virtually become unavoidable in today's world. Their development is mostly a result of rising cultural complexity. Secondary groups are defined as associations with a specialised purpose and impersonal or secondary relationships. "The secondary groupings can be loosely defined as the polar opposite of everything hitherto mentioned about primary groups," writes K. Davis.

They're also known as "self-interest groups" or "special interest groups." Examples of secondary groups include a town, a country, a political party, a business, a labour union, an army, a sizable crowd, and so on. The members of these organisations are not directly impacted. There are far too many scattered members in this group. Human interactions are shallow, ill-defined, and mechanical here.

#### **Definitions of Secondary Groups**

- According to C.H. Cooley, "Secondary groups are wholly lacking in intimacy of association and usually in most of the other primary and quasi-primary characteristics".
- As Ogburn and Nimkoff say, "The groups which provide experience lacking in intimacy are called secondary groups".
- According to Kingsley Davis, "Secondary groups can be roughly defined as the opposite of everything said about primary groups".

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- According to H.T. Mazumdar, “When face-to-face contacts are not present in the relations of members, we have secondary groups”.

### *Characteristics of Secondary Group*

- **Large groups:** There are enormous secondary groups. They consist of a huge number of individuals who may reside anywhere in the world. The Red Cross Society, the Rotary Club and the Lions Club, for example, have members all around the world. Because of the vast size of the group, there are many indirect relationships among the members.
- **Formality:** Members of a secondary group have indirect, formal and impersonal relationships. The secondary group does not have a lot of power over its members. Secondary groups have an indirect influence on the members. Formal laws and regulations are in place to keep them in check. Informal social control is less efficient in regulating member relationships. Formal social restrictions such as the law, legislation, police, and courts are critical for members. Moral control is merely a secondary consideration. In secondary groupings, a formal authority is established with certain powers. Man is a legal, not a human, entity here.
- **Impersonality:** Secondary relationships are inherently impersonal. There are interactions in large size organizations, and they may be face-to-face, but they are of the “touch and go” sort, according to K. Davis. In this case, the majority of the contacts are indirect. It is possible that the two people will never meet. Because members are not particularly interested in each other as ‘persons,’ their interactions are impersonal.

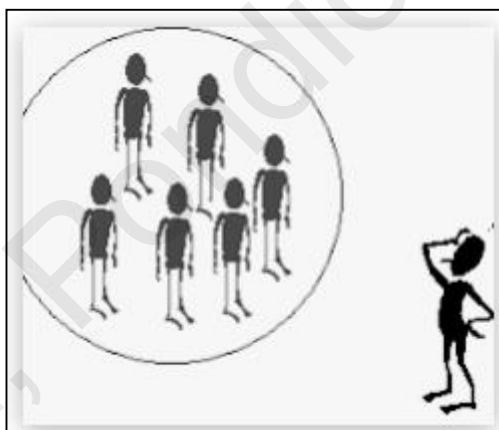
They are more concerned with their self-centred goals than with other persons. There are no sentiments attached to the members. It is not required though they are more concerned with their own selfish aims than with the welfare of others. The members have no sentiments attached to them. It is not necessary for the members to be acquainted. Members of a major factory organization, for example, are referred to as the boss, the foreman, skilled workers, regular laborers, and so on. The secondary relations are viewed as a means to an end and not an end in itself.

- **Involuntary membership:** The membership of secondary group are not mandatory, but rather optional. Individuals have the option of joining or leaving organizations. It is not necessary to join Rotary International or the Red Cross Society. However, some secondary groupings, such as the nation or the state, have essentially involuntary membership.
- **Status of an individual depends on his role:** Another significant feature of a secondary group is its diversity. In a secondary group, each member’s rank and position are determined by the role he or she plays in the group. Birth or personal characteristics have no bearing on a person’s status in a secondary group.

### ***Difference between Primary and Secondary Groups***

<b>Primary Group</b>	<b>Secondary Group</b>
Very small in size: Confined to a small area.	Very large in size: Spread around the globe. All across the world, there are numerous and dispersed members.
Relatively stable or durable, e.g., family.	Temporary or permanent, e.g., groups like flood relief association.
Directly cooperate with each other.	Indirectly co-operate with each other.
Informal simple structure.	Formal complex structure.
Direct, intimate and personal relationships which are all-inclusive.	Indirect, secondary, formal and impersonal relations.
Exercises controls over its members through informal means such as customs, folkways, mores, etc.	Controls the behavior of its members through formal means such as police, jail, court, law, etc.
Similar or common aims and objectives.	Each person joins the organisation in order to achieve his or her own personal goals.
Greater influence on the development of personality.	Very little impact on how someone's personality develops.
Close physical proximity; face-to-face relations.	Live in dispersed locations; secondary group members are not physically proximate to one another.
Spontaneous connection.	Controlled by outside powers.
Relationship is all-inclusive.	The nature of relationships excludes.

### **3.5.4.3 In-group and Out-group**



From the individual point of view, William Graham Sumner, an American sociologist, distinguished between in-group and out-group in his book “Folkways,” which is based on preference or connections (ethnocentrism) among the members of the group. “By virtue of his awareness of likeness or consciousness of kind,” Sumner writes, “the person connects himself with his in-groups, his family or tribe or sex or college or vocation or religion.” The individual’s in-groups are all the groups to which he belongs, and his out-groups are all the groups to which he does not.

### **NOTES**

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In-groupness fosters a sense of belonging among the members, which is at the heart of group life. Sympathy and a sense of attachment to the other members of the group are present in in-group attitudes. It is a representation of the collective pronoun 'we.' All the groups to which the person belongs are considered his in-groups, whereas all the groups to which he does not belong are considered his out-groups. They have a strong sense of brotherhood and are willing to put their lives on the line for the good of the group.

Ethnocentrism is a feature of the in-group, according to W.G. Sumner. A perspective known as ethnocentrism places one's own group at the centre of all things and compares other groups to it. It is the conviction that the values, practises, and attitudes of one's own group are superior to those of other groups.

On the other hand, a person defines an out-group in connection to their in-group. In relation to his out-group, he employs the words 'them' or 'other.' With regard to members of the out-group, we experience a sensation of apathy, avoidance, contempt, hostility, competition, or outright confrontation. An individual's relationship with his or her out-group is typically characterised by a sense of distance or detachment, and frequently even hostility.

In-groups and out-groups are obviously not real groups, unless you count the ways that individuals employ the pronouns "we" and "them" to construct them and form attitudes toward them. The disagreement is crucial, though, because it enables us to construct two crucial social concepts. The difference between "us" and "them," however, is a matter of perception.

The person belongs to a number of organisations, some of which share members. When he meets with family members in a club to which they do not belong, he refers to them as "we," but only for certain purposes. When he meets with family members in a club to which they do not belong, they are referred to as "they" for specific purposes.

"Brothers who may argue within the walls of their home will bind themselves together to drive away any intruder," declared Mencius, a Chinese sage, many years ago. Similar to how a husband serving at a men's college makes a wife serving at a women's college an out-group member, husband and wife in the family are members of the in-group.

As a result, the lines between in-group and out-group frequently overlap and are also difficult to understand. In essence, a person's group affiliation shifts depending on the situation.

***Difference between In-group and Out-group***

<b>In-group</b>	<b>Out-group</b>
Person declares himself to be a member of his in-group. One's family, one's college are example of his in-group.	Refers to those groups with which individual do not identify themselves. These are outside groups. Pakistan is an out-group for Indians.
Use the term 'we'.	Use the term 'they'.

**NOTES**

<b>In-group</b>	<b>Out-group</b>
Based on ethnocentrism.	Not influenced by ethnocentrism.
Similarity in behavior, attitude and opinion is observed among the members.	Different attitudes, behaviours, and opinions regarding the members.
Positive attitude towards their own group.	Negative attitude towards their own group.
Possess a spirit of brotherhood, solidarity, mutual assistance, cooperation, and willingness to make sacrifices for the welfare of the group.	Individual shows a sense of avoidance, dislike, indifference and antagonism towards the members.
An organisation to which a person belongs.	Every other group that a person does not belong to.
The group's members' welfare is correlated with each individual's.	Personal welfare is independent of that of the group as a whole.

**3.5.4.4 Reference Group**

The phrase “reference group” was first used by Herbert Hyman in 1942 to refer to the group that a person uses to evaluate their own circumstances or actions. He distinguished between a group to which people truly belong and a group to which they refer when making comparisons.

A membership group could be a reference group or not. Muzaffar Sherif's book “An Outline of Social Psychology” was the first to use the term “reference” in the literature on small groups. R.K. Merton and Turner went on to develop the concept further.

In precise terms, a reference group is one to which we identify or would like to belong but do not actually belong to. Even if we may belong to one group, we also respect the norms of another group to which we only refer. According to L. Merton, people in society make choices about reference individuals as well as reference groupings. The term “role model” is frequently used to designate a reference person. A person who identifies with a reference person will make an effort to exhibit that person's traits and values in all of his various roles.

**NOTES****Definitions**

- According to Sherif, “A reference group is one to which the individual refers and with which he identifies himself, either consciously or sub-consciously. The central aspect of the reference group is psychological identification.”
- According to Horton and Hunt, “A reference group is any group to which we refer when making judgments – any group whose value judgments become our value judgments”. They went on to say that reference groups might be defined as those who serve as key role models for one’s beliefs and standards of behaviour.
- “Groups which serve as points of comparison are known as reference groups,” claim Ogburn and Nimkoff. The reference groups are those from which “we obtain our ideals or whose approval we want,” they have further noted.

A person or group regards another as deserving of imitation. The behaviour that this group exhibits is referred to as reference group behaviour. It regards the reference group as an example or ideal to imitate or adhere to. As a result, reference groups may consist of a variety of people who have started imitating, are considering imitating, or are already imitating.

Our behavior is modelled by reference groups. We adopt these viewpoints and adjust our behavior accordingly. We embrace these groups’ value judgments. A variety of reference groups may develop as a result. Depending on the groups we choose to compare ourselves to, we may feel poor or affluent, content or unsatisfied, fortunate or unfortunate. For instance, a student who earns a 2nd Division on an exam can feel pleased with himself or herself compared to those who received a 3rd Division.

The reference group and the membership group are not the same. The person may identify with organisations that he does not now belong to but would like to join. The bank’s board of directors may be a good fit for the ambitious clerk. Although he speaks with his coworkers in person, he could wish he were in more eminent company.

In a culture where opportunities for personal development are abundant and opportunities for group engagement are many, identification with groups of which one is not a member is common. People rarely connect with organisations to which they do not belong in a simpler society, preferring to be comfortable in their own space.

**Types of Reference Group**

A reference group can be one of a person’s primary groups, but it is not necessary. The In-group and the Reference Group may overlap at times, such as when the adolescent favours his classmates’ ideas over those of his teachers. A reference group might also be an out-group. Each sex dresses with the aim to impress the other sex.



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Newcomb distinguishes between two types of reference groups: positive and negative. A positive reference group is defined as “one in which a person is motivated to be accepted and regarded as a member (overtly or symbolically),” whereas a negative reference group is defined as “one in which a person is motivated to oppose or in which he does not want to be treated as a member.”

We highlight the disparities between ourselves and others by comparing ourselves to negative reference groups. Negative reference groups are thus important for strengthening social cohesion; they are a tool that a community uses to keep itself together. Hindus, for example, are regarded as negative reference groups by Muslims, and Muslims are regarded as negative reference groups by Hindus.

In a nutshell, the reference group is “a group with which the person feels connected, whose norms he shares, and whose purposes he accepts” (Hartley and Hartley, 1952). Many of the standards that serve as behavioural guidelines are provided by the reference group, even when they disagree with those of earlier membership groups.

**Check Your Progress**

10. A \_\_\_\_\_ is a collection of individuals related to each other in a pattern.
11. The members of a social group are related to each other \_\_\_\_\_.
12. The members of a group are bound by a sense of \_\_\_\_\_.
13. The two types of groups are \_\_\_\_\_ and secondary.
14. All of the groups to which the individual belongs are his \_\_\_\_\_.
15. All of the groups to which he does not belong are his \_\_\_\_\_.
16. A \_\_\_\_\_, strictly speaking, is one to which we do not truly belong but with which we identify or would like to belong.

**3.6 INSTITUTION**

Cultural features and the types of social institutions that make up a society can be used to identify it. A social institution is a well-defined and well-organized structure of social behavior that serves a certain function. Behaviors, norms and values are woven into social structures. Institutions are organized to suit a variety of societal needs. For instance, the family is a social unit that is responsible for raising children and passing down culture from one generation to the next. Religion is a social institution that organizes a society's sacred beliefs. Education is a system through which people learn the skills they need to function in society. Institutions direct human behavior in socially acceptable ways. Consequently, people do not create new educational systems every time they want to learn something new. Institutions persist through time.

- According to MacIver, institution may be defined as “the established forms or conditions of procedure characteristic of group activity”.

## NOTES

- According to Horton and Hunt, “an institution is an organized system of relationships which embodies certain common rules and procedures, and meets certain basic needs of the society”.

Institutions serve a variety of functions that are required for society to function. The following have been identified:

- (i) Institutions provide for the fulfilment of needs
- (ii) The socialization of new society members
- (iii) Institutions control human behavior
- (iv) The membership is being replaced
- (v) Goods and service production and distribution
- (vi) The preservation of law, order and existence
- (vii) Instilling a sense of ultimate purpose in the members.

### 3.6.1 Types of Institutions

#### Family



A family is a social and economic unit made up of at least one parent and his or her offspring. A family is a kinship unit that is responsible for the nurturing of children as well as certain other needs. In fact, a child's family is his or her initial point of interaction with society. Families exist in all communities, *albeit* their form varies from one to the next and even within societies.

#### Marriage



Marriage is just a sexual and financial relationship that is approved by society, typically between a man and a woman. Both the couple and others assume it to be

more or less permanent, and it includes equal rights and responsibilities for each spouse, as well as between spouses and their prospective children. It is a worldwide phenomenon.

### Education



Education is one of the most fundamental concept in all human societies. The two universal functions of education are to assist in the socialization of children and the transmission of culture to future generations. Teaching norms and values, as well as assisting in the assimilation of knowledge and training the young in practical skills, are all part of the process of transmitting culture. Every community has its own method of satisfying this desire to learn.

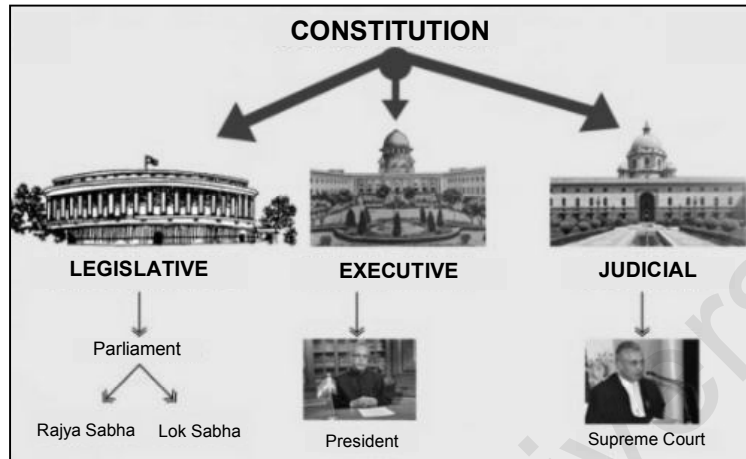
### Economy



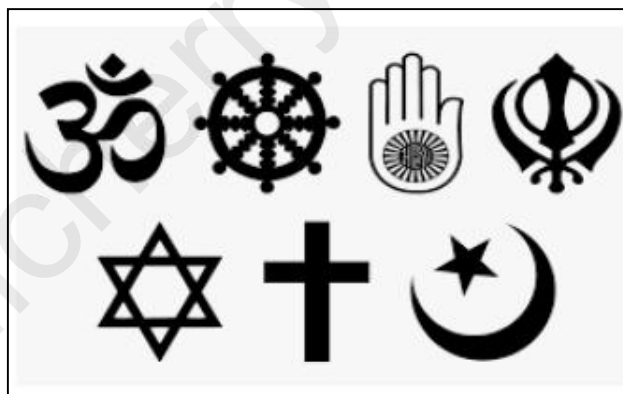
The economy is a set of production and distribution systems that are used to meet material needs. Every society requires its people to work in order to survive. The data of economic systems differ from one culture to other, depending on how a group interacts with its cultural and physical environment.

### NOTES

## NOTES



**Politics** is the branch of government that is responsible for the organization of power, the maintenance of social order, and the control of interactions with other societies. To put it another way, politics is a system of rules that govern particular type of behavior. The government is those who rule, and the state is those who are ruled.

**Religion**

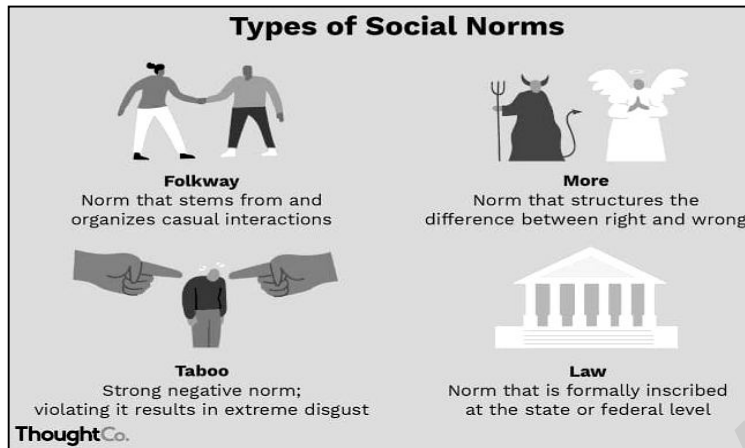
Religion is a belief and worship system. It fulfils key human needs, and performs a variety of roles on a personal and societal level. Religion is an example of an informal social control mechanism.

**Mass Media**

## NOTES

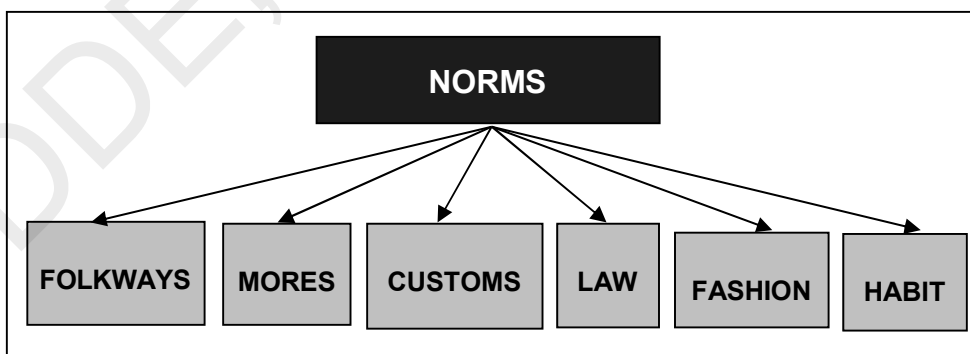
The print and electronic media that deliver messages to a large audience are referred to as mass media. The media is becoming the most powerful social institution, responding to society's demands and educating its citizens.

### 3.7 NORMS



The standards that govern how people should or should not behave in certain contexts are referred to as norms. They are the socially accepted or anticipated rules of conduct. Every civilization maintains and perpetuates social norms of various kinds because they serve a variety of purposes:

- They ensure that members of a group behave in a predictable manner. They demonstrate people are taught how to act in specific situations.
- They establish boundaries that must be respected. Any deviation from the prescribed behavior leads to disapproval and punishment follow the imposition of boundaries.
- Norms maintain social order by controlling and regulating our behavior. The relevance of societal norms cannot be overstated. There would be no way to control the actions of others. If people would do anything they want, it would wreak havoc on society and uproot the societal order. As a result, it is critical for human society to exist in a social structure governed by social standards in order to survive.



## NOTES

## 3.8 KINDS OF SOCIAL NORMS

### 3.8.1 Folkways



W.G. Sumner coined the phrase. Folkways are just a group's customary, regular and habitual ways of doing things. Folkways are unwritten rules with no moral foundation. Different styles of eating, sitting and greeting are only a few examples of folkways. They differ from one society to the next.

Many folkways are things we don't consider. People cannot pause and study each step; they must move through their daily activities without stopping to consider (Sumner 1906). People who are experiencing culture shock could find that it lessens if they comprehend the folkways of the new culture and are able to go about their daily lives more naturally. Folkways may be simple manners that are learned via imitation and observation, yet they are in no way trivial. Example, saying Namaste when we meet someone who is elder to us.

### 3.8.2 Mores

Sumner coined the term mores. It is a term used to describe moral values. They are the strong ideas of good and bad that demand certain kind behaviors: where some acts are to be followed and forbid others. Violations may have dire repercussions. Law or other formal regulations defend the most powerful mores. For example, those that must be followed as a matter of courtesy and politeness, such as respecting elders; those that must be followed because they are regarded to be necessary for collective well-being, such as taboos on pre-marital sex in some societies or inter-caste marriages.

#### Customs

Customs are socially acceptable behaviors. These are society's institutional practices. For example, a Hindu bride is expected to wear red, whereas a Catholic bride is expected to wear white. White is reserved for Hindu widows. They have risen without the backing of the law. The practice of dowry in India is an example of custom.

**Functions:** They control and regulate social behavior, foster group unity and feelings, conserve social legacy, and ensure the safety of group members in society.

## Laws

Laws are set of rules that the courts of the state recognize, interpret and apply to specific institutions. Example Cyber Laws, POSCO.

## Fashion

It can be applied to a variety of characteristics of our culture. Consider the following examples: clothing and furniture. It follows a cyclical pattern. It happens in a series of variations. It is a departure from the norm. It performs a number of helpful functions:

- (a) It has a tendency to impose some type of uniformity, bringing people with diverse interests together on some common platform.
- (b) It aids in the process of social transformation, assisting not only in maintaining but also in the modification of social structures.

Example: Bell Bottom trousers of 1970's.

## Habits

Habits are patterns of behavior that have become formed as a result of repetition. Example: Praying to God in the morning.

### Check Your Progress

- 17. A \_\_\_\_\_ is a well-defined and well-organized structure of social behavior that serves a certain function.
- 18. A \_\_\_\_\_ is a social and economic unit made up of at least one parent and his or her offspring.
- 19. \_\_\_\_\_ is a belief and worship system.
- 20. The standards that govern how people should or should not behave in certain contexts are referred to as \_\_\_\_\_.
- 21. \_\_\_\_\_ are just a group's customary, regular and habitual ways of doing things.
- 22. \_\_\_\_\_ is a term used to describe moral values.

## 3.9 VALUES



<https://www.forbes.com/sites/paultalbot/2021/02/21/6-ways-marketers-can-deliver-more-value/?sh=47248a2d7716>

## NOTES

## NOTES

**Definitions of Values**

- According to G.R. Leslie, R.F. Larson and H.L. Gorman, “Values are group conceptions of the relative desirability of things”.
- According to H.M. Johnson, “Values are general standards and may be regarded as higher order norms”.
- According to Young and Mack, “Values are assumption, largely unconscious, of what is right and important”.
- According to Michael Haralambos, “A value is a belief that something is good and worthwhile. It defines what is worth having and worth striving”.

The definition of “value” in sociology is both similar to and different from what it means in daily life. ‘Value’ is widely understood to mean ‘price,’ which is determined by people’s opinions. Sociologists are interested in fundamental moral questions. They adopted the term ‘value’ to refer to people’s deeply held beliefs about what is important in life. A society’s social values are “abstract beliefs or concepts shared by its members about what is suitable, good and bad.” “To judge behavior and to choose among numerous needs,” Spencer described “social values” as “generalized standards of behavior by members of a society.”

Changes in social values are inevitable. Due to the influence of science, technology, increasing industrialization and urbanization, and the most changes in modernization, significant changes in our societal values have occurred.

We internalize societal ideals as we grow up, just as we do values. Values get ‘internalized,’ becoming inextricably linked to our personalities. The notions of what is right, good and desirable shape our methods of thinking, feeling and acting. Internalized values have such a strong hold on our minds and behavior that any activity that goes against social ideals tends to make us feel guilty.

Through the process of socialization, we internalize societal values by imitating “important persons,” such as our parents and instructors. Today’s media plays an important part in instilling new values and creating conflict between the “old” and the “youth.”

**Check Your Progress**

23. The term ‘\_\_\_\_\_’ in Sociology is both similar and distinct from its meaning in everyday life.
24. \_\_\_\_\_ in social values are inevitable.
25. We internalize societal ideals as we grow up, just as we do values.





#### NOTES

The main focus of sociology is the scientific study of society. Sociology employs a variety of concepts to examine and analyze society. Every topic, including sociology, has its own set of concepts and ideas. A clear notion eliminates uncertainty in meaning and gives any idea a scientific structure. Sociology's concept of social status is one of them. Individual and social status are extremely significant. Human society is characterized by a status structure. It governs who occupies what and how collective life is organized. Inequality of rank is a characteristic of all societies, ancient and modern alike. Human beings are born with inequalities in their nature. Human beings are distinguished based on socially accepted criteria in addition to innate distinctions. Every individual of society has a varied social rank. Hence, it is necessary to understand society as a structural unit.

#### 3.10.1 Meaning

In most cases, the term 'status' refers to a person's overall social standing. It refers to a collection of rights and responsibilities. Status is a term used to describe a person's or group's position within that group or in relation to other groups. Status refers to the position that individuals hold within a given social context. It also refers to a person's social position as determined by a social evaluation. In the social system, status is a position. It speaks of someone's personality. Status describes the relative amounts of respect or prestige accorded to people who have been awarded particular positions in a group or community. A person's position is determined by social opinions. The status of a person or a circumstance might differ from one individual to other.

#### 3.10.2 Definitions

- According to MacIver and Page, "Status is the social position that determines for its possessor, apart from his personal attributes or social service, a degree of respect, prestige and influence".
- According to H.T. Mazumdar, "Status means the location of the individual within the group, his place in the social network of reciprocal obligations and privileges, rights and duties".

## NOTES

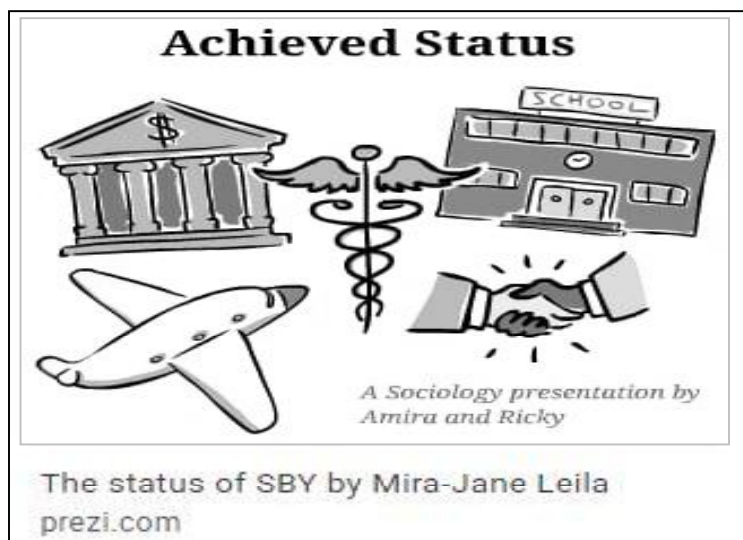
- According to Ogburn and Nimkoff, “Status is the rank-order position assigned by a group to a role or to a set of roles”.
- According K. Davis, “Status is a position in the general institutional system, recognized and supported by the entire society spontaneously evolved rather than deliberately created, rooted in the folkways and mores”.
- According to A.W. Green, “Status is a position in a social group or grouping, in relation to other positions held by other individuals in the group or grouping”.
- According to Secord and Bukman, “Status is the worth of a person as estimated by a group or a class of persons.”
- Martindale and Menachesi defines status as “a position in social aggregate identified with a pattern of prestige symbols and actions”.

### 3.10.3 Characteristics of Status

1. A society’s structural unit is status.
2. A person’s status refers to their position or social standing.
3. Status changed on its own.
4. Status and roles are intertwined.
5. Status includes evaluation of some kind.
6. Status is always relative.
7. Status may be attained or bestowed.
8. Others’ opinions determine one’s status.
9. Status varies.
10. People of high status are treated with respect.

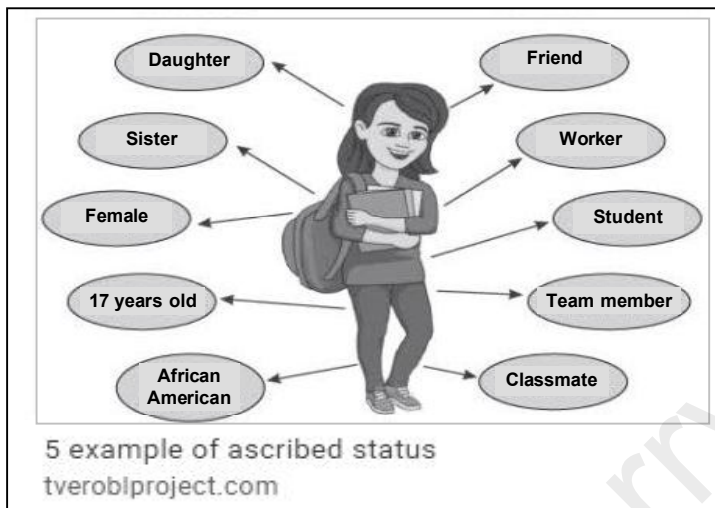
### 3.10.4 Types of Status

#### Achieved Status



## NOTES

Achieved status refers to those factors that are not determined by a person's ancestors, biological characteristics, or other things over which the person has no influence. This form of status is most commonly encountered in a stratification system that is open. It came into being as a result of some deliberate activity and decision. Achieved status includes positions such as lecturer, doctor and engineer. When a society allows its members to change their status based on their aptitudes and efforts, that situation is referred to as an accomplished status.

**Ascribed Status**

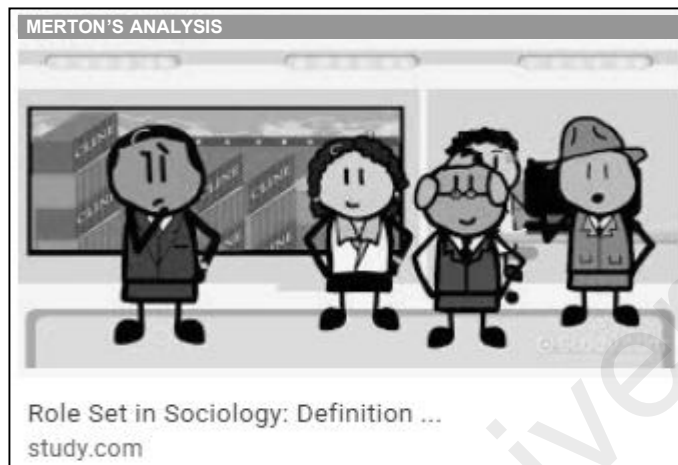
Ascribed status refers to those status that are largely fixed and that an individual can do little to change. This status is ascribed and cannot be changed during a person's lifetime. Society has its own set of rules for assigning status to individuals. Age, sex and kinship are the three most essential criteria in determining one's social standing.

**Check Your Progress**

26. In most cases, the term 'status' refers to a person's overall \_\_\_\_\_.
27. The rank or position of a person in a group or a group in relation to other groups is commonly characterized as \_\_\_\_\_.
28. A society's \_\_\_\_\_ unit is status.
29. \_\_\_\_\_ status refers to those factors that are not determined by a person's ancestors, biological characteristics, or other things over which the person has no influence.
30. \_\_\_\_\_ status refers to those status that are largely fixed and that an individual can do little to change.

### 3.11 ROLES

#### NOTES



Role is a fundamental idea in sociology. It is an organisational social unit. It is a characteristic shared by all societies. The main focus of sociology is the scientific study of society. Sociology attempts to comprehend concepts such as role in order to research society. Every member of society has a role to play. Insofar as one person plays a part in respect to other roles, performing or playing roles entails social relationships. Human interactions and relationships are emphasized in sociology.

Human interactions, relationships, and role-playing or role-performing all take place in society. As a result, comprehending society needs knowledge of roles. Shakespeare's famous description of the world as a theatre where each individual plays a different character serves as an illustration of the significance of roles in society. Every person in society is given several responsibilities to complete, which make up his position.

#### 3.11.1 Meaning

People in society are diverse in terms of their ages, genders, races, and occupations. In society, people take on a number of roles. Others are scientists, professors, engineers, doctors, leaders, and soldiers, to name a few. Some are workers. The division of labour, which assigns each person a specific task that defines his function, is the foundation of civilization. A role is the expected behavior of someone in a specific level or position. Status and role are linked. Roles are tools for doing specific duties. The term "role" connotes a set of expectations.

Social roles influence and organize human behavior. Learning roles entails becoming familiar with the culture's conventions. Roles are an integral component of the standards required for a well-ordered society, and they are a part of culture. The term 'role' originally referred to a 'roll' on which an actor's part was inscribed. As a result, a role is defined as the anticipated behavior of an individual in a society. A relational phrase is "role." In respect to another, one plays a part. A teacher cannot exist without a student.

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As a result, role denotes reciprocal relationships between individuals and entails a set of rights and responsibilities. Each social rank is associated by a set of rules that describe how someone with that status is supposed to behave. Role is the term for this group norm. The position of teacher, for example, is matched with the role of teacher. When a person assumes a character in relation to another person, playing or performing roles entails social relationships. The dynamic part of status is role.

### 3.11.2 Definitions

- According to K. Davis, “Role is the manner in which a person actually carries out the requirement of his position”.
- According to Ogburn and Nimkoff, “Role is a set of socially expected and approved behavior patterns consisting of both duties and privileges, associated with a particular position in a group”.
- According to G.A. Lundberg, “A social role is a pattern of behavior expected of an individual in a certain group or situation”.
- According to Morris Ginsberg, “Status is a position and a role is the manner in which that position is supposed to be filled. In other words, role is the functional aspect of a status”.
- According to Linton, “Role is a dynamic aspect of status”.

### 3.11.3 Characteristics

1. The structural unit of society is the role.
2. A role is always linked to a person's rank or position.
3. The nature of the role is relational.
4. Human behavior is regulated and organized by roles.
5. In a well-ordered community, roles provide guidelines and directives.
6. The word “role” denotes a set of requirements.
7. Roles come with a set of rights and obligations.
8. The role is dynamic.
9. Role has a purpose.

### 3.11.4 Related Concepts

- **Role Set:** A role set is a collection of roles that are linked to a single status. A principal's status, for example, entails a variety of responsibilities, such as his role in connection to students, staff and teachers.
- **Role Playing:** Role playing is the act of an individual acting out a role that is tied to his status.
- **Role Taking:** Role taking refers to the process of learning a new role. It entails taking on the role of someone else. An individual learns a variety of roles during the socializing process. To manage one's own behaviour,

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it means reacting by placing oneself in the other person's position. For example, a young man who is being interviewed for a position as a lecturer.

- **Role Conflict:** Role conflict refers to the conflicting expectations of two roles or the needs that are inconsistent within one role. Conflicting role expectations are referred to as role conflict. Taking the tension between a police officer's duty and the arrest of a friend as an example.
- **Role Behavior:** Role behaviour is the actual behaviour of the person playing the role, as opposed to role behaviour being the expected behaviour. For a variety of reasons, actual conduct could deviate from expected behaviour.

### Check Your Progress

31. Every member of society has a \_\_\_\_\_ to play.
32. \_\_\_\_\_ is a collection of roles that are linked to a single status. A principal's status, for example, entails a variety of responsibilities, such as his role in connection to students, staff and teachers.
33. \_\_\_\_\_ is the act of an individual acting out a role that is tied to his status.
34. \_\_\_\_\_ refers to the process of learning a new role. It entails taking on the role of someone else. An individual learns a variety of roles during the socializing process.
35. \_\_\_\_\_ refers to the contradictory demands within a role or competing demands of two different roles.
36. While role is the expected behavior, \_\_\_\_\_ is the actual behavior of one who plays a role. Actual behavior may vary from expected behavior due to a number of reasons.

## 3.12 ANSWERS TO 'CHECK YOUR PROGRESS'

1. Society
2. God
3. Force Theory
4. Community
5. 'Communis'
6. Territory
7. Association
8. Cooperative
9. Voluntary
10. Group
11. Mutually
12. Unity and solidarity
13. Primary
14. In-groups

15. Out-groups
16. Reference group
17. Social institution
18. Family
19. Religion
20. Norms
21. Folkways
22. Mores
23. 'Value'
24. Changes
25. Internalize
26. Social standing
27. Status
28. Structural
29. Achieved
30. Ascribed
31. Role
32. A role set
33. Role playing
34. Role taking
35. Role conflict
36. Role behavior

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### 3.13 SUMMARY

- The term “society” describes a group of individuals who share a common home and way of life. The interactions of the people follow a pattern, and the interaction is on a regular basis.
- Societies can be referred in different ways. Members belonging to a certain group like the Adivasi society, the Girijan society, Harijan society, Arya Samaj, Brahmo Samaj of cooperative society or cultural society are societies.
- The perquisites of a society are: it should have a population, with more likeness than difference. In a society, the members are interdependent on each other. Societies should be marked by cooperation and conflict. There has to be a network of social relationship. Societies are permanent in nature though the concept is abstract in nature. Societies are ever changing or dynamic, and every society has a distinct culture of its own.
- Within a predetermined area, a group of people engage in social interaction as a community. The members share common values, beliefs,

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customs, traditions, culture and develop understanding among them. Village, tribe, town and city are examples of community. For example, in a village, all the villagers gather in good times or bad times of an individual. Mutual cooperation is observed in a community. The word community has its origin in Latin language '*Communis*', meaning to share or to impart, or coming together and serving the members of the community.

- Rural communities of this type can be found in locations with hills, forests, and settlements. They believe in togetherness. Rural communities are small and thinly populated. Agriculture is the main occupation of the people. However, they also engage in pottery, basket-making, carpentry, smithy, etc.
- Urban community lives in towns, cities and metropolitan areas. Urban areas are huge in size and thickly populated. The occupation is based on manufacturing, services, trade and commerce. The community is based on secondary relationships. The relation is distant, formal and impersonal. We-feeling is rarely seen. Urban community is heterogeneous (people come from diverse background). Nuclear families are found here with more importance on individualism.
- An association is a collection of people who consciously work toward a common objective. Compared to community or group, an association has a definite, explicit purpose.
- Groups are a part of the socialization process of an individual, development of the personality and growth of social organizations. Group is a vital sociological concept in society. Hence, sociologists such as W.G. Summer, C.H. Cooley, T.M. Newcomb and R.K. Merton have studied the concept of groups in detail. Apparently, H.M. Johnson, the study of social groups is the focus of sociology. Groups provide security, companionship, status, both at the physical level as well as emotional level.
- The most important character of primary groups is that they are small groups, where the people actually interact with one another. The group members engage in direct, casual, and intimate face-to-face association and cooperation.
- Secondary groups are described as associations that are characterized by impersonal or secondary relationships and have specialized function. "Secondary group can roughly be defined as opposite of everything said about primary group," writes K. Davis.
- The individual's in-groups are all the groups to which he belongs, and his out-groups are all the groups to which he does not.
- The phrase "reference group" was first used by Herbert Hyman in 1942 to refer to the group that a person uses to evaluate their own circumstances or actions. He distinguished between a group to which people truly belong and a group to which they refer when making comparisons.



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- Cultural features and the types of social institutions that make up a society can be used to identify it. A social institution is a well-defined and well-organized structure of social behavior that serves a certain function. Behaviors, norms and values are woven into social structures. Institutions are organized to suit a variety of societal needs. The family, for example, is an institution that is responsible for the care of children and the transmission of culture from one generation to the next. Religion is a social institution that organizes a society's sacred beliefs. Education is a system through which people learn the skills they need to function in society. Institutions direct human behavior in socially acceptable ways. Consequently, people do not create new educational systems every time they want to learn something new. Institutions persist through time.
- W.G. Sumner coined the phrase "Folkways are just a group's customary, regular and habitual ways of doing things". Folkways are unwritten rules with no moral foundation. Different styles of eating, sitting and greeting are only a few examples. They differ from one society to the next.
- Sumner coined the term mores. It is a term used to describe moral values. They are the strong ideas of good and bad that demand certain kind behaviors: where some acts are to be followed and forbid others.
- The term 'value' in Sociology is both similar and distinct from its meaning in everyday life. 'Value' is widely understood to mean 'price,' which is determined by people's opinions. Sociologists are interested in fundamental moral questions. They adopted the term 'value' to refer to people's deeply held beliefs about what is important in life. A society's social values are "abstract beliefs or concepts shared by its members about what is suitable, good and bad." "To judge behavior and to choose among numerous needs," Spencer described "social values" as "generalized standards of behavior by members of a society."
- The main focus of sociology is the scientific study of society. Sociology employs a variety of concepts to examine and analyze society. Every topic, including sociology, has its own set of concepts and ideas. A clear notion eliminates uncertainty in meaning and gives any idea a scientific structure. Sociology's concept of social status is one of them. Individual and social status are extremely significant. Human society is characterized by a status structure. It governs who occupies what and how collective life is organized. Inequality of rank is a characteristic of all societies, ancient and modern alike.
- Achieved status refers to those factors that are not determined by a person's ancestors, biological characteristics, or other things over which the person has no influence.
- Ascribed status refers to those status that are largely fixed and that an individual can do little to change. This status is ascribed and cannot be changed during a person's lifetime. Society has its own set of rules for

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assigning status to individuals. Age, sex and kinship are the three most essential criteria in determining one's social standing.

- Human interactions, relationships, and role-playing or role-performance all take place in society. As a result, comprehending society needs knowledge of roles. Shakespeare's famous description of the world as a theatre where each individual plays a different character serves as an illustration of the significance of roles in society. Every person in society is given several responsibilities to complete, which make up his position.

### 3.14 KEY TERMS

- **Society:** Group of individuals living together sharing common territory and way of life.
- **Social structure:** Patterns in social relations.
- **Social Values:** Set of moral principles.
- **Social Norms:** Informal rules of social behavior.
- **Group:** Basic unit of society.
- **Community:** People living close to each other.
- **Association:** Members work for a common goal.
- **Institution:** Means of socializations.
- **Folkways:** Traditional behavior of people.
- **Mores:** Moral values.
- **Status:** Rank in society.
- **Role:** Tasks to be performed by individuals.

### 3.15 SELF-ASSESSMENT QUESTIONS AND EXERCISES

#### Short Answer Questions

1. Give the etymology of the word society.
2. Explain the meaning of community.
3. What are the features of rural community?
4. Write a note on urban community.
5. Define association and give its meaning.
6. Bring out the meaning of group.
7. Write a note on primary group.
8. Define and discuss secondary groups.
9. What is in-group and out-group?
10. Give the meaning of reference group.
11. Write a note on folkways.
12. Discuss mores.

13. What is value?
15. Differentiate between ascribed status and achieved status.
16. What are the different roles humans have to play?

**NOTES****Long Answer Questions**

1. Discuss society in detail.
2. Define society and discuss its characteristics.
3. "Man is a social animal." Justify.
4. Explain the functional requisites of society.
5. What do you mean by society? Explain different types of society.
6. Define community and discuss its components.
7. What do you mean by community? Discuss its types.
8. Define association and discuss its characteristics.
9. Explain association and discuss its types.
10. Define group and discuss its characteristics.
11. Discuss the characteristics of primary and secondary groups.
12. Explain the difference between primary and secondary groups.
13. Differentiate between in-group and out-group.
14. Discuss the various social institutions in detail.
15. Discuss in detail reference group.
16. Give the importance of values.
17. What do you mean by group? Explain the classification of a group.
18. Define social status and discuss its characteristics.
19. Define role and discuss its characteristics.
20. Define status, and discuss its characteristics and types.
21. Discuss in detail role as a sociological concept.

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## Unit IV Culture

### Learning Objectives:

By the end of this unit the learners would be able to:

- Understand the idea of culture.
- Know the types that it can be categorized.
- Trace out various aspects surfacing the topic.

### Structure:

- 4.1 Introduction
- 4.2 Culture
- 4.3 Characteristics
- 4.4 Functions of Culture
- 4.5 Categories
  - 4.5.1 High Culture
  - 4.5.2 Low Culture
  - 4.5.3 Popular Culture
  - 4.5.4 Folk Culture
- 4.6 Material Culture
- 4.7 Non-material Culture
- 4.8 Cultural Lag
- 4.9 Culture Relativism
- 4.10 Ethnocentrism
- 4.11 Answers to 'Check Your Progress'
- 4.12 Summary
- 4.13 Key Terms
- 4.14 Self-Assessment Questions and Exercises
- 4.15 References

### 4.1 INTRODUCTION

This unit attempts to enhance the knowledge of the reader about “culture” that relates to human society and civilization. We shall see how culture is an ingrained part of the society and continues to be so since centuries and is passed down upon

the generations to come. It's the values that we want the youth to inculcate and take pride in them. By the end of this Unit, you will enlighten yourself with the very concept of culture, its types and how it has progressed through the years.

Like “society,” “culture” is a term that is used frequently and ambiguously.

This chapter aims to help us better understand it and appreciate its varied components. In plain language, culture refers only to the arts or to the way of life of particular social strata or even entire nations.

The social contexts in which culture emerges fascinate sociologists and anthropologists. They analyse culture in order to understand the connections between its various components.

Just like you need a map to navigate across undiscovered territory or a country, culture is necessary for how one conducts or behaves in society. Culture is a concept that everyone shares and develops via social contact. The shared understanding of a group sets it apart from other groups. The sense of self Cultures, on the other hand, never change completed products they're constantly there adapting and changing. There are elements continual additions and deletions. It has grown, decreased, and been rearranged. As a result, civilizations become dynamic. The capacity of individuals to function as a cohesive unit, to infer comparable meanings from one another. Humanity is distinguished from other living creatures and animals through signs and symbols. Making sense is a social endeavour.

## 4.2 CULTURE



**Fig. 4.1: Indicates culture**

What is culture? How did it come into existence?....these questions may have crossed our minds at some point or the other.

Starting with the idea of culture which is acquired through social interactions and the conduct we humans have at social gatherings.

An infant born into this world learns and adapts to certain behaviour's that are common to the human race such as the way we dress, behave, dining etiquette,

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clothing, taste in music and the list goes on. It is important for a peaceful co-existence among people of different caste, religion etc. Understanding non-verbal cues is also an important part of our social interactions.

Now, to answer the second question - culture is for the people and by the people. Since we know that relocating geographically to any location distant from your own we find people with different ways of living because of the temperature, living conditions, food and shelter, economic and social pressures. These factors contribute into developing a certain culture that suits their living which keeps evolving over a period of time and one generation to the next.

We often think of our parents having a regressive mindset it is because of the culture that existed when they were growing up. By this we only try to explain the very nature of culture which is “under constant change” and will continue to take forms that we cannot hold the idea for.

### Discovery of Culture

One of the catalysts for socio-cultural transformation is the act of discovery. A common human experience of a part of reality that already exists’, Horton and Hunt describe discovery. To put it another way, discovery entails making an aspect of reality known or shared. Before their discovery, the earth’s gravitational force, blood circulation, and the theory of energy concentration, among other things, were already known. Only when a new finding is shared with the rest of society does it become part of the culture. Only when it is put to use does technology become a contributor to social change. The power of steam, for example, has been researched.

### The Origins of Culture: Biological or Societal?

The debate over nature vs. nurture continues in the social sciences. The “nature” camp contends that human DNA generates enduring cultural patterns when it comes to human civilization. Behavioural and cultural variations between and among human groups are thus caused by genetic mutations and anomalies. There may be differences in things like sexual attitudes, culinary preferences, and language. Humans are taught everything, including cultural norms, on a “blank slate” called a “tabula rasa” according to proponents of the “nurture” side of the dispute. This basic argument has provided social scientists and others with valuable insights into human nature and society, but no firm conclusions have been reached.

More recently, social learning theorists and sociobiologists have weighed in on the topic with their expertise and viewpoints. Humans acquire social behaviours in social environments, according to social learning theorists. That is, conduct is socially learnt rather than genetically determined. Sociobiologists, on the other hand, claim that because certain behaviours like violence are ubiquitous across all human populations, they must be subject to natural selection in the same way that biological features like height are. According to sociobiologic theory, individuals whose “selected” habits aid in effective social adaptation are also more likely to procreate and survive. A successful behavioural trait can be passed down genetically from one generation to the next.



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To discover a universal human essence that, in theory, should yield identical cultures all throughout the world. Language, a predilection for specific types of food, division of labour, socialisation methods, governance laws, and a religious system are all examples of common cultural characteristics. All of them, however, are cultural characteristics that are more broad than specific. Everyone, for example, consumes food in some form or another. On the other hand, some tribes eat insects while others do not. It's possible that what one culture deems "normal" and what another society considers normal are very different.



Fig. 4.2: Meaning of culture

### Definitions of Culture

**Horton and Hunt** define culture as ‘everything which is socially shared and learned by the members of a society’.

**Tylor** defined culture as “that complex whole including beliefs, art, religion, values, norms, ideas, law, language, practices, custom, and any other capabilities and habits acquired by man as a member of society”.

**Robert Bierstadt** states that “culture is the complex whole that consists of all the ways we think and do and everything we have as members of society”.

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## Basic Elements of Culture

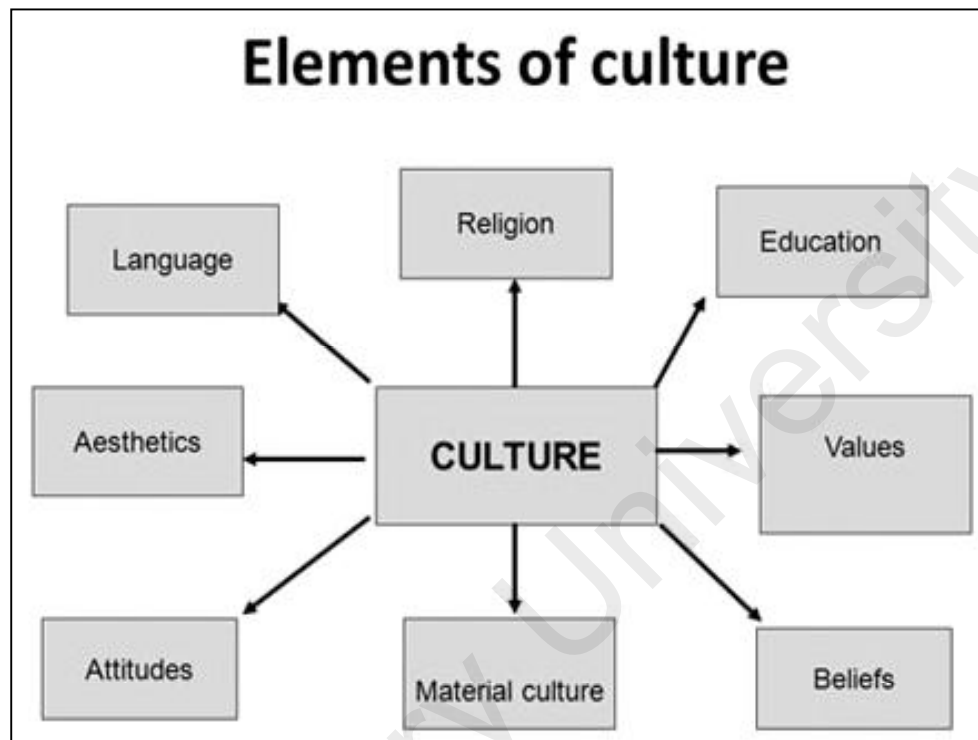


Fig. 4.3: Basic elements of culture

Culture is the collective term for all learned and socially transmitted behaviours. Every civilisation on the earth shares and uses it. Ideas, beliefs, values, and customs are the fundamental components of culture, and they all work together to create a full image. Culture is transmitted from one generation to the next. Every civilization shares a few universal traits.

**Culture's Basic Elements**

The following are some essential cultural elements:

Language, Symbols, Norms, Values, Beliefs and Cognitive Elements.

**1. Use of language**

Language is a collection of words or ideas used in social contexts and with a common meaning. Language is the doorway into a culture. Language is a body of precise terminology and socially accepted sentence structures, vocabulary, and patterns that are used by members of the same culture.

Communication and information transfer between people are made possible by language. It is a method for influencing someone's experiences and behaviour. Culture-specific language is transmitted from one generation to the next.

Our complex social interactions are carried out through the use of language. Language is the bedrock of a culture and is also a pass to social life. Because they lack a specialised vocabulary to employ to explain

their worlds to others, animals lack culture. Language is therefore the key to enabling a social existence for a person with distinctive features.

## 2. Symbols

Culture is a system of symbols. Anything that is used to express and signify a situation is a symbol. Our activities are guided by symbols. The event can be in the past, present, or future. Ashes, for instance, show that something has burned, whereas a wet street shows that it has rained.

A headbow, whistling, or blinking of the eyes are all signs that suggest one thing was thinking about another. We offer prayers to Bahauallah, a representation of God. American They shook their heads no in response. Symbols include things like paintings, statues, anthems, and flags. Short statements called symbols are used to designate an item or situation.

## 3. Requirements

Norms are the standards and precepts that guide a person's behaviour as cultural elements. Norms keep a person inside the confines of their culture and society. It imposes restrictions on our abilities, both in terms of what we can and cannot do. It moulds our behaviour and teaches us the difference between good and wrong. Two categories of norms exist:

- (a) **Folkways, for starters.** Folkways are the simple, conventional ways of living of the people. It is the ordinary and customary behaviour of individuals within a culture. Folkways are recognised or acceptable ways of acting. These are the kinds of actions that people frequently engage in.
- (b) **Mores:** "Customs or beliefs in conformity with a group's conventional expectation" is the meaning of the Latin word mores. It is mos' plural form. A person "must" behave in this way. What should exist and what shouldn't, says Mores. Even though mores are considered significant standards, they receive the same kind of information as folkways. They impose a substantial obligation on a group when they violate social mores and pose a threat to social order. Violations of social mores can result in both formal and informal punishment.

## 4. Values

Whatever is important in our daily life becomes what we hold dear. Values are not biologically derived; rather, they are socially constructed as a result of social interaction. Culture has an impact on values. Values vary in every social environment since culture varies from one civilisation to the next. Values are the things we hold dear and insist on in our society. They represent a person's pleasant ideas and thoughts.

Some values are passed down the generations, and we learn them from our elders, literature, and parents. The culture is rich in ideals that can be

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passed down from generation to generation. When a natural item acquires meaning, it has worth.

### 5. Opinions

Each subgroup within a civilization has a set of culturally sacred beliefs. These concepts are in charge of satiating spiritual demands and desires. Muslims hold a number of beliefs, including that of God, the Prophet Muhammad, the Day of Judgment, the recitation of the Holy Quran, and the Hajj.

Sikhs have a long beard, hold a dagger in their other hand, and wear a bracelet. A cross is revered to Christians, whereas a cotton thread wrapped around the neck is sacred to Hindus.

### 6. Cognitive Elements

Cognitive characteristics of culture are those that enable a person to function in a specific social environment. How to survive, protect oneself from storms and other natural disasters, travel and convey oneself, and other such skills are practical knowledge that forms a culture. Every generation carefully considers such knowledge.

#### Check Your Progress

1. What is culture?
2. Elaborate its objectives.
3. Why origin of culture is biological.
4. Define elements of culture?

## 4.3 CHARACTERISTICS

The characteristics of culture is as below:

- **Culture is learned:** Culture is learned behaviour or quality. Individuals learn it through social interaction rather than biological inheritance. In other terms, culture refers to any socially acquired or learnt behaviour or feature. Culture refers to the behaviours and thoughts that are learned through socialisation. Culture is learned or acquired through living in a group. His education allows him to absorb it from society.
- **Culture is Social:** Culture is social in nature, not individual. Culture develops as a social product as a result of social interaction that is shared by all. It is extremely difficult, if not impossible, to be cultured without social engagement or social relationships. The expectations of the members of the groups are included in culture. It is a product of society's creation or genesis.
- **Culture is Passive:** Culture is transmitted from one generation to the next. From one generation to the next, it is transmitted. This process of transmission is ongoing and spontaneous. It never stays the same. Culture

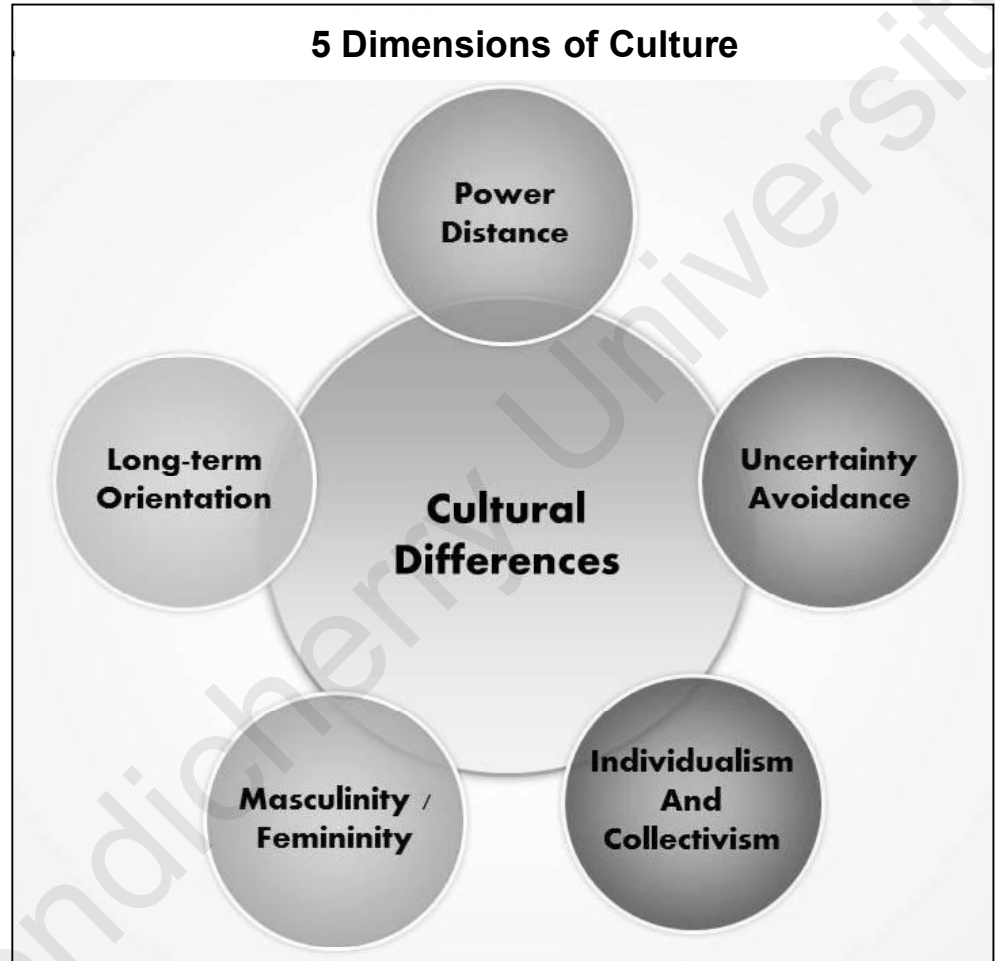
is passed down down the generations through inheriting or learning it from one's forefathers. As a result, culture continues to accrue.

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- **Culture satisfies some requirements:** Culture satisfies a variety of social and psychological needs. Different demands drive the creation and maintenance of culture. It meets the demands of both society and individuals. Religion, for example, was once employed to meet society's requirements for unity and integration. Our requirement
- **Culture satisfies some requirements:** Culture satisfies a variety of social and psychological needs. Different demands drive the creation and maintenance of culture. It meets the demands of both society and individuals. Religion, for example, was once employed to meet society's requirements for unity and integration. We are able to satisfy all of our cultural requirements, including those for fame, celebrity, status, and position.
- **Culture is shared:** Culture does not belong to a single person or a small group of people. The bulk of people have a common culture. As a result, culture is a social phenomenon. Polytheism, for example, is a part of our society. It implies that most Indians practise polytheism or that culture is something that is socially acquired or learned.
- **Culture develops over time:** Culture does not emerge in a single day or year. Throughout the ages, it slowly builds up. Beliefs, art, morals, and information are all gradually accumulated and incorporated into culture. As a result, culture is a societal inheritance. Culture is adaptable: Culture has the ability to adapt. It's not a static situation. It undergoes transformations.
- Culture adapts to new environments or difficulties posed by the social and physical environment in many ways. The act of changing is referred to as "adaptation." And culture helps the human being acclimatise.
- **Culture is Dynamic:** Culture may adapt and is flexible. It varies and evolves depending on the society. Every society has its own distinct culture. It also fluctuates from time to time within a community.
- **Culture is structured:** Culture follows a set of rules or a system. Culture, as Tylor puts it, is a "complex whole." It suggests that various facets of culture are skillfully structured into a coherent whole. Culture's various facets are set up so that any change in one influences changes in the others.
- **Culture is a means of communication:** Man creates and employs symbols. He also has the ability to communicate symbolically. Culture is based on symbols, and different symbols are used to communicate. Common beliefs, social traditions, and so forth are passed down from generation to generation.
- Culture is conveyed from one generation to the next through the medium of language. It doesn't stay still. Language allowed for this message.

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Language is how culture is passed down. The full scope of social heritage is represented by culture, which is a social good, as we all know. It has historical significance. Past lives on in culture as a result of transmission. Everyone enjoys it.

**Dimensions of Culture**

**Fig. 4.4: Dimensions of culture**

**The Six Cultural Dimensions: An Overview**

The way a culture ranks in each of these six dimensions changes over time. They can, in fact, change and evolve over time. Furthermore, cultural elements are inextricably linked and impact one another. Because both deal with adherence to traditions, long-term orientation frequently coincides with a culture's beliefs on uncertainty avoidance.

When comparing and contrasting cultures and their aspects, keep Hofstede's findings in mind and ask why people react the way they do. High uncertainty avoidance is a result of natural disasters in Japan, while the historical importance of individual freedom and rights in America has led to high individualism. Investigating and understanding a culture are made much simpler when we understand the causes of its cultural aspects.

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**1. Maximum Range of Power**

This dimension reveals how a culture responds to inequality, particularly when it comes to resources and power. In certain civilizations, inequality and hierarchical statuses are ingrained in daily life. A caste system is an illustration of a higher-ranking power distance on the scale of 1-100. People acknowledge that they are born into a certain social class in a caste society and that they are unable to rise above it.

The opposite strategy is used by low power distance societies, which give significant attention to societal power distribution. If only a few people control all the wealth and power, it is viewed as unfair.

**2. Individualism vs. Collectivism: What's the Difference?**

The unification of culture is the focus of this dimension. A “every man for himself” ethos and a looser population are characteristics of individualistic societies. It is expected that people put their own and the needs of their immediate family first.

The idea of “we” is valued over “I” in collectivist civilizations, and closely connected groups within a community cooperate. The group as a whole is the main focus, although self-benefits result from the group mentality.

This element is immediately noticeable in the majority of cultures. Australia and the United States rank well in terms of individualism. In societies like China and Japan, where the majority of people act in the interests of the collective, individualism is minimal.

**3. Masculinity vs. Femininity**

It is a debate that has been going on for quite some time.

On a scale of masculine vs. femininity in this dimension, ambition, competition, and materialistic tendencies versus preferences for teamwork, harmony, and empathy are depicted. This dimension investigates whether a culture favours competitive success and the need to excel over caring for others, enhancing one's own quality of life, or following one's passions.

**4. Uncertainty Avoidance**

Have you ever encountered a circumstance in which a new concept or aspect is introduced? What was your reaction to that? Cultures are judged on how they respond to uncertainty and ambiguity, as well as new ideas and situations, in this dimension. For some, the prospect of change in the future is daunting, while for others, it is an exhilarating prospect.

In cultures whose customs and rituals are revered, people tend to avoid uncertainty because they perceive change as intrusive. In other situations, like Japan, the frequent occurrence of natural disasters like earthquakes and tsunamis helps people avoid uncertainty. The natural response is to

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fight change, especially when it comes in the shape of horrible disasters that require a nation to rebuild.

### 5. Short-Term vs. Long-Term Orientation: What's the Difference?

When faced with new issues, a culture will either innovate or appeal to the past for solutions.

A culture with a high long-term orientation places a great value on traditions and practises, and considers change to be a bad thing. Change is more readily accepted in short-term civilizations because they see it as inevitable.

While short-term oriented civilizations are more inclined to prioritise instant gratification, long-term oriented societies will also plan for the future.

Long-term vs. short-term thinking can influence how a company judges success. Short-term focuses on quarterly success, with immediate outcomes rewarded. Business is more important in long-term civilizations.

### 6. Restraint vs. Indulgence

Finally, every society acknowledges that the frantic drive to gratify desires is the fundamental human response to existence. However, every society will either indulge (indulge) or restrict in response to this impulse (restraint).

In confined societies, the general atmosphere leans toward pessimism and cynicism as stricter morality and social norms are imposed on the populace. In contrast, indulgent societies are more laid back, encourage people to take advantage of opportunities to sate their demands, and enjoy their free time.

## 4.4 FUNCTIONS OF CULTURE

Human culture is a universal phenomenon. Man is a creature that is both social and cultural. Culture has made it feasible for man to have a social existence. It's crucial to understand whether culture meets any common human needs. This brings up a crucial role that culture plays. Individual and societal functions are served by culture.

### Culture is a Storehouse of Information

Culture is a large storehouse of knowledge that is essential to human survival on all levels—physical, social, and intellectual. Humans possess intelligence, creativity, and the capacity to learn new things, in contrast to animals who rely on instincts, allowing them to adapt to their surroundings. Culture has made this kind of adaptation and modification possible and simple by supplying man with the necessary abilities and knowledge. Culture, through its most basic element, language, preserves this information and aids in its transmission from generation to generation. Language is not just a means of transmitting knowledge, but also of



preserving, accumulating, and disseminating it. Many people believe that such a procedure does not exist.

### **Situations are Defined by Culture**

For us, the situation is defined by culture. It not only defines us, but also influences our daily activities, including what we eat and drink, how we dress, how we speak both verbally and nonverbally, what religion we follow, and other things. It reveals a situation's 'socially acceptable' response. Each culture has a number of subtle clues that help to identify a situation. It may take a lifetime for someone moving from one society to another to pick up on the hints.

### **Attitudes, Values, and Ambitions are all Defined by Culture**

The term "attitude" refers to the tendency or orientation of the mind to think and act in a particular way. Values are a culture's collective conceptions of what is excellent, laudable, and right—or awful, repulsive, and unseemly. While goals refer to the accomplishments that are deemed worthy by values. Marriage, contraception, religion, economics, science, and other societal issues are all shaped and conditioned by our culture. Our culture has an impact on our ideals about the concept of liberty, private property, and marriage partner selection. All of our objectives, whether they be familial, economic, or religious, are important to us.

### **Myths, legends, and the Supernatural are Defined by Culture**

Every culture has its own set of myths and legends. Oral tradition may be used to transmit these along from generation to generation. Whether or not they are real, they nonetheless inspire, motivate, guide, and console those who are grieving. Myths, legends, and superstitious beliefs have an impact on people's behaviour. They consequently show to have strong influences on a group's behaviour.

#### **Check Your Progress**

5. Why is culture called the storehouse of information?
6. Name the functions of culture.
7. What are dimensions of culture? Explain in detail.

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## 4.5 CATEGORIES

It is further classified under these

### Identity and Culture



Fig. 4.5: Basic types of culture

Identity is not something that is passed down the generations, but rather something that is created. Shaped both by the individual and by the environment.

The organization as a result of their connection with the help of others For each person, the He/she imparts social roles that he/she plays identity. In today's world everyone The role of society is multifaceted.

For example, inside the family, he/she could be Whether it's a parent or a youngster, there's something for everyone. There are distinct positions that exist powers and responsibilities. It is not enough to play roles.

They must also be acknowledged and respected. Acknowledged. This is frequently possible. Through the acceptance of the specific lingo used by a group of people cast of characters In schools, students have They refer to themselves in their own unique way. The performances of the class, the instructors, and other pupils. By combining these ideas, a language that doubles as a code is created. They create their own world of connotations and meanings. Women, on the other hand, are also known for coming up with their own ideas. Language, and it is through it that they

express themselves. Men have little control over private space. Especially when they're all gathered at the same time.

In rural locations or across the country, there is a pond to bathe in. In metropolitan areas, laundry lines can be found on rooftops areas. There are various subcultures in a culture, such as the elite and the underclass. Youngster from the working class Subcultures are a type of subculture. Style, taste, and affiliation all have a role.

There are distinct subcultures that can be identified.

### **Socialisation and Culture**

By their mannerisms, clothing regulations, and personal preferences for a specific type of music or the way they connect with their co-workers members of the group Sub-cultural groupings can also play a role serve as coherent groups that disseminate information. All members of the gang have a unique identity.

There may be leaders in such groups. Members of a group, on the other hand, are not followers or followers bonded by the group's mission and collaborate to attain their goals objectives. For example, youthful people. Members of a community can come together to create a group.

A sports club for people who want to participate in sports as well as other beneficial activities help to project a positive image of the organization members in the community, and this results into the members not only have a favourable view of themselves, but they are also driven to work harder in their pursuits. Their collective identity changes, as does their tendency. A process of change The gang has the ability to set itself apart from other groups a result of which it develops its unique identity because of acceptance and the neighbourhood's recognition.

### **4.5.1 High Culture**



**Fig. 4.6: High culture**

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Tracing back the history of how this culture came into existence is credited to the traditions of aesthetic and intellectual way of life in ancient Greece 8th century BC – AD 147 and several advances in the field in the European history where high culture was first used by Mathew Arnold in his book *Culture and Anarchy* (1869).

As the name suggests “high culture” essentially refers to the upper strata of the society who are privileged enough to pursue what we call as art, music, literature, fine dining and the activities an artist is said to pursue. This form of culture is the result of no financial pressure and for those from affluent families who have all the time to give into artistic pleasures. Some may call it the art of perfection or a force that encourages moral good.

It is not hidden that one needs to be in a state of leisure to pursue this culture which happens to include painting and cinema, which is often criticized to be a monopoly for the elite. The reason simply being that the poor has to work hard for his daily bread and butter and hence these things are alien to him. This culture is promoted by the medium of museums, libraries, cultural groups, exhibitions etc.

It is popularized through Cultural Studies, Media Studies, Critical Theory, Sociology, Marxist thought and Postmodernism.

#### 4.5.2 Low Culture



**Fig. 4.7: High culture and low culture**

It is a term that is used in contrast to what we discussed to be “high culture”. The difference between high culture and low culture is slight and both are said to be subcultures. Some of the examples of this type are kitsch, slapstick, escapist or pulp fiction or cinema.

#### 4.5.3 Popular Culture

The term was coined and popularized in the mid 19th century. It generally has no negative indication.

Basic meaning of popular means something that majority of the population is acquainted with and unknowingly have incorporated and made it a part of their life. Common illustration these days is “pop culture”. Mass media and entertainment

industry has a major role in promoting this culture. Mass appeal is a potent stimulator to this culture.

Traditionally it is believed that the popular culture was associated with poor education and the lower class who were the masses of the population. Industrialisation set in, the literacy rates took a rise, people started spending on entertainment further giving birth to consumer culture. As the trains came into existence travel became an option and hence the intermixing of culture within various groups began. Countries with most pop culture are Italy, France, Spain, north Korea, the united states, UK etc.

It has been subjected to criticism and said to be designed to glorify the upper class and enforce imperialist ideologies.

The most common and popular sources of pop culture is the TV industry, music, fashion, social media such as Instagram, Facebook, twitter who continue to be part of our daily lives and influenced popular beliefs among the young generation.



**Fig. 4.8: Pop culture vs folk culture**

#### 4.5.4 Folk Culture

The best way of understanding any concept is to comprehend its words and their true meaning which sparks a series of ideas that calls for certain question to answer and feeding into these thoughts leads to a better understanding.

Folk means “group of people” and culture means “way of life for society”.

Folk culture is traditionally practiced by a small group of homogeneous people living in relative isolation. As a result of this, people culture is stable through time, however extremely variable across house.

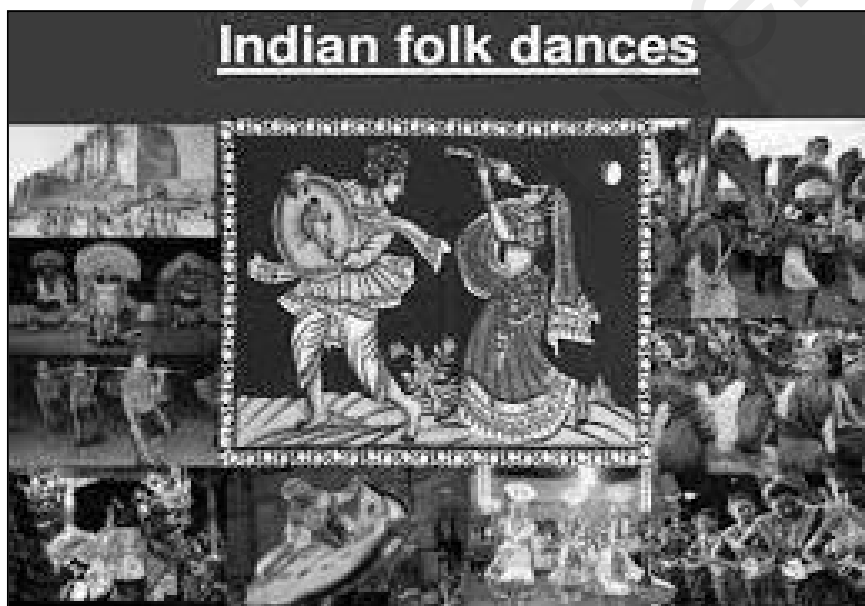
The word “folk” frequently conjures up images of what we typically think of as ancient music, dances, and clothing. It seems that the prefix folk refers to something that somehow belongs within the past which is relegated to festivals and

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museums. The word may be derived back to recent Norse/English/Germanic and was accustomed see a military, a clan, or a gaggle of individuals. exploitation this historic info, folk culture (folktales, folklore, etc.) may be understood as one thing that's shared 1st among a gaggle of individuals so with the a lot of general population. It's a sort of identification. Folk are ultimately tied to an explicit landscape/geographic location additionally.

Even when some of it is relocated to a new setting, as in the case of migration, the relocated elements retain strong associations with their original location. Folk culture differs from pop culture in that the former emphasises trying inward while the later does not relate to the skin.



**Fig. 4.9: Different types of folk dance in India**

#### Check Your Progress

8. Write a short note on culture.
9. Differentiate between high culture and low culture.
10. What is the most popular source of pop culture among the youth?
11. What is socialization and culture? Correlate.
12. Define folk culture with examples?

#### Material Aspects of Culture

The term “material aspect” refers to things like manufacturing and communication equipment as well as tools, technologies, machinery, structures, and modes of transportation. The extensive usage of computers, vehicles, buses, ATMs (automated teller machines), refrigerators, and mobile phones in metropolitan areas shows how dependent people are on technology. Even in rural areas, the use of modern tools for boosting productivity is evident in the usage of transistor radios and electric motor pumps for raising water from below the surface for irrigation. In conclusion, there are two main aspects of culture: the tangible and the immaterial. Despite the fact that the cognitive and normative aspects are not material, the

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material factor is essential to boost output and improve quality of life. The material and non-material components of a culture must collaborate for integrated functioning. The non-material features, however, can lag behind in terms of values when the material or technological dimensions change quickly.

## 4.6 MATERIAL CULTURE



Material culture refers to machine, art monument, building, tools, weapons and all the other materialistic possession that we can think of that are tangible and observable. Samples of material culture, however, would continue to be given away until they broke down. Its controversial on whether material culture is dominant in moulding intangible parameters. It appears obvious that the effects of fabric culture have differed from society to society.

The first affable (good or friendly) revolution or radical correction in material culture came between fourteen, and before this, once the shift from food aggregation to food manufacturing, the Agricultural Revolution, was well underneath system. Concerning 1800 the alternate emotional correction in technology, the profitable Revolution, (happened supported) the harnessing of the energy of coal, canvas, gas, and warmth to be used in ways of product. The harnessing of nuclear energy marked the launch of the third emotional revolution in material culture and culture as a full.

Material culture is a great way for investigating archaeological evidences and interpret history and evolution since. It is linked to the rise in anthropology. It seeks to understand societies, their way of living and why certain materials were made and its why was it culturally significant to the era.

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It closely correlate's with non-material culture which will be explained further, both being complimentary to one another and have shared a close connections in the past and continues to cherish so far.

#### 4.7 NON-MATERIAL CULTURE



Fig. 4.10: Material and Non-material Culture

Non-material culture refers to the intangible aspects of human life. The sentiments associated with certain material that humans have developed over the years refers non material culture. It doesn't contain any actual items or artefacts. Examples being ideas, beliefs, values, behaviour in general and other symbolic creations that were created by the man himself. The values he exhibits as a part of society.

#### Components of Non-material Culture

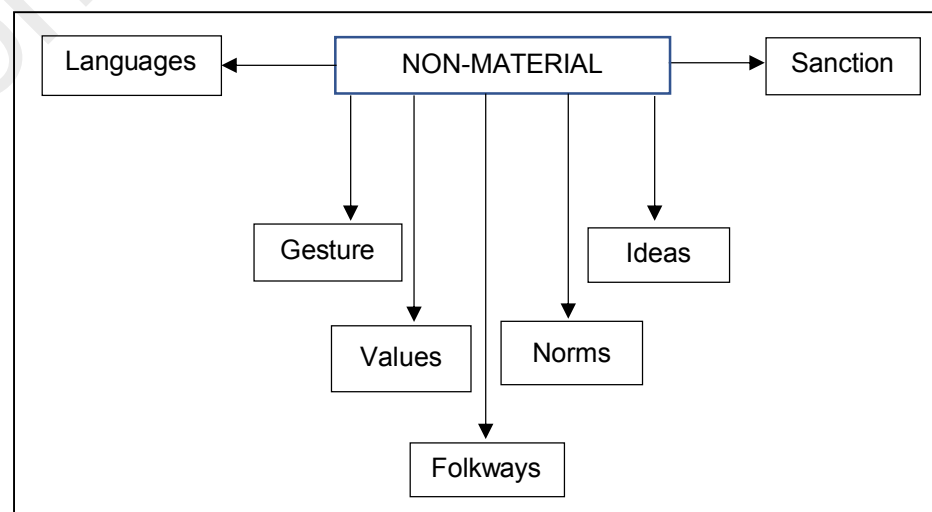


Fig. 4.11: Components of Non-material culture



## 4.8 CULTURAL LAG

William F. Ogburn first used this phrase in 1922 in a piece he wrote titled “Social Change with Respect to Culture and Original Nature.”

Cultural lag refers to the distinction between material and non-material culture. It has become a concern that leads to social impairment among different cultures. When people cannot cope up with the changing times both environmentally and technology wise it create a junction that is described to be the cultural gap.

People often try to catch up and become a part of the loop as they feel disconnected socially. To name a few examples is the arms race in the 1980s, cars overtaking public mode of transport, internet becoming a vast network, shifting of offline to online platform of education and so on.

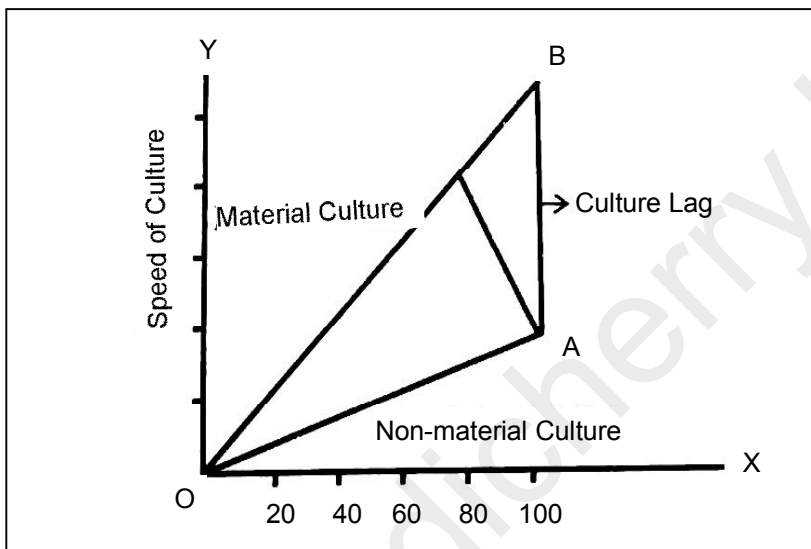


Fig. 4.12: Depicts culture lag

## 4.9 CULTURE RELATIVISM



Fig. 4.13: Depicts values of culture relativism

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Ethnocentrism is an alternative to cultural relativism.

The idea of cultural relativism holds that each culture's behaviour and traditions must be evaluated in light of its own norms. It is necessary to suspend judgement about different cultures in order to get along with others, as well as to perceive people's conduct through the lens of their own culture (and not ours). Cultural relativism prioritises understanding other cultures above judging them as "abnormal" or "foreign." Max Weber cites cultural relativism as an illustration of scientific inquiry that is impartial in regard to values.

Cultural relativism asserts that various social circumstances produce diverse outcomes. Polygamy, bullfighting, and monarchy must all be analysed in the context of their own cultures. Cultural relativism is used by anthropologist Marvin Harris (1974) to explain why cattle are not killed and eaten in India, despite widespread famine and starvation. According to a foreigner, cow worship is to blame for India's starvation and poverty. The Hindu prohibition against killing cattle is linked to their economic structure, as may be observed by a deeper examination.

#### 4.10 ETHNOCENTRISM

##### **Ethnocentrism's Definition**

Ethnocentrism is the assessment of other civilizations via the measurement and dominance of one's own culture. As a result, cultural qualities that are similar to the observers' are regarded as superior to those that are significantly distinct. The belief that one's own culture is superior to others is biased. With such a mindset, it becomes challenging for us to realise that what we believe to be true may not be at all true in the eyes of others. Unspoken hostilities exist between two groups or individuals in this situation. The effects of ethnocentrism can be found here.

It's a mindset that considers one's own culture or tribe to be naturally superior. It is the belief that one's own culture or group is fundamentally superior to other cultures or groups. Because other cultures are appraised according to one's own criteria and because other cultures differ, other cultures are considered inferior. It conveys a lack of ability to comprehend the viewpoints of individuals from diverse cultures with varied languages, beliefs, moralities, and ethical standards. Numerous individual, societal, racial, and cultural problems that affect people throughout are caused by this attitude.

"A conviction that one's own group, race, society, and culture is good, normal, right, and superior to other groups, culture, society, and race that are inferior, wrong, abnormal, and terrible," according to Ethnocentrism. It is usual to evaluate other communities, races, groups, and civilizations by one's own criteria.

##### **Ethnocentrism's Impact on Society and Individuals**

Ethnocentrism can have either a positive or negative effect on people and civilizations. If ethnocentrism is seen favourably, someone may have tremendous faith in any particular person, group, culture, nation, or ethnicity. On the other hand,

a person can feel and believe that he or she, as well as his or her cultural values, are superior than other people, civilizations, and societies.

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**Fig. 4.14: Ethnocentrism in India**

We utilize a lot of statements on a regular basis that demonstrate our belief that our culture is the greatest. A society might be described as developed, underdeveloped, or primitive. Our beliefs may be classified as religion, whereas others' beliefs may be classified as superstition or mythology. It's all too easy to judge the customs of other cultures through the lens of our own prejudices. Sociologist William Graham Sumner first used the term "ethnocentrism" in 1906 to refer to the tendency to think that one's own culture and way of life are superior to all others. The ethnocentric person sees the world through the eyes of his people.

## Towards Global Culture



**Fig. 4.15: Depicts Modern /Global culture**

According to some sociologists, the world is moving closer to a global civilization that is devoid of cultural variation. The idea of "cultural diffusion," or the spread of norms between civilizations is a key way in which cultures come to resemble one another. Cultures have always interacted with one another through

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travel, trade, and occasionally even conquest. However, the rate of cultural dissemination is accelerating as more individuals travel and live abroad. A few examples of societal influences generating a global culture are transnational firms and banks, the United Nations, mass media (television, radio, film), the news media, the Internet, and electronic communications (telephones, e-mail, fax machines). The idea that the world is one giant village seems to be implied by phrases like “global village.”

Global culture is a body of shared practises, norms, icons, and ideologies that unite people from all over the world. Cultures can exist at the global, national, regional, city, neighbourhood, subculture, and superculture levels.

Every day, we deal with people who are of a different religion, speak a different language, or are from a different country. We gain a better understanding of the world, learn new things, and, of course, form ties as a result of these interactions.

It appears that the world is becoming “smaller” by the day. Local societies and cultures have survived and, in many cases, are being actively affirmed despite the fact that many aspects of culture have been globalised. People frequently adhere to their original culture even after moving to another part of the world.

**Check Your Progress**

13. Who coined the term “cultural lag”?
14. How are material culture and non-material culture correlated?
15. What is global culture.
16. Define ethnocentrism in detail.

**4.11 ANSWERS TO ‘CHECK YOUR PROGRESS’**

1. Culture as “that complex whole including beliefs, art, religion, values, norms, ideas, law, language, practices, custom, and any other capabilities and habits acquired by man as a member of society”.
2. Its objectives are
  - Dynamic
  - Observational
  - Transmittable
3. The way in which in which human interacts with culture directly affects both human behavior as well as biology. In other words we may say human culture interacts with biology resulting with various behavior.
4. The main components of culture are artefacts, symbols, language, rules, and values.
5. Culture is a large storehouse of knowledge that is essential to human survival on all levels—physical, social, and intellectual. Hence it is called the storehouse of information.

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6. Functions of culture are:
  - Culture is a storehouse of information
  - Situations are defined by culture
  - Attitudes, values, and ambitions are all defined by culture
  - Myths, legends, and the supernatural are defined by culture
7. Dimensions of culture are, power distance, uncertainty avoidance, individualism, collectivism respectively. All is described in detail.
8. Humans are social creatures and interactions among each other gives them perspective and they start adapting to the culture which includes the way we talk, behave, dress, eat, emote etc. It keeps evolving with time and this is “under constant change”.
9. **High culture:**
  - Limited to the upper class
  - Popularized through museums, libraries, cultural groups**Low culture:**
  - Contrast for high culture
  - Examples are kitsch, play stick etc.
10. Most popular source of pop culture among the youth is social media namely Instagram, Facebook and twitter.
11. Socialization culture is defined by their mannerisms, clothing regulations, and personal preferences for a specific type of music or the way they connect with their coworkers’ members of the group Sub-cultural groupings can also play a role serve as coherent groups that disseminate information. All members of the gang have a unique identity.
12. The word “folk” frequently conjures up images of what we typically think of as ancient music, dances, and clothing. It seems that anything beginning with “folk” relates to something that somehow belongs within the past which is relegated to festivals and museums. The word may be derived back to recent Norse/English/Germanic and was accustomed see a military, a clan, or a gaggle of individuals. exploitation this historic info, folk culture (folktales, folklore, etc.) may be understood as one thing that’s shared 1st among a gaggle of individuals so with a lot of general population. It’s a sort of identification. Folk are ultimately tied to an explicit landscape/geographic location additionally.  
Examples: Mekhela chador and bhiu dance Assam, Rajasthani miniature painting.
13. The term cultural lag was coined by William F. Ogburn in the year 1922.
14. Material and non-material culture are correlated because materialistic possessions are physical objects that carry sentimental value or could be a representation of a symbolic expression. Rather than looking at them as artifacts they could be objects with intangible aspect.

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15. Global culture means the world is moving closer to a global civilization that is devoid of cultural variation. One important way that cultures start to resemble one another is through the process of cultural diffusion, often known as the spread of norms between cultures. Cultures have always interacted with one another through travel, trade, and occasionally even conquest. However, the rate of cultural dissemination is accelerating as more individuals travel and live abroad. A few examples of societal influences generating a global culture are transnational firms and banks, the United Nations, mass media (television, radio, film), the news media, the Internet, and electronic communications (telephones, e-mail, fax machines). The idea that the world is one giant village seems to be implied by phrases like “global village.”
16. Ethnocentrism means it is the assessment of other civilizations via the measurement and dominance of one’s own culture. As a result, cultural qualities that are similar to the observers are regarded as superior to those that are significantly distinct. The belief that one’s own culture is superior to others is biased. With such a mindset, it becomes challenging for us to realise that what we believe to be true may not be at all true in the eyes of others. Unspoken hostilities exist between two groups or individuals in this situation.

a belief that one’s own race, culture, civilization, and group are better than other races, cultures, societies, and groupings that are inferior, wrong, aberrant, and dreadful, according to ethnocentrism. It is widespread practise to evaluate other cultures, societies, groups, and races by one’s own criteria.

#### 4.12 SUMMARY

- The symbols, language, norms, values, and artefacts that define a society and shape its citizens’ beliefs, actions, and attitudes are referred to as its culture.
- The relative role of biology and culture for human behavior is still a point of contention among academics. Sociologists prefer culture to biology for a variety of reasons, including global cultural differences, biological explanations of behaviour are still widely accepted despite their inability to explain significant variations in group rates of conduct.
- Because they help people in a society communicate with one another, symbols are a crucial part of culture. Objects as well as nonverbal communication are included. It can be tough to interact if you don’t comprehend the meanings of symbols.
- Another key aspect of culture is language, which is essential for communication. If the Sapir-Whorf theory is right, language changes society’s members’ thoughts and perceptions.

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- People's behaviour is influenced by the values and standards of their culture. We observe some spectacular examples of cross-cultural variance in norms and values when we look around the world. Harmony is a major value in Japan, for example, whereas individualism and rivalry are dominant in the United States.
- Artifacts are the final component of culture, and they might be perplexing to those unfamiliar with it. On the other hand, artefacts frequently make perfect sense to the inhabitants of a particular community.
- Cultural relativism and ethnocentrism are two perspectives on the diversity of cultures. We may be surprised and even horrified by the cultural practises of many countries, and it can be challenging to decide whether to accept or reject them.
- Any society's symbols, language, convictions, standards, and artefacts collectively are referred to as its culture.
- Culture is a crucial idea in the sociological perspective since it affects people's ideas and behaviour.
- A lot of sociologists are sceptical about biological explanations for behaviour, in part because they tacitly uphold the status quo and could be used to support assertions that some people are biologically inferior.

#### 4.13 KEY TERMS

- **Culture:** Everything that is shared and socially learned by people.
- **Ethnocentrism:** Ethnocentrism is the tendency to think that one's own culture and way of life are superior to all others.
- **Xenocentrism:** Is the view that one's society's products, styles, or ideas are inferior to those from other societies.
- **Cultural relativism:** The idea that each culture should be appraised and judged in accordance with its own norms.
- **Cultural lag:** Cultural lag refers to the distinction between material and non-material culture.

#### 4.14 SELF-ASSESSMENT QUESTIONS AND EXERCISES

##### Short Answer Questions

1. Robert Bierstadt defines culture as?
2. What are the components of non material culture?
3. Draw the graph depicting cultural lag.
4. What is ethnocentrism?
5. Define low culture.
6. What time from the timeline was the term high culture started getting recognition?

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### Long Answer Questions

1. Write the characteristics of culture.
2. Elaborate the functions of culture.
3. Write a short note on discovery of the concept of culture.
4. Differentiate between material and non material culture.
5. What is folk culture?
6. What is the theory of cultural relativism?

### Multiple Choice Questions

1. Sociology is the study of \_\_\_\_\_.
  - (a) Science
  - (b) Society
  - (c) Politics
2. In common parlance, a person is said to be cultured if he is \_\_\_\_\_.
  - (a) polished in manners
  - (b) polite in speech
  - (c) refined in tastes
  - (d) all three
3. One of the following is not the characteristics of the culture?
  - (a) It preserves features of the past.
  - (b) It discards what is socially condemned.
  - (c) It is found both in the animal and the human society.
  - (d) It is found only in human society.
4. Cultural traits are formed on the basis of \_\_\_\_\_.
  - (a) needs of life
  - (b) needs of religion
  - (c) needs of economic development
  - (d) needs of political advancement
5. Cultural growth is \_\_\_\_\_.
  - (a) an occasional process
  - (b) a continuing process
  - (c) not at all a process
  - (d) something very insignificant
6. Cultural diffusion can start only from \_\_\_\_\_.
  - (a) centres of cultures anywhere
  - (b) anywhere
  - (c) culturally neglected areas
  - (d) culturally backward areas



7. At any rate, the most important part of man's culture is \_\_\_\_\_.  
(a) the heritage of ideas  
(b) knowledge  
(c) beliefs  
(d) all of these
8. A society includes a number of group of people who interact on the basis of \_\_\_\_\_.  
(a) shared beliefs  
(b) customs  
(c) values and rules  
(d) all of these
9. Society refers to the \_\_\_\_\_.  
(a) interrelationship of people  
(b) relationship of people  
(c) customs of people
10. Culture refers to \_\_\_\_\_.  
(a) interwoven pattern of behaviour  
(b) interrelationship of people  
(c) traditions of society  
(b) traditions of society
11. Culture makes the society to function \_\_\_\_\_.  
(a) smoothly  
(b) evenly  
(c) both of these
12. Culture and society are \_\_\_\_\_.  
(a) interlinked with each other.  
(b) integrated with each other.  
(c) both of these
13. Interaction of cultural complexes helps in determining \_\_\_\_\_.  
(a) cultural disorganization  
(b) cultural lag  
(c) nothing of the culture
14. The smallest unit of culture is \_\_\_\_\_.  
(a) traits  
(b) theme  
(c) ethos

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15. When two or more cultural traits are combined, it is \_\_\_\_\_.
  - (a) pattern
  - (b) theme
  - (c) pattern and theme
  - (d) complex
16. The things which have physical form are \_\_\_\_\_.
  - (a) material culture
  - (b) non-material culture
  - (c) none of these
17. Cultural lag is a difference between \_\_\_\_\_.
  - (a) two material cultures.
  - (b) two non-material cultures.
  - (c) material and non-material cultures.
  - (d) economic and political cultures
18. Essential characteristic of culture lag is \_\_\_\_\_.
  - (a) unity
  - (b) change
  - (c) stability
19. The culture which consists of ideas is \_\_\_\_\_.
  - (a) material culture
  - (b) non-material culture
  - (c) cultural object
20. Sub-culture could be defined as \_\_\_\_\_.
  - (a) all the way of doing and thinking of a group.
  - (b) Sub-division of a national culture.
  - (c) totality groups ways of thought.
21. Sub-cultures are clusters of patterns such as those \_\_\_\_\_.
  - (a) related to the general culture
  - (b) distinguishable from general culture
  - (c) both of these

**Answers:**

- |         |         |
|---------|---------|
| 1. (b)  | 2. (d)  |
| 3. (c)  | 4. (a)  |
| 5. (b)  | 6. (a)  |
| 7. (d)  | 8. (d)  |
| 9. (a)  | 10. (a) |
| 11. (a) | 12. (a) |

- |         |         |
|---------|---------|
| 13. (c) | 14. (a) |
| 15. (d) | 16. (a) |
| 17. (a) | 18. (a) |
| 19. (b) | 20. (c) |
| 21. (a) |         |

**NOTES****Fill in the Blanks**

- \_\_\_\_\_ culture is the complex whole that consists of all the ways we think and do and everything we have as members of society.
- It really is an expression to gratify \_\_\_\_\_.
- It is transmitted through generations with each generation receiving a slight modified yet \_\_\_\_\_.
- \_\_\_\_\_, and ambitions are all defined by culture
- \_\_\_\_\_ introduced the term high culture in the book *Culture and Anarchy* (1869).
- The term folk tends to evoke pictures of what we have a tendency to understand to be \_\_\_\_\_.
- \_\_\_\_\_ are ultimately tied to an explicit landscape/geographic location additionally.
- \_\_\_\_\_ is a great way for investigating archaeological evidences and interpret history and evolution.
- The difference between \_\_\_\_\_ culture is called cultural lag.
- The term ethnocentrism was coined by sociologist \_\_\_\_\_.

**Answers:**

- Robert Biserstadt
- Human needs
- Authentic tradition
- Attitude, Values
- Mathew Arnold
- Dance and music
- Folk
- Ancient consumes
- Material and non-material
- William Graham Sumner

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**NOTES**

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## Unit V Human Society

### Learning Objectives:

By the end of this unit the learners would be able to:

- Get a fair idea on human society
- Understand its types
- Explain industrialization and its role in the topic concerned

### Structure:

- 5.1 Introduction
- 5.2 Human Society
  - 5.2.1 Characteristics of Society
- 5.3 Human versus Animal Society
- 5.4 Types of Societies
  - 5.4.1 Hunter and Gatherers
  - 5.4.2 Pastoral Society
  - 5.4.3 Agrarian Society
  - 5.4.4 Horticultural Society
  - 5.4.5 Feudal Society
  - 5.4.6 The Industrial Revolution
  - 5.4.7 The Post-industrial Era
- 5.5 Non-industrial Civilizations
- 5.6 Traditional Society
- 5.7 Industry
  - 5.7.1 Pre-industrial Society
  - 5.7.2 Industrial Society
  - 5.7.3 Post-industrial Society
- 5.8 Newly Industrializing Countries (NIC)
- 5.9 Answers to 'Check Your Progress'
- 5.10 Summary
- 5.11 Key Terms
- 5.12 Self-Assessment Questions and Exercises
- 5.13 References

## 5.1 INTRODUCTION

### NOTES

A collection of people who share a specified region and culture is the most basic definition of society. In sociology, we expand on this definition by claiming that society also refers to the social structure and interactions of a group of individuals. Within a culture, social structure refers to the relatively stable patterns of behavior and relationships. As a result, a society is made up of a population and its culture, as well as the interactions that take place between those people and the groups to which they belong.

Sociology draws a distinction between society and culture. Culture is the set of norms, values, beliefs, behaviours, and connotations given to symbols in a society. Culture differs from society in that it gives connections significance. For instance, think about what a polygamist man in a remote part of southern Utah is not the same as a gay couple in Boston when it comes to what constitutes a “husband.” As a result, even while the relationship is present in both (i.e., both have social structures), the significance of the relationship differs depending on the culture.

All human communities have culture, and culture can only exist in society. Although society and culture are closely intertwined, sociologists separate the two for analytical reasons. This allows them to consider societal development independently of culture and cultural change (which are covered in more detail in the next chapter), despite the fact that societal change and development is reliant on culture. There have been and will continue to be human societies. It will next go over some traditional techniques to analyzing society and the implications of altering social structures for people.

Gerhard Lenski’s work has had a significant impact on sociological understanding of societal development. Lenski drew attention to some of the most typical organizational systems found in human communities. Human societies can be classified as below factors:

1. Fundamental means of subsistence and
2. Political organization. Rather than their political frameworks, this chapter focuses on societies’ sustenance systems.

While it is a stretch to claim that all cultures will progress through the stages indicated below, it appears that the majority of societies do.

3. Hunter-gatherer societies give way to pastoral or horticultural societies, then to agrarian societies, and lastly to industrialised societies (with the potential for developing a service industry following industrialization).
4. Every civilisation does not progress through every level. Some societies (such as the nomadic Bedouins) have paused at the pastoral or horticultural stages, albeit these may just be temporary breaks caused by economic niches that will eventually disappear. Some societies may advance technologically as a result of the transfer of technology from another civilisation. It’s also important to note that these are not really

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separate categories because a civilization's many sustenance strategies usually overlap. Most industrial and post-industrial nations continue engage in agriculture, albeit on a smaller scale, while some pastoralist civilizations engage in some type of horticulture food production.

The aim of this unit is to introduce the concept of "human society" and aspects that related to it. Homo sapiens are social beings and since the ancient times they have been part of groups for various benefits such as food, shelter and protection in the wild. Thus, human society is an attempt to promote good and enriching life and creating opportunities for a more fulfilling life. It also throws some light on how being into communities affects literature, drama, philosophy, political science, sociology, culture and social scientist use political, psychological and cultural perspective to understand human behavior.

### Implications of Societal Development

As was said throughout the previous discussion of societal development, changes in a society's social structure—in this case, the primary means of subsistence—have an impact on other aspects of society. For instance, when hunters and gatherers switch to pastoralism and horticulture, they amass an excess of food. Although having a lot of extra food is common in today's industrialised world, we rarely consider how important that extra food is. First of all, having an abundance of food increases the likelihood that more children in a society will grow up to be adults. Additionally, when food yields in agricultural civilizations rise, smaller proportions of the population are required to feed the remaining population. This allows individuals who are not involved in food production to focus on other areas, such as clothes or shelter. As a result, specialists emerge: some become experts in farming crops or raising cattle, while others specialize in textile manufacturing, metalworking, and home construction, among other things. People are freed from having to spend the majority of their time obtaining or cultivating their food, allowing them to focus on developing at their specialty, which leads to rapid technological advancements. Surplus is definitely the predecessor of technical advancement, despite the fact that the relationship between surplus and technology may not appear obvious at first the arrows that go between the two rows show how complicated these relationships are. For example, specialization arises not only as a result of agriculture, but also as a result of denser populations and surpluses, and it aids in the growth of industry. The notion is that these are co-evolving facets of societal evolution that are interconnected.

Another outcome of surplus is inequality, which is seen in the diagram. It is important to keep in mind that whenever there is a surplus, there will be a greater surplus for some people, and that some people may not have access to enough resources despite there being a surplus in the larger society, as is the case in most developed societies today. Inequality will be covered in more detail later in this book. Those that have a larger surplus have within large society.

The diagram to the right illustrates this. The top of the diagram depicts society progress, while the bottom depicts the consequences of societal development.



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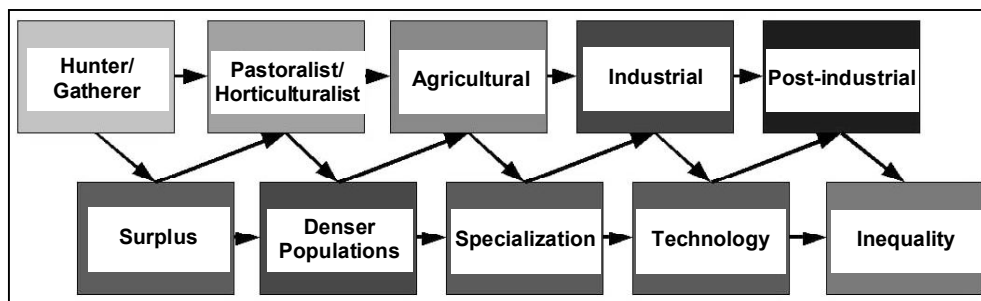


Fig. 5.1: Societal development

## 5.2 HUMAN SOCIETY

We are a social species that spends most of its time with other people. We categorise ourselves into various social groups, such as nomadic bands, villages, towns, and nations, where we engage in a range of activities, including work, trade, recreation, and sexual reproduction. Unlike other species, we combine socialisation with intentional changes in social behaviour and organisation throughout time. Human civilization patterns vary from place to place, time to time, and culture to culture as a result, creating a complex and dynamic social environment.

Many sources provide insight on human behavior. The perspectives offered here are mostly based on scientific research, but non-scientific disciplines like philosophy, history, theatre, and literature have also made significant contributions to our understanding of ourselves. Social scientists analyse human behaviour from many cultural, political, economic, and psychological viewpoints using both qualitative and quantitative methodologies. They search for enduring trends in society and individual behaviour as well as the scientific underpinnings of such trends. Even if they were not a part of how the majority of people consciously thought about the world, these commonalities may become obvious when they are highlighted. In other circumstances, scientific inquiry may discover patterns that demonstrate people's long-held ideas about some features are incorrect.

### What is Society?

People are the cornerstone of society. A group is formed as a result of individual interaction. A society is created as a result of social group interactions and the growth of connections among them. Despite being only a collection of people, football players or other athletes have developed into a civilization. Within society, there are trends and divisions based on similarities and discrepancies. People who share one or more traits, such as the same job, place of residence, caste, family and kinship, college, age, and sex, are said to be "likely," creating a chain of relationships between them.

As a kind consciousness grows, people with like interests are attracted to one another, leading to the formation of various groups and classifications. Human life would have been monotonous and probably constrained without variation in a society's cultural contexts, with little room for change. The give-and-take relationship creates reciprocal roles in human interaction. These distinctions lead to

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a diverse spectrum of human behaviours, societal job divisions, and the process of specialisation. Man is reliant on society to meet his basic necessities, such as food, protection, and education. On both the local and national levels, societies exist.

The Latin word “Socius,” which meaning friendship or companionship, is the source of the English word “society.” According to Aristotle, “Man is a social animal.”

Human society emerged over 6 million years ago in the hominid evolution. The group sizes started seeing a rise and these settlements happened near water bodies to quench thirst initially and later on water realizing essentiality of water and settling down. The earliest civilization is the Mesopotamian civilizations (3000BCE). Men and women started living together, creating a family, making tools, hunting for food etc. Egyptian culture along the Nile River came after Mesopotamian civilization. Then the Indus Valley’s Harappan civilization and the Yellow and Yangtze rivers’ Chinese civilization emerged.

Evolution is a stochastic process without any sort of lag, humans are known to be a part of communities, groups, tribes, bands and so on. Solitary confinement serves as a punishment to the criminals because of the very humanly nature to always associate in groups. Social interactions are a part of our life and that is how we have a common lifestyle and organization as a whole. It is closed knit network and a web because as a society we are all interdependent on one another. An individual complies to duties he is assigned by the society like farmers produce food, doctors promote a healthy well-being, engineers construct bridges, machines and thus serving and benefiting each other.

### Definitions of Society

1. **Prof Wright:** It is a set of connections between the members of the various groupings.
2. **Linton:** Any group of individuals who have been living and working together for a long enough period of time to organise themselves and begin to perceive themselves as a social unit with clearly defined boundaries.
3. **A.W. Green:** It is the biggest group with whom people are connected.

### Community

Community, like society, is a fundamental term in sociology. Community life is as old as the human race. In the context of community, human civilization flourishes and develops. It is a well-known reality that an individual cannot exist without the help of others. He always lives in a group with his friends. One cannot, however, be a part of every organisation at once. As a result, a person chooses to reside nearby and develop ties with nearby neighbours. Mutual bonds emerge when more than one person lives in a specific location or in close proximity to each other.

They form mutually beneficial relationships. Additionally, it is obvious and natural that residents of a location develop a sense of community, collaboration, and solidarity among themselves. They share a shared existence, common customs,

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traditions, culture, sentiment, and acquire common social concepts as a result of their common lifestyle. The reality of shared social living within a restricted or predetermined geographic area gives rise to community. To put it another way, a community is created when a group of people or a group of individuals live together and only have a shared need for survival. Within a community, there are many different forms of partnerships. The term “community” was coined by sociologists to describe the connectedness of people’s daily lives.

It is possible that the community will be divided.

1. **Great community:** The diversity of institutions and the specialisation of the labour force that form great communities make interpersonal relationships impersonal. Fantastic communities include the cities of Nation and Metropolis.
2. **Small Community:** Examples of small communities are villages and tribes. Within a large group, a little community emerges. The key characteristics of a small community are its small size, distinctiveness, homogeneity, and self-sufficiency. Due to the industrialization, organization, and development of Metropolis, little settlements are increasingly disappearing.
3. **Rural Community:** These communities can be located in the countryside. Rural communities include villages and tribes.
4. **Urban Community:** This type of community can be found in cities. Urban communities include cities, towns, and Metropolis.

It is further categorized into certain types discussed in the further section.

### Distinction between Society and Community

Sociology uses the terms “society” and “community” to describe two essential concepts. There are differences between the two as well as similarities. However, society and community are both social groups in a more general sense. There are some distinctions between the two, though.

1. Both society and community require a group of individuals. However, community refers to a group of people who interact with one another, but society refers to a system or network of relationships that exists among these people who live in a certain area and have a sense of belonging.
2. Because it refers to a system of social ties, society has no particular location or boundary. It is hence general or pervasive. On the other hand, a community is always connected to a particular place.
3. Community feeling is another key feature that distinguishes society and community from one another. Community emotion is a crucial feature of a community. It is impossible to form a community without it. On the other hand, a society might or might not have a sense of belonging. Community is more concerned with the life that leads to organisation than society is with the organisation itself.

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4. In the natural world, community is concrete, but civilization is abstract. Despite having its own physical existence, a society only exists in the minds of the individuals who make it up. A society is a network of social ties, whereas a community is a collection of people who live in a particular place.
5. A community is a narrower idea than society. Within a society, there are multiple communities. As a result, society is smaller than the community.
6. Both similarities and differences form the foundation of society. Community, on the other hand, is founded solely on shared interests.
7. While society has broader goals, community goals are more general.
8. A community's size might range from tiny to huge, such as a hamlet or a nation, while a society's size is always large.

### **Man is Social by Nature**

Because of his nature, man is a social creature. His inherent instinct is sociality or sociability. He has no choice but to live in society. All of his human characteristics, such as the ability to think, inquire, acquire a language, play, and work, were only formed in human civilization. All of this resulted from my encounters with other individuals. Being a normal person is impossible in solitude. His nature urges him to coexist with other people. He can't afford to be on his own.

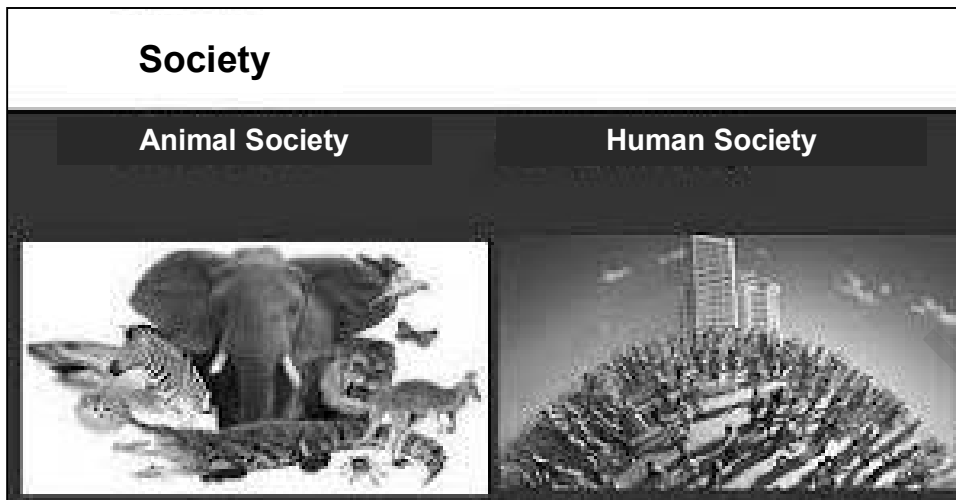
### **5.2.1 Characteristics of Society**

- Mutual cooperation and interaction.
- Society is an abstract idea yet such a integral part.
- Interdependence like a web.
- Conflict of interest may arise but should be sorted immediately to maintain harmony.
- Mutual awareness is necessary.
- The largest human group is society.
- It meets the requirements of its members.
- A sense of belonging and cooperation is one of society's characteristics. It's a more or less lasting connection.
- It is airy (Because social relationships can be felt and imagined and cannot be seen).
- Every member of society is reliant on the others.
- It should be well-organized, with a clear division of labor.
- It will have similarities and distinctions. Because of these distinctions, there is a wide range of human behaviors, as well as division of labor and role specialization.
- "Conscious kindness" exists among the society's members.
- It is always evolving.

- It has its own means of surviving.
- It is an independent social system.
- It has a longer shelf life.

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### 5.3 HUMAN VERSUS ANIMAL SOCIETY



**Fig. 5.2: Difference between animal and human society**

Society does not limit itself to humans particularly but incorporates animals as well. Birds, monkeys, ants, termites and other animals also exhibit natural social instincts and live together. What is the need for a society for animals? as one may wonder, well every species that exists on this planet has the urge to perpetuate and leave behind its progeny before it attains senescence. Reproductive urge, continuity of species, need for protection from predators and nurturing the young ones are primary reasons. Animals unlike humans do not need a civilization for education and opportunities. Culture was developed by man because of its ability to speak and invent but animals have no such needs.

Chances of survival are more in a society than in isolation hence this way is more preferred.

### 5.4 TYPES OF SOCIETIES

Societies are further classified into categories such as

- Hunters and gatherers
- Pastoral society
- Agrarian society
- Horticultural society
- Feudal society
- Industrial society
- Post-industrial society

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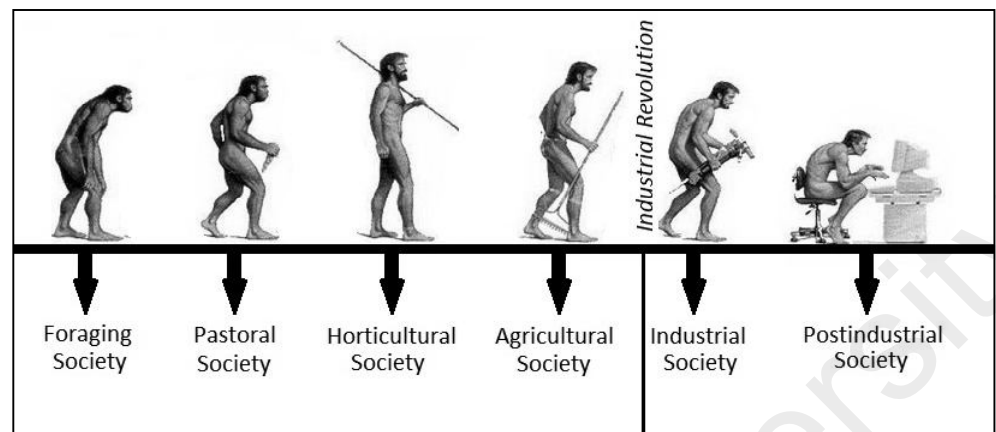


Fig. 5.3: Evolution of societies

### 5.4.1 Hunter and Gatherers

It is the most primitive society to exist for 250,000 years down the timeline. Until about 12,000 years ago, this society was still in practice. Humans in this society hunt for food and gather plants, fruits and other vegetation. They use tools for their hunting expeditions and this was also one of the early ways men started to discovering and implementing ideas to make it easier. The stone age as we call it was the time of tools made out of stone. As the years passed by, they started using copper tools. Men primarily went for hunting and women did the gathering part. Mobility was a survival strategy.

With the Neolithic revolution the scenario changed and man started practicing agriculture, cultivated food and started settling down near rivers. This new evolution curbed the hunting and gathering processes.

Even today some continue to practice this tradition especially in the tribal areas and to name some would be Hadza people of Tanzania.

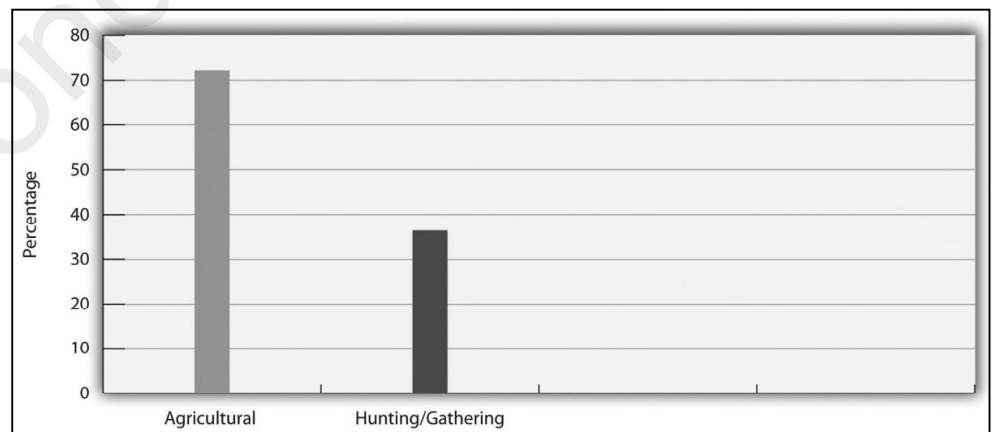


Fig. 5.4: Percentage of agricultural and hunting society

### 5.4.2 Pastoral Society

The word pastoral derived from the Latin word pastor meaning “shepherd”. In this type of society people travel with a herd of domesticated animals who also used as food when required.

## NOTES

It is typically nomadic. Examples of pastoral society are Masai people of east Africa who herd cattle, the Sami people herd reindeer, the Arabs who herd goats, camels, and sheep and more.

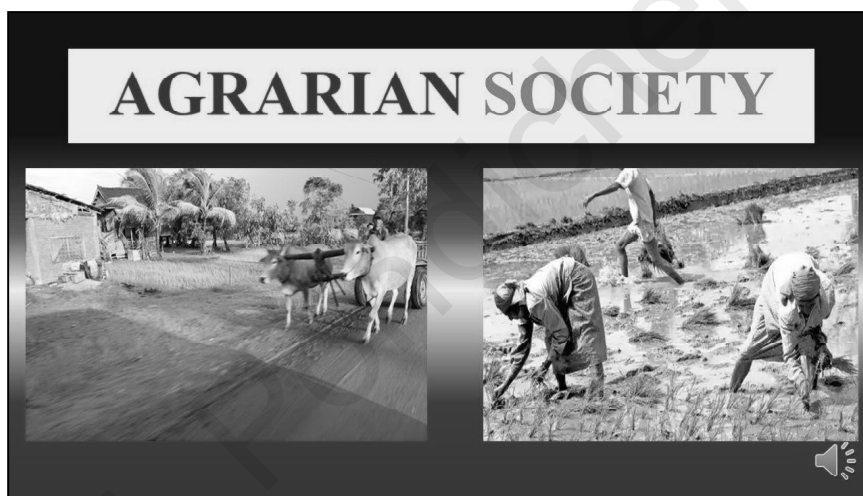
These societies still exist in certain parts of the modern world particularly in the middle east and Africa that have not evolved as much as rest of the world. Animals are moved over pastures and hence this practice requires a greater land. These people live in extended families to be able to take care of the animals and other duties.

They keep shifting their base as mobility is required to find pastures for grazing and maintain their herds.



**Fig. 5.5: Pastoral Society**

### 5.4.3 Agrarian Society



**Fig. 5.6: Agricultural society**

The word agrarian refers to an agricultural society, a community that produces and maintains a farmland. These societies date back to 10,000 years ago and continues to be a source of livelihood for many especially in the rural area. This societies' survival depends on the environmental conditions such as climate, rain patterns, soil pH, proper irrigation and supplies of good fertilizers. Farmers are idealized to be self-sufficient and are considered superior in this system away from the city life. Hunter and gatherers preceded the agrarian society and slowly has transitioned into the industrial society which will be discussed further.

## NOTES

The food surplus produced is also exported to the cities and other areas for some income to the farmers. These assumed a great significance because it was the first-time large cities started taking formations as such societies were localized in certain locations and access to food became simpler and there was no need for people to migrate in search of food.

The early farming societies were:

- Mesopotamia
- The Indus Valley
- Egypt and Nubian
- Andes Mountain, South America

**Neolithic Revolution:** Transition to agriculture is defined as Neolithic revolution.

During the course of this revolution, humans started settling down into permanent settlement that resulted in great transformation in the way of life. Temples, tools, currency, utensils and many such items started taking part in daily life events.

### 5.4.4 Horticultural Society



**Fig. 5.7: Horticulture society**

Around the same time as pastoral cultures were gaining popularity, A new social structure developed that was centred on people's newly acquired capacity for plant growth and cultivation. Pastoral civilizations had to relocate in the past to find sustenance for their livestock when a region's crops or water supplies ran out. In areas where the climate and other conditions made it possible to grow reliable crops, horticultural groups developed. They were similar to hunter-gatherers in that they significantly relied on the environment for survival, but because they did not have to leave their homes to follow resources, they were able to build permanent communities. More stability and material goods were made available as a result, creating the foundation for the first revolution in human survival.



### 5.4.5 Feudal Society

#### NOTES

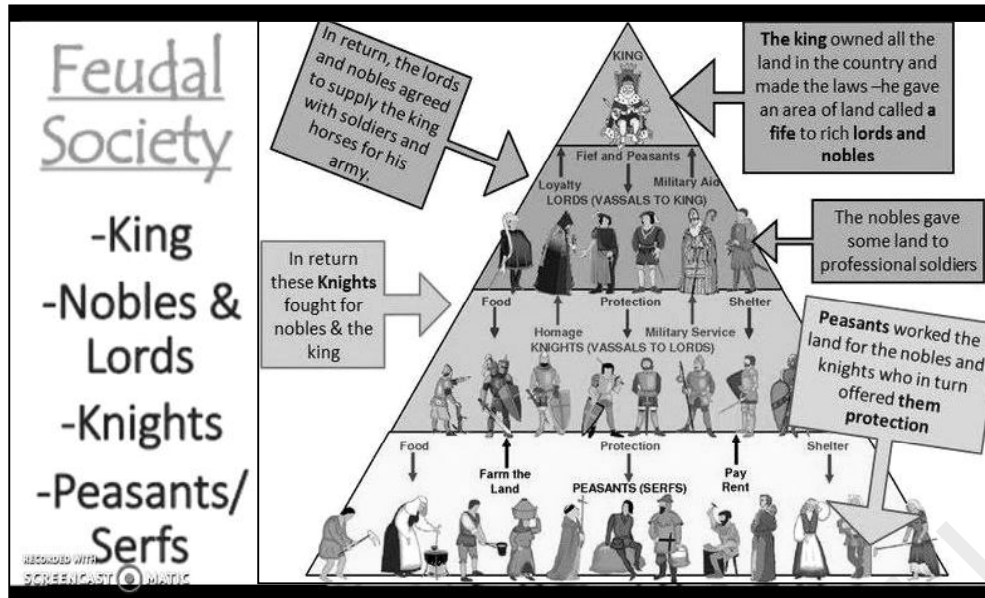


Fig. 5.8: Feudal society

Feudal societies arose in the 9th century. Land ownership and protection were used to establish a strong hierarchical power structure in these societies. The aristocracy's lords granted vassals land ownership rights. In exchange for the natural resources provided by the land, vassals vowed allegiance to their masters.

These private, or "fiefdom," pieces of land were farmed by the lower classes. In exchange for protecting the land, peasants were guaranteed a home and protection from outside threats. Power was passed down through the generations as peasant families provided service to rulers for many years. The social and economic system of feudalism ultimately failed, and was replaced by capitalism's more decentralized and entrepreneurial system, which was made possible by the internet.

### 5.4.6 The Industrial Revolution

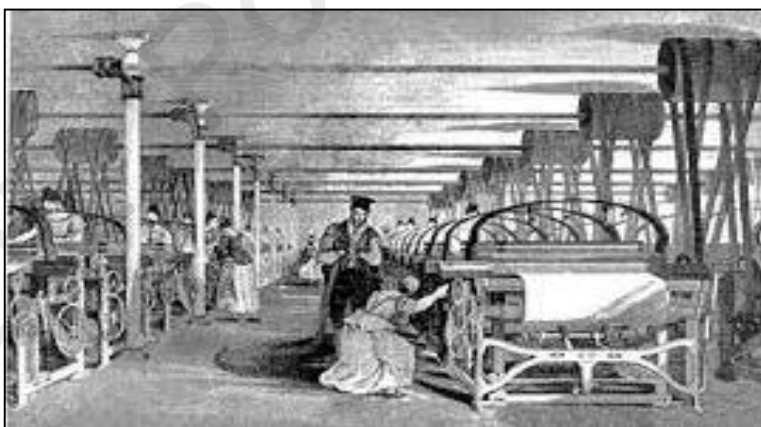


Fig. 5.9: Industrial revolution

The Industrial Revolution began in Europe during the 18th century, when technological advancement there experienced a spectacular rise. This time period

**NOTES**

was significant because of the abundance of new inventions that affected people's daily lives. Within a generation, tasks that used to take weeks or months to complete could be finished in a few days. Prior to the Industrial Revolution, the majority of work was performed by humans or animals, and people or horses were also used to power mills and pumps. A steam engine that could perform the work of twelve horses was created in 1782 by James Watt and Matthew Boulton.

Unexpected sources of steam energy started to appear. Instead of paying artisans to properly spin wool and weave it into cloth, people migrated to textile mills, which produced cloth more quickly, at a lower cost, and frequently of superior quality. Rather of planting and harvesting fields by hand, farmers could now buy automated seeders and threshing machinery, which enhanced agricultural productivity. The availability of glass and paper increased, as did the calibre and accessibility of healthcare and education. Gas lights improved visibility in the evening, allowing towns and cities to establish a nightlife as well as enhanced economic production.

Urbanization was one of the results of increased productivity and technology. In quest of employment, workers flocked to industries, and the diversity of city populations increased. The younger generation started to care more about achieving their own objectives and less about protecting family land and traditions.

#### **5.4.7 The Post-industrial Era**

Information societies, sometimes referred to as digital or post-industrial societies, are a recent development. Unlike industrial civilizations, which are based on the production of tangible goods, information societies are built on the production of information and services.

The John D. Rockefellers and Cornelius Vanderbilts of information societies are computer billionaires like Steve Jobs and Bill Gates, and digital technology is their steam engine. Authority rests with those in charge of collecting, maintaining, and sharing information since knowledge, rather than physical goods, drives the economy of information societies. Members of a post-industrial society are more likely to work as service providers rather than producers of goods, such as software developers or business consultants. Because without technical education, social classes are split.

#### **Check Your Progress**

1. Name the types of societies.
2. What do you mean by pastoral society?
3. When did the agrarian society emerge?
4. Explain horticultural society in detail.
5. Explain Feudal society in detail.
6. Explain Industrial revolution.
7. Discuss on post-industrial era.

## NOTES

## 5.5 NON-INDUSTRIAL CIVILIZATIONS

To understand the meaning of this, we have seen the progress through various societies. In non-industrial type of society, the development is acute or rather one can call it underdevelopment in terms of manufacturing and capital investments.

## 5.6 TRADITIONAL SOCIETY



**Fig. 5.10: Traditional society**

A civilization that places a heavy emphasis on custom and habit and is more inclined toward the past than the future is referred to as having a traditional culture. In such communities, there is little boundary between family and business, and work division is primarily governed by age, gender and prestige.

According to W.W. Rostow's Economic Growth Model, traditional society is also the initial stage of economic development in modernization theory. Science and technology are not practiced in this "pre-Newtonian" period. Life is agrarian, and social structures are based on family or clan bonds.

Recent research has instead emphasized the diversity of traditional cultures, as well as the possibility of intermediate forms and 'alternative' modernizations.

Before Rostow, development strategies were based on the idea that the Western world—at the time, wealthier, more powerful countries—was characterised by "modernization," and that it was able to go through the earliest stages of underdevelopment. In order to achieve a "modern" condition of capitalism and liberal democracy, other nations should imitate the West. These concepts served as the foundation for Rostow's 1960 book, "Stages of Economic Growth," which described five steps that all developing nations must take.

## NOTES

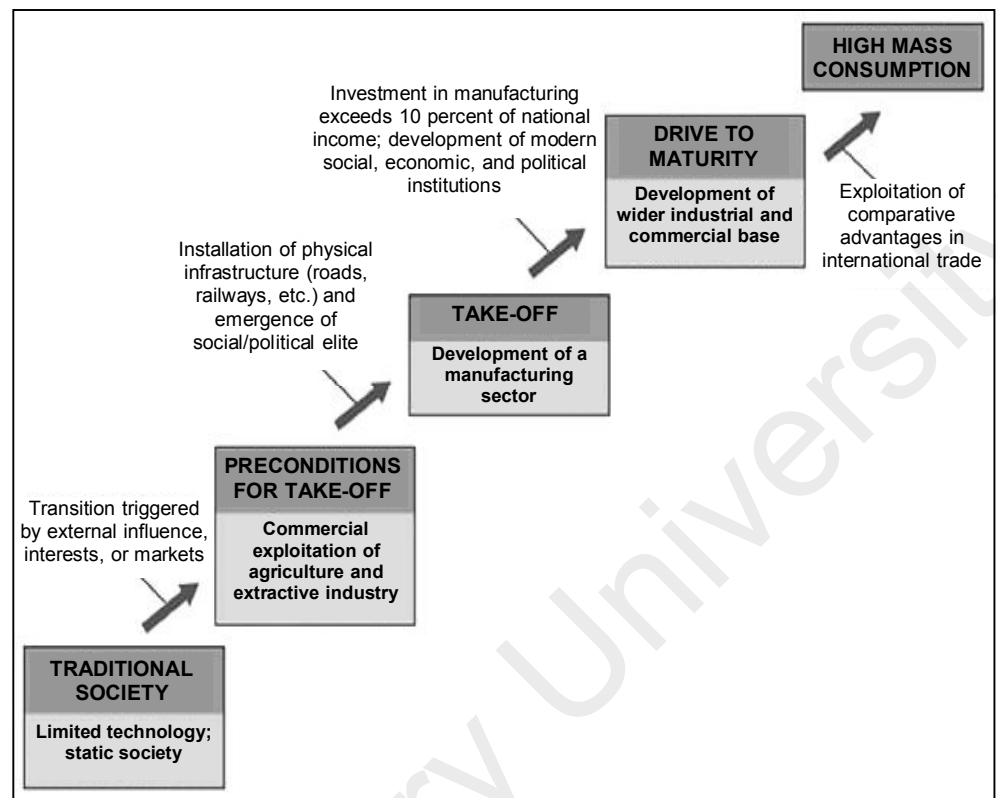


Fig. 5.11: Rostow's economic growth model

**Traditional vs. Modern Society**

Since pre-historic times, man has been a gregarious animal that has lived in groups. These communities have evolved into structured and civilized societies over time, adopting unique conventions, traditions, and trends that set them apart from other societies. Nevertheless, development did not halt and has persisted to the present, resulting in the development of modern civilization and the extinction of traditional society. The topic of whether contemporary civilization is preferable to traditional society or *vice versa* is a contentious one that cannot be effectively answered without considering the benefits and drawbacks of each. Modern civilizations celebrate the wonders of technology and the freedom of choice and expression provided to its members, whereas traditional cultures exalt the value and importance of their traditions, long-cherished culture, and conventions.

In and of itself, contemporary society has caused a slew of sins. With technological trends on the increase The modern man does not understand the danger of his own creations taking control of him and turning him into nothing more than a slave, despite huge quantities of money being poured in initiatives like artificial intelligence and the human genome project. Traditional society, on the other hand, had complete control over their lives despite all of this technology and science. They were unable to communicate through phone or Facebook chat, and they were not so mired in their busy schedules and monotonous routines that they had to use chat rooms to avoid one another.

## NOTES

Finally, I'd want to say that, to sum up, considering the benefits and drawbacks of both, it is nearly impossible to choose between them. In my opinion, a balanced blend of both would be the best option.

## 5.7 INDUSTRY

This topic is further divided into categories namely:

- Pre-industrial
- Industrial
- Post-industrial

### 5.7.1 Pre-industrial Society

The era that existed before the industrialization set is called the pre-industrial society. Industrialization is said to begin from the 1750. This era varies region-wise as it also depends on the cultural, social and political development in the particular area.

#### Characteristics of the Pre-industrial Society

- Agriculture dependent
- Restricted production
- Class distinction into lords and peasants
- Dependence on the peasants on food

Intense labor was used because of absence of machines, peasants not respected and kept in dirty living conditions. The life during this time can be described as static and harsh. Industrialization thus was the need of the hour to uplift the living conditions, life expectancy and the common public health in general.

### 5.7.2 Industrial Society

Industrialization majorly began in in the 1800s when machine set-ups and setting up of factories increased steeply. Lifestyle improved with the newly introduced technologies and hence the life span. Political freedom was more in practice than it had ever been. Opportunity availability increased and the concept of urbanization started taking shape. Gender inequality and class discriminations still existed. This society consumes a lot of non-renewable sources such as coal and natural gas to power the huge machines. This gives rise to another problem popularly known as pollution to unprecedented degree.

This industry depends on mass production, and therefore, provides labor and increases employment.

- (a) The economy is built on industry. The society is divided into various classes, including capitalists, workers, and tiny traders.
- (b) The emergence of a variety of professional and technical positions that necessitate specialized knowledge and training.

## NOTES

- (c) Rapid modes of transportation and a vast communication network have been developed.
- (d) The production, distribution and exchange systems are all different. It is based on the application of mechanical force. The most significant element of an industrial civilization is large-scale manufacturing of goods and the utilization of new technology in the production system.
- (e) Migration to cities has resulted in the collapse of the agricultural economy as well as the abolition of the joint family system. A nuclear family system has formed.
- (f) Deindustrialization – Some of the industries came to a decline due to loss of competitive advantage and diminishing requirement of products. Every time a new technology is introduced, the old one fails to compete and loses its identity.

Following the Collin Clarke's sector model for better understanding:

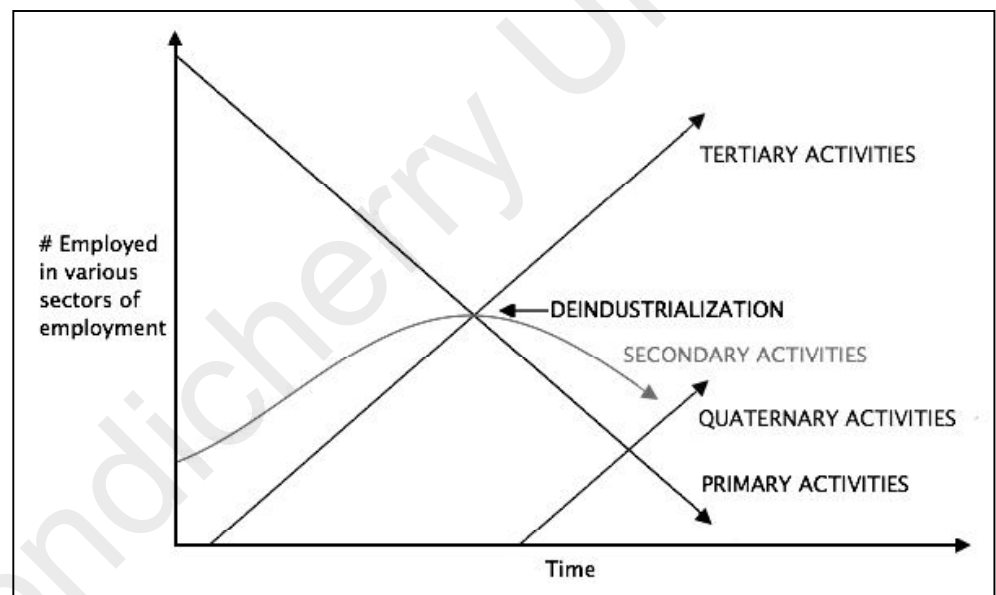


Fig. 5.12: Rate of employment with time

### Features of Industrial Society

- (i) The Industrial Revolution and Industrialism are linked to the industrial society. The Industrial Revolution, which lasted from the late 18th to the early 19th centuries, was a significant socio-economic and historical event. "It largely replaced agriculturally based cultures with industrial societies based on the use of machines and non-animal sources of energy to manufacture completed commodities, transforming most of Europe and the United States."

Industrialism is founded on the application of scientific knowledge to manufacturing technologies, allowing for the harnessing of new energy sources. It allows machines to perform tasks that were previously performed by humans or animals. It is a really effective subsistence

technique because it permits a tiny percentage of the population to feed the majority of the population.

- (ii) Technology assisting in the initiation of large-scale projects.
- (iii) Larger societies with massive populations, industrial civilizations and high levels of production encourage population increase by attracting more people to live in cities and metropolitan areas. These societies frequently had populations in the tens or hundreds of millions in all of the world's most advanced industrial areas.

In most civilizations, the majority of the people want to live in cities, where the majority of jobs are found.

During the early stages of industrialization, the population growth rate accelerates dramatically. Life expectancy is being extended thanks to new medical advancements and higher living standards. However, as the birth rate declines in the later phases of industrialization, population size tends to stabilize.

- (iv) Division of labor on a large scale – The division of labor becomes increasingly complex as industrialism spreads and the population grows. Thousands of new specialized employments are created each year as a result of the industrial revolution. More and more social statuses are earned rather than bestowed. A person used to become a ruler or a peasant in past agrarian cultures due to events beyond their control.
- (v) The loss of family and kinship importance – The relevance of family and kinship as social structures is diminishing. Many of the family's functions are lost. It can no longer be used as a production unit and must be satisfied as a consuming unit. It relinquishes the primary task of educating the youth. Kinship bonds are also deteriorating. Kinship does not play a significant role in bringing people together or managing them. The immediate neighbor's often take precedence over distant relatives.
- (vi) Religion's power over the people is weakening. Religious institutions no longer play a significant role in influencing people's behavior. As a whole, religious institutions' influence is dwindling. People possess a variety of contradictory ideals and views.
- (vii) The importance of science and education is growing. Science develops as a new and highly important social institution for the first time. All technological advancements are contingent on the expansion and refining of scientific knowledge. The application of science is thought to be a viable and efficient method for advancing society economically. Similarly, education has developed into a distinct and self-contained institution.
- (viii) Any industrial society, for that matter, necessitates an educated population in order for current technological breakthroughs to be understood and implemented. For the first time, formal education shifts

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from being a privilege enjoyed by a small group of individuals to being a necessity for the great majority of people.

- (ix) The State's increasingly important role – Hereditary monarchs fall out of favor, and more democratic systems take their place. The State takes over the reins of authority in the country.

### 5.7.3 Post-industrial Society

Post-industrial era is also famously known as the **information technology era**. The machines we see today are wireless unlike the ones that used to run on fossil fuels. This creates many more employment opportunities. The term was popularized from the work of Daniel Bell "*Coming of Post-industrial Society*".

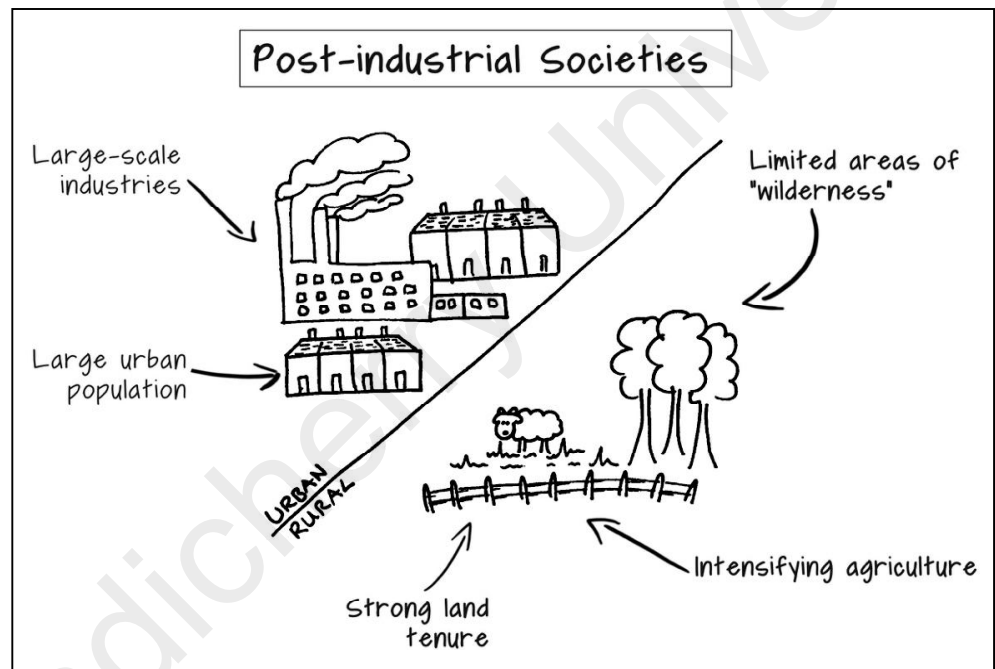


Fig. 5.13: Depicts post industrial society

It primarily can be defined as a shift from manufacturing to service sector. Knowledge is power in this society over capital. Introducing new ideas for technological evolution and betterment of life is the key to success. It promotes creative culture owing to the educated class, and successive generations have the liberty to grow on their creative sides.

#### Characteristics of the Post-industrial Society

- Sectoral Transformation – Industrial manufacturing is moved overseas as it decreases and the service economy expands (Mexico, Central America, China, Southeast Asia, etc.)
- Manufacturing industries employed 26% of employed Americans in 1970. By 1997, that number had dropped to 16%.
- Domestic and personal services are where you can find low-skill jobs, whereas management, healthcare, and computer services are where you can find high-skill professions.



## NOTES

- In 1970, 26% of employed Americans worked in service occupations. By 1997, that number had risen to 36%.
- Cashiers and systems analysts are expected to see the most job growth between 1996 and 2006 (3.7 million). The number of social workers and attorneys increased by more than thrice between 1970 and 1997. (3.7 million cashiers and 1.0 million system analysts in 2006).

**Other Post-industrial Society Characteristics:**

- Between 1983 and 1997, there was a drop in the number of unions. The percentage of private sector workers in the United States who belong to a union has decreased from 20% to 14% (while the union membership of public service workers increases slightly to 37%).
- The number of work stoppages has significantly fallen from an average of 289 per year in the 1970s to 33 per year in the 1990s.

**Is There a Post-Political Age in the Post-industrial Society?**

- With the fall of the industrial working force, there has been a decrease in class strife.
- The Post-industrial Society is situated in a global economy, with American businesses exporting goods and services (\$1.2 trillion in 1999, up from \$344 billion in 1980).
- Canada, Mexico and Japan are the top three buyers of American exports.
- Canada, Japan and Mexico are the leading exporters to the United States.
- A global class system allows jobs to be exported to low-wage countries around the world (what is a class structure?).
- In Mexico, there are 4,000 maquiladoras concentrated along the US-Mexico border (owners include BMW, Chrysler, Sony, Xerox, General Motors, General Electric, AT&T, Ford, Toshiba, etc.).
- About 1 million Mexican employees (mostly young women) work in maquiladoras; make laborers earn less than \$10 per day.
- Employers in post-industrial economies are increasingly looking for overseas workers.
- From 75 thousand in 1985 to 227 thousand in 1996, the number of trainees and temporary employees admitted to the country increased.
- When it comes to 227 thousand in 1996 from 75 thousand in 1985, the number of temporary workers and trainees admitted to the United States grew.
- Post-industrial societies are having a substantial impact on the global economic system, disrupting the historical functions of the nation-state as a basic unit of global regional organization.
- Replacing manual uneducated labor to engineers.
- Emphasizing theoretical knowledge more than practical.
- Changing influences in the society.
- Intensive urbanization.

## NOTES

### Check Your Progress

8. What are the characteristics of pre-industrial society?
9. Define deindustrialization.
10. When did industrialization begin?
11. Who popularized term for post-industrial society?
12. Explain the stages of economic growth with the help of Rostow's economic growth model.
13. Distinguish between traditional and modern society.

## 5.8 NEWLY INDUSTRIALIZING COUNTRIES (NIC)



**Fig. 5.14: NIC (Newly Industrializing Countries)**

Newly industrialized countries are those categorized to be under developing status. Highly developed countries could use these countries for outsourcing or they can serve as market for consumer products. Substantial growth in the GDP and other economic aspects when seen, one can say that the country is transitioning into a industrializing country. Some examples date back to 1970s to 1980s that include South Korea, Singapore, Taiwan and Hong Kong. They are aimed at developing a stronger and capable market, and hence, develop schemes that can potentially boost their economy. China is the largest NIC with another major being Brazil, India and South Africa. A country is considered to be newly industrialised (NIC) if its economy has recently transitioned from agriculture to sectors that produce goods, such as manufacturing, building, and mining. An NIC also has a greater level of living than developing countries and trades more with other countries. However, it is still lagging behind industrialized countries and areas such as the United States, Japan and Western Europe in terms of economic development.

## NOTES

NICs gained popularity throughout the second half of the 20th century, when economies like Taiwan, Hong Kong, South Korea, and Singapore saw rapid industrial growth. They include countries like Turkey, Thailand, Malaysia, Mexico, Brazil, Argentina, South Africa, Russia, China, and others.

India became industrialized in the late 20th and early 21st centuries. Despite the fact that a higher income does not always reflect a higher degree of development, each saw an overall gain in per capita income. Even though India and China, for instance, have strong economic growth rates and sizable manufacturing sectors, their high population densities result in low per capita incomes. NICs have industrialised and grown using a variety of strategies, such as import substitution (the replacement of imported goods with domestically produced goods) in India, export-focused growth in Taiwan and South Korea, investments in the extraction of fossil fuels in Russia, and luring in foreign investment to China.

NICs do, however, share some similar characteristics. These include trade liberalisation policies that allow for increased goods exchange and international investment, legal and economic environment strengthening to encourage stronger competition, and economic and political reforms that allow for greater market liberalisation and civil rights. Almost all NICs have experienced increased trade, economic growth, involvement in regional trading blocs, and the attraction of foreign investment, particularly from wealthier countries, as a result of increased industrialization.

Some of the characteristics are:

- More economic freedom
- Transition from agriculture to industrial mode
- Strong investments
- Increased urbanization

Every nation's economy is unique. Each of them has particular features, possibilities, and challenges that are particular to them. On the other hand, newly industrialised economies usually share characteristics.

- **Economic development:** Over time, these nations have consistently seen high economic growth, usually at a quick rate. Though not at the same rate as the overall economy, the average income of the populace (per capita income) is increasing as well.
- **The population of cities:** A significant percentage of the population has been moving to cities from rural areas in quest of better professional opportunities. As a result, there is a sizable urban population and urban growth is common.
- **Increasing living standards:** The vast majority of people enjoy greater conditions of living. When the economy grows, infrastructure, healthcare, education, and many other sectors all advance. However, it can take years before the general public becomes aware of the benefits because it is a drawn-out procedure.

## NOTES

- **Production sectors:** Manufacturing is the principal economic activity, and industrial production is geared toward exporting. Export profits are re-invested in the local economy, resulting in a gradual increase in domestic business and wages. Internal demand rises as more wealth becomes available, encouraging more industrial production. China produces all types of manufactured goods, accounting for roughly 20% of global output whereas Malaysia, Thailand and the Philippines specialize in electronics.

Some countries can also get their NIC status revoked if somehow their economy does not do well and is regressing. This is the reason why foreign investors should carefully study the economy of these countries before getting involved monetarily. NIC has very vague boundaries with no set rules to declare a country under its provision.



**Fig. 5.15: Shaded region are exhibit NICs**

## 5.9 ANSWERS TO 'CHECK YOUR PROGRESS'

1. The types of societies are:
  - Hunters and gatherers
  - Pastoral society
  - Agrarian society
  - Industrial society
  - Post-industrial society
2. In pastoral society, people travel with a herd of domesticated animals who also used as food when required.
3. Agrarian societies date back to 10,000 years ago and continues to be a source of livelihood for many especially in the rural area.
4. A new kind of society, one that was centred on people's recently acquired capacity to grow and cultivate plants, emerged around the same time as pastoral cultures were becoming more and more prominent. Pastoral civilizations had to relocate in the past to find sustenance for their livestock when a region's crops or water supplies ran out. In areas where the climate and other conditions made it possible to grow reliable crops, horticultural groups developed. They were similar to hunter-gatherers in

## NOTES

that they significantly relied on the environment for survival, but because they did not have to leave their homes to follow resources, they were able to build permanent communities. More stability and material goods were made available as a result, creating the foundation for the first revolution in human survival.

5. Feudal societies arose in the 9th century. Land ownership and protection were used to establish a strong hierarchical power structure in these societies. The aristocracy's lords granted vassals land ownership rights. In exchange for the natural resources provided by the land, vassals vowed allegiance to their masters.
6. The Industrial Revolution began in Europe during the 18th century, when technological advancement there experienced a spectacular rise. This time period is remarkable because of the sociology of new inventions that affected people's daily life. Tasks that used to take months to accomplish might now be completed in a couple of days. Prior to the Industrial Revolution, the majority of work was performed by humans or animals, and people or horses were also used to power mills and pumps. A steam engine that could perform the work of twelve horses was created in 1782 by James Watt and Matthew Boulton. Unexpected locations started to see the use of steam power. Instead of paying artisans to properly spin wool and weave it into cloth, people migrated to textile mills, which produced cloth more quickly, at a lower cost, and frequently of superior quality. Rather of planting and harvesting fields by hand, farmers could now buy automated seeders and threshing machinery, which enhanced agricultural productivity. The availability of glass and paper increased, as did the calibre and accessibility of healthcare and education.
7. Information societies, sometimes referred to as digital or post-industrial societies, are a recent development. Contrary to industrial societies, which are based on the production of tangible goods, information societies are based on the production of information and services. The John D. Rockefellers and Cornelius Vanderbilts of information societies are computer billionaires like Steve Jobs and Bill Gates, and digital technology is their steam engine. Authority rests with those in charge of collecting, maintaining, and sharing information since knowledge, rather than physical goods, drives the economy of information societies.
8. Characteristics of pre-industrial society are:
  - Agriculture-dependent
  - Restricted production
  - Class distinction into lords and peasants
  - Dependence on the peasants on food
9. Deindustrialization is defined as a state when some of the industries came to a decline due to loss of competitive advantage and diminishing requirement of products.

## NOTES

10. Industrialization majorly began in in the 1800s when machine set-ups and setting up of factories increased steeply. Lifestyle improved with the newly introduced technologies, and hence the life span.
11. Post-industrial era also famously known as **the information technology era**. The term was popularized from the work of Daniel Bell “Coming of Post-industrial Society”.

**Table for Reference:**

Societies	Description
Hunting and gathering	Society that hunts and gathers food. It is a very primitive society.
Pastoral	Creating herds of domesticated animals that are used as food. This society has very actively mobile people relocating frequently.
Agrarian	Agriculturally based society forming larger settlements near the river that has frequently resulted into possible civilizations.
Industrial	Transition from manual labor to machines. Factories and machines are the highlights.
Post-industrial	Information and knowledge-based society.

12. According to W.W. Rostow’s Economic Growth Model, traditional society is also the initial stage of economic development in modernization theory. Science and technology are not practiced in this “pre-Newtonian” period. Life is agrarian, and social structures are based on family or clan bonds. Recent research has instead emphasized the diversity of traditional cultures, as well as the possibility of intermediate forms and ‘alternative’ modernizations.

13. Traditional culture is defined as a society that is oriented toward the past rather than the future, with a strong emphasis on custom and habit. In such communities, there is little boundary between family and business, and work division is primarily governed by age, gender and prestige.

Traditional society does not believe in the application of technology and science to a great extent. Hence, it tends to rely more on traditional methods of science and medicine. On the other hand, the modern society believes in making the best use of the technology available to it. It also makes use of the advancements made in medicine and science to a great extent.

Traditional society believes in the joint family system of living. On the other hand, modern society believes in the individual family system of living. Traditional society does not believe in making use of the latest fashion in clothes and other accessories. On the other hand, modern society believes in making the best use of the latest fashion in attire and other accessories.

## 5.10 SUMMARY

- Major societies recovered from the ancient time are hunting and gathering, horticultural, pastoral, agricultural, industrial and post-industrial.
- The societies kept on transitioning with the need of the hour.
- Agrarian society was a huge realization to the humans that they could produce their own food and hunting was no longer required.
- They grew larger with time and evolved into a more civilized culture.
- Pre-industrial was new and foreign but took a steep rise in the 1800s and created more employment opportunities.
- Post-industrialization made education top requirement to survival in the employment sector.
- Post-industrialization has incurred a major problem on the environment that is pollution due to relentless use of fossil fuels.
- Developing countries with a growing GDP can be classified as a newly industrialized country.
- NIC does not have clear boundaries.

## NOTES

## 5.11 KEY TERMS

- **Agrarian:** Related to agriculture.
- **Neolithic Revolution:** Transition into agriculture.
- **Deindustrialization:** Decline of an industry.
- **NIC:** Newly industrialized countries are known as NIC.
- **Agricultural societies:** Those societies whose way of life is based on farming.
- **Culture:** Common ideals, beliefs and behaviors.
- **Societies Based on Feudalism:** Civilizations with a tight hierarchical power structure centered on land ownership and protection.
- **Horticultural societies:** Made up of people who work in the field of horticulture.
- **Plant-cultivation Communities:** Societies that are focused on the cultivation of plants.
- **Societies of Hunters-gatherers:** Cultures that rely on wild animal hunts and harvesting uncultivated vegetation for food.
- **Societies of Industry:** A society in which the production of material things is dominated by mechanized labor.
- **Societies of Information:** Societies in which non-material goods and services are produced.

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- **Agrarian Societies:** Animal domestication civilizations are communities that are built on the domestication of animals.
- **Institutions of Society:** Government, the economy, education, family, healthcare, and religion are a few examples of social order structures or processes that put the needs of society first.
- **Society:** A society is a group of people that regularly contact with one another or a significant social group that inhabits the same physical or social territory and is typically under the control of the same political leadership and prevailing cultural expectations.

## 5.12 SELF-ASSESSMENT QUESTIONS AND EXERCISES

### Short Answer Questions

1. Define:
  - Agrarian society
  - Pastoral society
2. Which was the earliest civilization and when did emerge?
3. How is animal society different from human society?
4. Name the areas that practiced the pastoral culture.
5. When did the industrial society came into existence?
6. Post-industrial society is also referred as?
7. What were the early farming societies? Give examples.
8. Which country has the largest NIC?
9. Explain feudal society.
10. Explain horticultural society in detail.

### Long Answer Questions

1. Write a short note on human society.
2. What are the characteristics of human society?
3. Differentiate between animal and human societies. Also discuss their similarities.
4. What are the characteristics of post-industrial society?
5. Draw the Collin Clarke graph in attempt to explain the concept of deindustrialization.
6. What is Neolithic revolution and how did it impact the society that existed earlier?
7. Explain the term non-industrial civilization.
8. What are NICs? Elaborate on its key aspects.
9. Explain modern and traditional society in detail.



## Multiple Choice Questions

### NOTES

1. Industrial Revolution was characterized by \_\_\_\_\_.
  - (a) Migration to cities
  - (b) The emergence of clock time
  - (c) Bad sanitation and general squalor
  - (d) All of the above
2. Macro-sociology is the study of \_\_\_\_\_.
  - (a) Small groups
  - (b) Large groups
  - (c) Minorities
  - (d) Tribal groups
3. Social problems can be understood by realm of \_\_\_\_\_.
  - (a) Physics
  - (b) Chemistry
  - (c) Sociology
  - (d) Psychology
4. One of the features of modern societies is \_\_\_\_\_.
  - (a) Specialization of work
  - (b) Face to face interaction of members
  - (c) Urbanization and factory production
  - (d) Agricultural production
5. A system of economic enterprise based on the economic exchange is known as \_\_\_\_\_.
  - (a) Capitalism
  - (b) Industrialization
  - (c) Modernization
  - (d) Westernization
6. The choices an individual makes/has in life, in terms of the school she goes to, or if she goes to school at all, the clothes she gets to wear, the foods she consumes, etc., all of which is determined by \_\_\_\_\_.
  - (a) Status
  - (b) Role
  - (c) Prestige
  - (d) All of the above
7. Expansion of trade, division of labor, specialization, and rising productivity are the features of \_\_\_\_\_.
  - (a) Post-industrialization
  - (b) Democracy
  - (c) Capitalism
  - (d) Religious rituals

**NOTES**

8. With cooperation, conflict and competition are also the parts of \_\_\_\_\_.
  - (a) Modern societies
  - (b) Tribal societies
  - (c) Rural societies
  - (d) Indian societies
9. The first stage of human society was \_\_\_\_\_.
  - (a) Agriculture
  - (b) Hunting and food gathering
  - (c) Cottage industries
  - (d) None of the above
10. Tribe may be example of \_\_\_\_\_.
  - (a) Family
  - (b) Community
  - (c) Caste
  - (d) All of the above
11. The difference between Positivism and anti-positivism relates to \_\_\_\_\_.
  - (a) Whether individual like or dislike society
  - (b) Sociological studies can predict or improve society
  - (c) All of the above
  - (d) None of the above
12. According to sociologist, agrarian is \_\_\_\_\_.
  - (a) Hunting and gathering
  - (b) Large-scale farming
  - (c) Industrial
  - (d) None of the above
13. Industrial Revolution started in \_\_\_\_\_.
  - (a) America
  - (b) England
  - (c) Japan
  - (d) Russia
14. Which of the followings are impact on Industrial revolution?
  - (a) Exploitation of working sources
  - (b) Long working hours
  - (c) Expansion of middle class
  - (d) All of the above

**NOTES**

15. Industrial revolution began with the invention of \_\_\_\_\_.  
(a) Steam Engine  
(b) Telephone  
(c) Television  
(d) Aero plane
16. Society is looked upon as \_\_\_\_\_.  
(a) Caste and class  
(b) Social stratification  
(c) Simple society  
(d) System of parts
17. Unequal access to social resources is called \_\_\_\_\_.  
(a) Social Inequality  
(b) Social Struggle  
(c) Social Responsibility  
(d) None of the above
18. The binding force between individual and society is regarded as \_\_\_\_\_.  
(a) Social facts  
(b) Conscience collective  
(c) Totemism  
(d) None of the above
19. Sociology focuses on \_\_\_\_\_.  
(a) Interactions between individuals  
(b) Animal behavior  
(c) Environment  
(d) Peace and conflict
20. Industrialization majorly began in \_\_\_\_\_.  
(a) 1850  
(b) 1800  
(c) 1900  
(d) 1950

**Answers:**

- |        |        |
|--------|--------|
| 1. (d) | 2. (b) |
| 3. (c) | 4. (c) |
| 5. (a) | 6. (a) |
| 7. (c) | 8. (a) |

**NOTES**

- |         |         |
|---------|---------|
| 9. (b)  | 10. (b) |
| 11. (b) | 12. (b) |
| 13. (b) | 14. (d) |
| 15. (a) | 16. (d) |
| 17. (a) | 18. (b) |
| 19. (a) | 20. (a) |

**Fill in the Blanks**

- \_\_\_\_\_ was a huge realization to the humans that they could produce their own food and hunting was no longer required.
- Developing countries with a growing GDP can be classified as a \_\_\_\_\_.
- \_\_\_\_\_ is the largest NIC with another major being Brazil, India and South Africa.
- Post-industrial era is also famously known as the \_\_\_\_\_.
- Neolithic revolution means \_\_\_\_\_.
- The word society is derived from the Latin word '\_\_\_\_\_'.  
\_\_\_\_\_ is a stochastic process without any sort of lag, humans are known to be a part of communities, groups, tribes, bands and so on.
- \_\_\_\_\_ made education top requirement to survival in the employment sector.
- The societies kept on transitioning with the \_\_\_\_\_.
- This societies survival depends on the \_\_\_\_\_ such as climate, rain patterns, soil pH, proper irrigation and supplies of good fertilizers.

**Answers:**

- Agrarian society
- Newly industrialized country
- China
- Information technology era
- Transition to agriculture
- Socius
- Evolution
- Post-industrialization
- Need of hour
- Environmental condition

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## NOTES

**NOTES**

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## Unit VI Individual and Society

### Learning Objectives:

By the end of this unit, the learners would be able to:

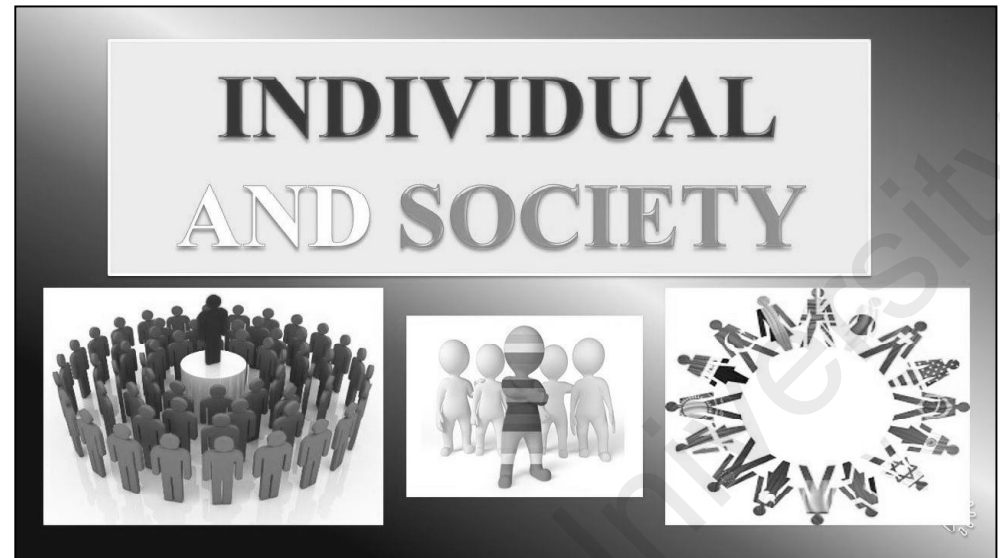
- Deal with the concept of individuality and its importance
- Understand some theories
- Know the stages of development of an infant
- Study the gender distinction

### Structure:

- 6.1 Introduction
- 6.2 What is an Individual?
- 6.3 Individual and Society
- 6.4 Theories
  - 6.4.1 Social Contract Theory
  - 6.4.2 Organismic Theory
- 6.5 Early Stages of Development of an Infant
- 6.6 Types of Development
  - 6.6.1 Physical
  - 6.6.2 Sensory
- 6.7 Socialization
  - 6.7.1 Socialization and Education
  - 6.7.2 Education and Training
- 6.8 The Life Course Socialization
- 6.9 Agents of Socialization
- 6.10 Gender Socialization
- 6.11 Answers to 'Check Your Progress'
- 6.12 Summary
- 6.13 Key Terms
- 6.14 Self-Assessment Questions and Exercises
- 6.15 References

## NOTES

## 6.1 INTRODUCTION



**Fig. 6.1: Difference between Individual and Society**

This unit attempts to explain the concept of individual and the aspects peripheral to it. The very idea of an individual could be abstract but has certain characteristics that will be discussed in this chapter. A person is said to be unique and having a distinct individuality from the crowd he is a part of. He constantly tries to be extraordinary and shine among his peers for who he is as an individual.

Every newly born organism is unprepared for a life in civilization. As a result, the newborn is incapable of cooperating at birth; it merely has the potential to.

This lack of cooperation stems from two distinct but linked characteristics: it is biologically unable and immature, and it is unsocialized.

The baby's physical size and function will change throughout time. Maturation is the term used to describe this process of growth. The baby will also learn to cooperate with society, a process known as socialization.

Socialization is the process of passing down culture and integrating a person into a structured way of life. It's a commitment that will last the rest of your life the foundations of human behavior.

From the perspective of society, it is critical that the kid be taught fundamental discipline and other social values in order to grow into a responsible member who can progressively assume adult responsibilities.

Socialization, from the perspective of the individual, is the realization of his potential for personal growth and development. Socialization governs behavior, gives him a sense of self, and imbues him with principles, beliefs, and aspirations. As a result, socialization has two meanings: cultural transmission and personality development.



## NOTES

## 6.2 WHAT IS AN INDIVIDUAL?

‘Individual’ is a very vague term and could mean various different things to different people. It means indivisible.

Traditionally, old monks believed in the idea of soul and how it cannot be destroyed but only change bodies like suits, but it has progressed into having a meaning much more than that. Individuality is an identity of a person related to personal pursuits and happiness, for the choices he/she makes, its likes and dislikes and the boundaries not defined do well. It is an important abstract concept that gives you power to overcome your insecurities and helps you to shine out your uniqueness.

Independence and self-sufficient hold prime importance when we talk about an individual.

## 6.3 INDIVIDUAL AND SOCIETY

Individual and society are closely correlated and share an intimate connection. Society decides the framework for an individual of how one should talk, eat, walk, behave and act in general public that constitutes the society. Every society has its own traditions and ideas of right and wrong to which every individual must abide by. Otherwise, it may create unwanted tension.

Every individual is important and often takes part as an assigned role to develop a more cultured society. Basic role is to respect and cooperate with one another for peaceful gatherings and maintaining a decorum. There are rules to be followed defined by the individuals of society itself.

Human is a social animal and his existence is worthless without a society because interactions are a vital part of our daily needs.

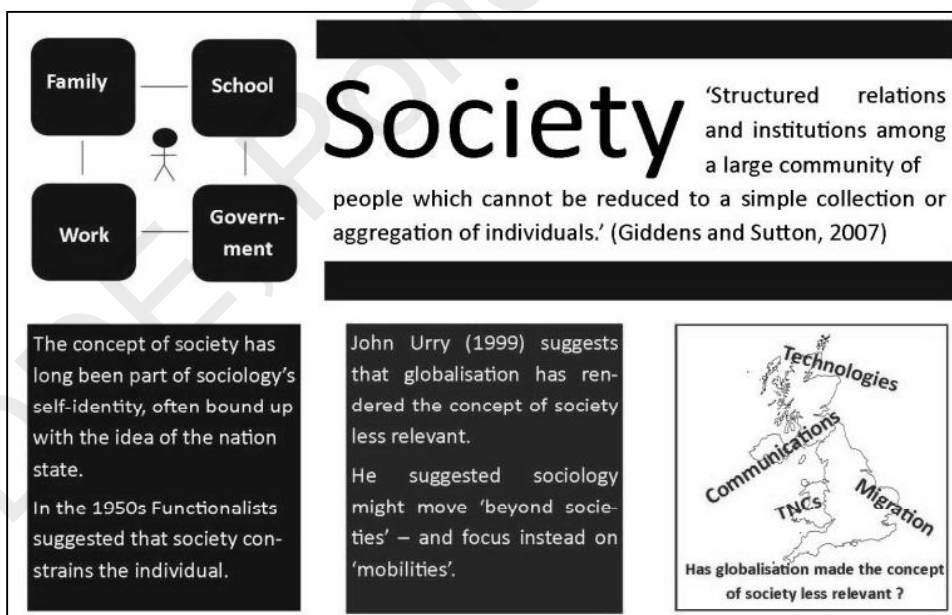


Fig. 6.2: Concept of society

NOTES

## 6.4 THEORIES

### Why Socialization is Required?

Socialization entails educating each individual the culture that he or she must acquire and share, preparing him to participate in society and diverse organizations, and persuading him to do so.

He must embrace his society's conventions. Learning, not biology, is involved in socialization.

Individuals learn folkways, traditions, and other things during the socialization process.

He will learn cultural patterns as well as abilities that will enable him to become a contributing member of society the human social structure.

### Socialization Objectives

- (a) Socialization allows the self or ego to arise and develop, it gives a person a social self in which he is aware of other people's expectations. It also gives a person a social personality and a sense of self. As a result, socialization's initial goal is to make an individual aware of himself and others.
- (b) Through a system of rewards and punishments, it consists basic discipline: Such self-control delays, changes, or foregoes immediate gratification in favor of longer-term satisfaction.

Some of the theories are explained below:

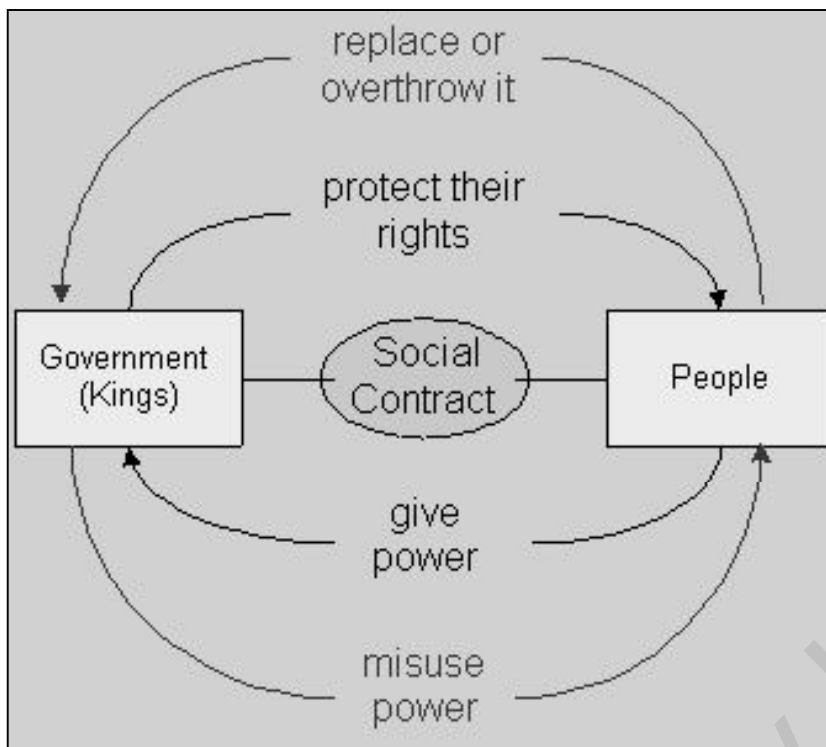
#### 6.4.1 Social Contract Theory

Social contract theory is a hypothetical agreement that is said to prevail since the 17th and 18th centuries with the English philosophers like John Locke, Jean-Jacques Rousseau and Thomas Hobbes. It also originates with the Greek Sophists. This contract is an obligation for both morality and political wise. It also deals with rights which implies duty that one has to perform and fulfil as a requirement to the society.

#### Hobbes's Theory:

- Sovereign is not listed on the contract.
- Sovereign has absolute power.
- All citizens should abide by it.
- This contract is hypothetical and a mere concept.

## NOTES



**Fig. 6.3: Diagrammatic Representation of Social Contract Theory**

### 6.4.2 Organismic Theory

Plato compared society or the state to a magnified human person. Based on three powers of the human spirit, Wisdom, Courage and Desire, he separated society into three classes: (1) rulers, (2) warriors and (3) artisans. The analogy between an individual organism and a societal organism was shown by Bluntschli and Herbert Spencer. According to Bluntschli, the state has a male character while the church has a feminine one. The state, according to Spencer, is subject to the same rules of growth and disintegration as the human body.

The similarities between civilization and an organism are striking. However, there are considerable distinctions. These distinctions were recognized by Herbert Spencer himself. As an individual's body, a society has no distinct shape. As in the case of an individual body, the units of society are not set in their respective locations. Individual cells are not physically contiguous, whereas society's units are dispersed people. In other ways, society varies from the human organism. Individuals are not born in the same way that societies are. Individuals do not die in the same way that society does. Society is not a living organism. It is a way of thinking. Society has no physical form; it is a collection of minds working together for a common goal.

#### Check Your Progress

1. What is an individual?
2. What is Hobbes's theory?
3. Define organismic theory.

## NOTES

## 6.5 EARLY STAGES OF DEVELOPMENT OF AN INFANT

Early kid improvement is so basic that it sets out the establishments for the remainder of youngster's lives. The cerebrum is at its generally open during initial five years, which prompts early encounters gigantically affecting the improvement of neurological associations. This impacts kid's cerebrum working throughout their lives. This is the reason why proper early development of children is important.

All the more explicitly, early kid improvement straightforwardly affects youngster's conduct, interactive abilities, passion limits, capacity to frame connections, school status and level of accomplishment, even in adulthood.

### Fetal Development Stages

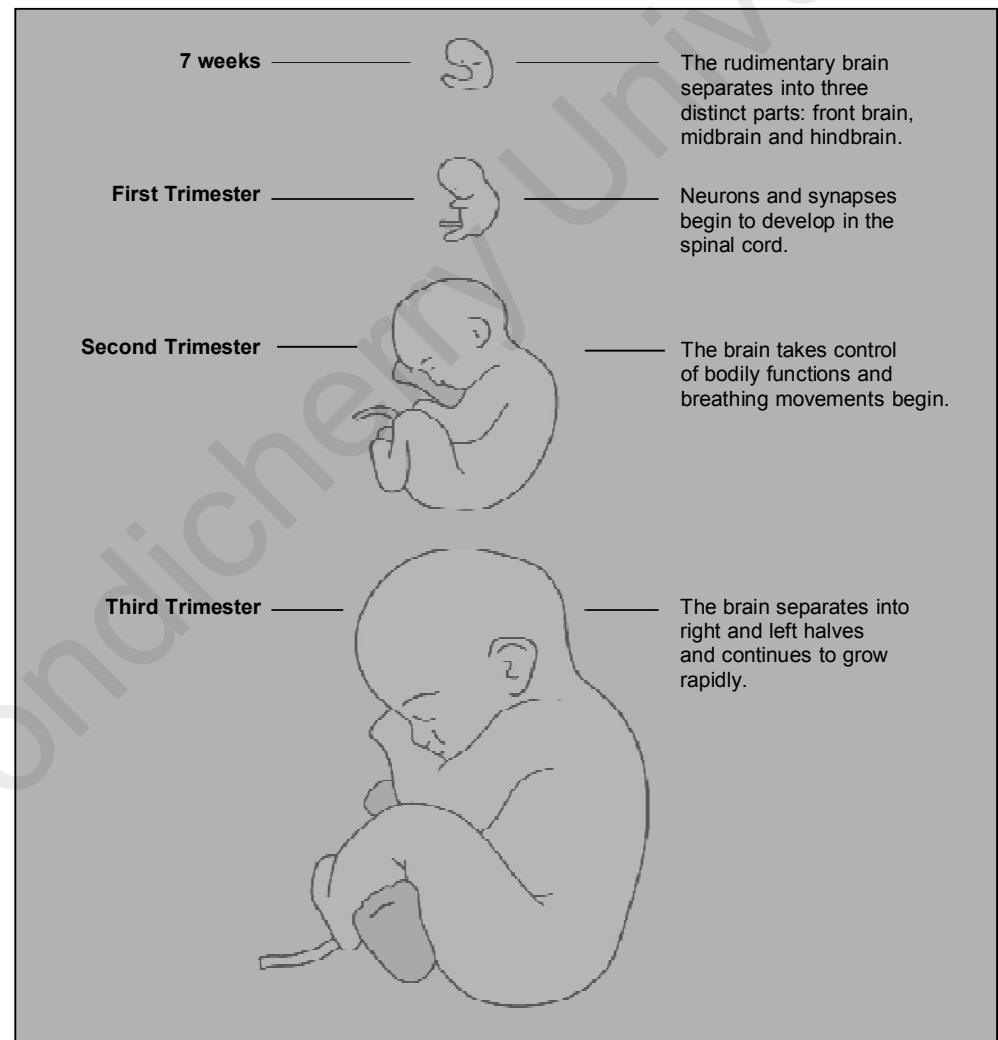
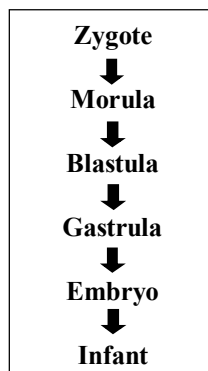


Fig. 6.4: Fetal Development Stages

Flowchart explains stages of development:

- By the first month, the heart develops.
- Second month forms limbs and digits.
- In the fifth month, the baby shows movements.
- By the end of second trimester, it develops lanugo.
- In the third trimester, the baby gets delivered.



## NOTES

## 6.6 TYPES OF DEVELOPMENT

New-born child improvement is most frequently isolated into the accompanying regions:

- Mental
- Language
- Physical like fine coordinated movements (holding a spoon, pincer handle) and gross coordinated movements (head control, sitting and strolling)
- Social

### 6.6.1 Physical

The actual development of a newborn baby begins at the head and progresses to various body parts from there. For example, sucking comes before sitting, which comes before strolling.

#### Infant to 2 months:

- Can do head movements.
- The newborn infant's neck cannot support the head as it is brought into a sitting position.

#### Crude reflexes include:

- Babinski reflex: when the bottom of the foot is stroked, the toes fan outward.
- The moro reflex (alarm response) is frequently triggered by loud noises or unexpected changes in the environment. It first widens the arms before twisting and pulling them in toward the body with a brief cry.
- Infant closes hand and "holds" your finger with the palmar hand.
- Setting: When the underside of the foot is contacted, the leg opens up.
- Baby flexes the forefoot and toes as part of the plantar handle.
- Establishing and sucking: When cheek is contacted, turns head to look for areola; when areola hits lips, begins sucking.
- When the two feet are placed on a surface and the body is supported, venturing and strolling produce dynamic strides.

## NOTES

- Tonic neck reaction: When the newborn looks to the left, the left arm stretches out, the right arm and leg flex internally, and vice versa.

### 3 to 4 months:

- The baby can follow objects because of better eye-muscle control.
- begins exercising control over their hands and feet. These developments are not altered, nevertheless. The infant may begin to cooperately use both hands to do tasks. Although the baby is not yet ready to adjust the hold, it swipes at things to get them nearer.
- A newborn's expanded field of vision enables them to distinguish things from surfaces with minimal difference (like a button on a shirt of a similar shading).
- When lying facing down, a newborn child elevates their upper body, shoulders, and head using their arms (on stomach).
- Neck muscles have developed to the point where the baby can sit up unassisted while maintaining an upright posture.
- Able to sit by themselves, without assistance, for a few minutes at first, and then for up to 30 seconds or more.
- Using the ulnar-palmar handle technique (squeezing the square into the palm of the hand while bending or twisting the wrist in), the baby begins to grasp squares or solid objects, but does not yet use the thumb.
- Newborn child rolls from back to stomach. When on stomach, the baby can push up with arms to raise the shoulders and head, and glance around or go after objects.

### 6 to 9 months:

- It might start creeping.
- Babies can walk while clutching an adult's hand.
- A newborn baby can sit steadily and independently for lengthy periods of time.
- The infant learns how to fall from a standing position.
- Baby may manoeuvre into and maintain a standing position while holding onto furnishings.

### 9 months to a year:

- Baby begins to adapt when being left alone.
- Baby makes steps while holding someone's hand; there may not be many on their own.

### 6.6.2 Sensory

- Hearing starts before birth, and is adult upon entering the world. The baby inclines toward the human voice.

- Contact, taste and smell mature upon entering the world; lean towards sweet taste.
- Baby's field of vision is between 8 and 12 inches (20 to 30 cms). Vision shading produces something for four to six months. Can follow moving objects up to 180 degrees and tilt toward faces by two months.
- Internal ear (vestibular) faculties: The infant responds to movement and posture changes.

**NOTES**

Fig. 6.5: Early Child Development

## 6.7 SOCIALIZATION

### 6.7.1 Socialization and Education

Education is a social process that empowers individuals to lead moral and fulfilling lives. It significantly affects how society is formed, together with other social influences. Through education, society transmits knowledge, skills, values, and morality.

## NOTES

Self-preservation and continuity are therefore guaranteed. Education functions as a socialisation process in this way. Additionally, as society changes, the educational system changes as well, becoming more complex. According to this perspective, education is a process that teaches society's members how to adjust to social circumstances that are always changing.

**1. Socialization inculcates a desire for a specific goal, vocation, or reward:**

*Example:* To reach socially praised goals, an individual's mind is impressed with the importance of hard work and consistent efforts. Individuals are introduced to the competition procedure.

**2. Socialization inculcates particular aims, a repertory of habits, and the attitudes that support them:** Conditioning and internalization are used to achieve this. For example, we are socialized to believe that marriage is the ultimate aim for a woman.

**3. Socialization provides individuals abilities that enable them to integrate into a structured way of living in society:** These abilities can be taught officially or orally. They are, nevertheless, learned through formal and specialized schooling in more sophisticated cultures. For example, oral and informal teaching—parents educate us how to eat, dress, and so on; formal teaching—parents teach us how to read, write, and so on. Through school or college education, there is deliberate teaching.

**4. Internalization of values and standards as a result of socialization:** These become part of an individual's behavior and enable him to cope with the social demands of the environment.

**5. Socialization transmits cultural content:** This ensures the permanence and continuity of culture, i.e., the purpose of socialization is cultural transmission.

### 6.7.2 Education and Training

The primary purpose of school is socialisation. The populace is culturally ignorant of their society. They must be taught, along with the ways in which their culture functions. Children must therefore be exposed to the society they will deal with as adults.

In order to impart values, customs, and social skills that are suitable for people's mature roles in society, society offers a deliberate education programme. In order to accomplish this broad objective, society built educational institutions like schools and colleges. Students acquire academic information through school and college, as well as practical and technical abilities that will equip them for a particular vocation. In addition, educational institutions instil in them societal norms and standards.



## NOTES

In addition to teaching kids academic skills like writing, spelling, and algebra, the school also exposes them to social norms and values that are not covered in the classroom.

The way the economy and occupational structure work is directly tied to the skills and values gained in school. Individuals are educated in skills that are demanded by the economy. In a modern planned economy, competent workers' production must be intentionally aligned with the society's economic and social interests. This explains why education is so important in societal progress. For example, literacy promotes economic and social growth, which is why all emerging countries have implemented large-scale literacy initiatives.

- (a) Education is a social process that takes place in groups, and
- (b) Education is a socializing process.

### Society and Education

We can now point to a number of sociological features of education. To begin with, learning is a creative process. When a man is stimulated, he responds in a creative manner. To put it another way, education is a creative effort for the student. Second, there are two types of education: informal education and formal education.

The first acts as a method for learning as well as reinforcing past learning throughout one's life. Third, formal education is a socially constructed technique, a complex system for putting students in circumstances where they can learn. Individuals only receive formal education for a short time in their lives.

Let us take a closer look at both education and society. When we state that education is a social process, we are referring to the fact that:

- (i) Education takes place in a society and has a profound impact on the society in which it takes place.
- (ii) The social environment itself teaches.
- (iii) The school is one of the most important social institutions for education. It is influenced by the actions of others.
- (iv) The future of society is socially shaped through education.

To state that education is a socialization process indicates that:

- (i) Education occurs through social contact.
- (ii) It is more than just a set of instructions.
- (iii) A person receives some form of education even if they never attend school.
- (iv) Formal education is planned socialization that leads in a desired way.

## 6.8 THE LIFE COURSE – SOCIALIZATION

As you may have guessed, the majority of socialization ideas and discussions revolve around childhood. Socialization, on the other hand, continues throughout the life cycle, which is most usually divided into four stages: childhood,

## NOTES

adolescence, adulthood, and old age. Scholars distinguish between subcategories within each of these categories, examples include early adolescent and late adolescence, early adulthood and middle adulthood, and so forth. This section emphasises a few crucial aspects of the various life stages.

The four stages of life course in socialization are:

1. Childhood
2. Adolescence
3. Adulthood
4. Old Age

1. **Childhood:** The life course approach focuses on the effect that sociological and cultural situations have on an individual's development, from birth until death. This approach was created developed in the 1960s as a means of analyzing socialization in each life course stage.

The life course approach is concerned with how social and cultural contexts affect a person's growth from conception to death. This method was established in the 1960s as a way to examine socialisation at each stage of the life course. The life course method looks at how many circumstances and events impact people's development over the course of their lifetimes. For instance, sociologists utilise this strategy to examine how early events affect actions and outcomes in the future. By investigating the connections between people and the historical, economic, and cultural environments in which they lived, they use the life course approach to explore the relationships between people and the world around them.

This is the most vulnerable stage of a person's existence, when they are completely reliant on socializing agents. Physical, emotional, and social requirements of the child necessitate parental attention, energy, and resources.

The child is helpless throughout this stage of socialization, and may be subjected to physical punishment, mental suffering, or even sexual abuse by adults. Childhood experiences, particularly the most traumatic ones, can leave an indelible mark on a child's mental makeup, attitudes, and view on life. If parents are caring, compassionate, committed, and interested in the child-rearing process, socialization can be easier and more enjoyable, strengthening and sustaining the parent-child link.

2. **Adolescence:** Puberty, which marks the start of adolescence, brings about substantial physiological and emotional changes. It's a tricky time, because adolescent teenagers are both too old for childhood and too young for maturity. They are becoming increasingly desirous of independence from parental supervision and dependency.

Adolescent socialization tries to create the adolescent's self-image and reach out to social ideals, whereas childhood socialization is concerned with the regulation of biological urges.

Both teenagers and their parents face challenges during this era. Individual adolescent rebellion is common, and it is most likely triggered by confusion about their identity and mental instability.

Adolescence is a period of transition from childhood to adulthood. Adolescents want autonomy on the one hand, but they also want to be reliant on their parents for basic requirements such as food, clothes, shelter, and education, and hence are unable to make decisions and take acts on their own. Frustration and ambivalence, as well as a feeling of insecurity, are felt by them. The transition from adolescent to adulthood might be easier or more difficult depending on the culture's definition of adulthood. In the adolescent years, peer groups are the most important socializing agents. It aids in the accurate identification of sex roles. Adolescents are exposed to new ideas, values, beliefs, and activities through peer groups. They identify with a teen-subculture, age's which either confirms or contradicts familial ideals. Adolescents in the latter instance have a "generation gap" and have difficulty adjusting to parental expectations and demands.

3. **Adulthood:** Career choices, marriage, and the start of a family are all common markers of adulthood. Once an adult, the person is expected to take responsibility for his actions, understand his responsibilities and obligations, and act accordingly. As a result, adult socialization emphasizes behavior consistent with the norms and values he assimilated as a kid and adolescent. There isn't much effort put into changing values or influencing basic motivations. Instead, the need of learning new role expectations and performing new roles is emphasized.

When it comes to planning a job or a professional shift, most adults engage in anticipatory socializing. They must learn the proper behavior and orient themselves to these jobs in order to be successful role-players. They participate in anticipatory socialization, which is the conscious and unconscious process of adopting standards.

We anticipate or aspire to participate.

Within the defined social environments offered by the family, occupational groupings, numerous organizations, and institutions, adult socialization occurs both intentionally and accidentally. Family is the most important source of socialization throughout one's life. Marriage necessitates considerable lifestyle changes. The partners must change their behavior patterns and assist one another in reshaping essential ideals. The bride, in particular, must make conscious attempts to adjust to the family environment, as well as to her husband's family members if they are a joint family. Similarly, a guy starting a new job must learn new abilities, adopt new attitudes, and change his lifestyle to be prompt and consistent, as well as complete his task to his superiors' satisfaction. As, he takes on many responsibilities as an adult, and his personality changes significantly as he learns to fulfil the role requirements.

## NOTES

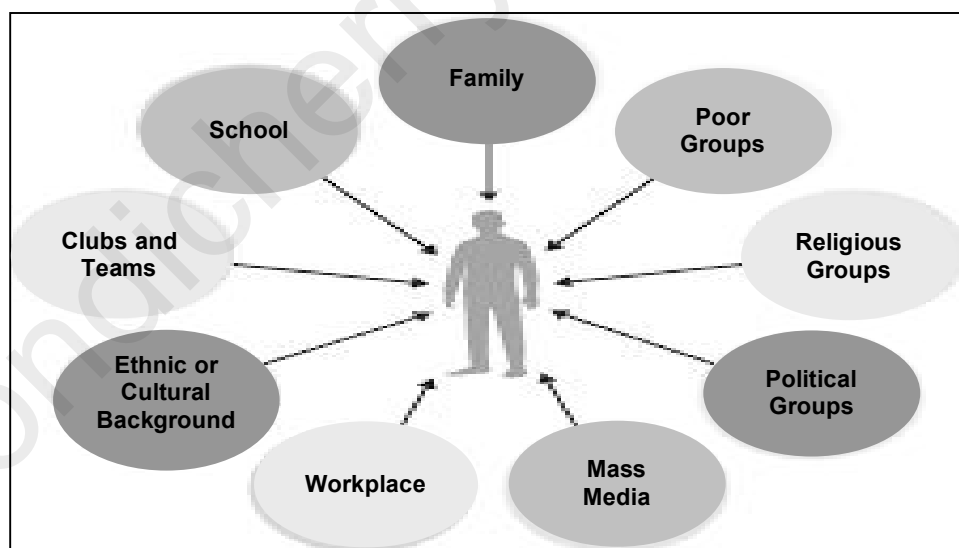
## NOTES

4. **Old Age:** Except for individuals who die a premature death, old age and death are inevitabilities for all humans. Growing old entails the loss of physical and mental abilities, as well as the development of illnesses and the consequent need for assistance.

When the elderly is left alone, have no one to care for or converse to, feel rejected or treated like a parasite, or are abused by family members, old-age socializing becomes traumatic. Many of the elderly are housed in old age homes, where they wait for their time to come. This trend of abandoning the elderly to fend for themselves is a common feature of fast progressing societies, particularly in the West, and is now progressively spreading to India.

Aging is a gradual process that has an impact on a variety of aspects of one's life. Individuals tend to or are expected to disconnect from the social structure as they get older, allowing younger people to fill in for them. Older people should be willing to modify their lifestyles, social positions, and relationships, and society should be willing to accept the changes and attract younger people to fill their places.

## 6.9 AGENTS OF SOCIALIZATION



**Fig. 6.6: Agents of Socialization**

Culture is what is learned during the socialization process. The child is born into a society with an established culture, or rather, relevant components of the culture must be communicated to the child in order for him to function in accordance with societal norms. The task of delivering the information is a difficult one.

Various agencies perform the culture of a civilization, such as:

- (a) Family
- (b) School

(c) Peer Group

(d) Mass Media

These are called socializing agents or the socializers of society and the children being socialized are called the 'socializees'.

## NOTES

**Family:** For a variety of reasons, the family plays an important part in the socialization process:

The child's family has an early impact on his or her development. The child learns language and begins to assimilate the norms and values of their culture in the household.

The family makes every effort to address the child's physical and emotional requirements.

Because a person's family relationship is frequently maintained from childhood to adulthood, the family has the most consistent influence on an individual's life.

The family is the most important group, and each person learns best from those with whom he has personal and emotional ties.

The youngster goes through numerous stages of socialization within the household. At each stage of the process, the Family members pass on their culture to their children in a variety of ways:

1. **During infancy**, the mother is the primary socializer of the child. Her primary function is to nurture and protect. The youngster learns to communicate its urgent care needs. For example, he develops clear expectations about "feed-time," cries when he is wet, and wants to be carried up and caressed.
2. **As the kid grows older**, the following stages of self-emergence occur: The child learns to realize that he must perform in accordance with the expectations of his family members. He begins to form moral concepts such as good, bad, right, and wrong. He starts to notice which activities please his family and win him rewards, and which actions irritate them and earn him punishment. The ego gradually distinguishes itself from the rest of the universe.
3. **Role-learning stage:** The youngster begins to learn many 'roles' throughout time. He discovers that every member of his family, including himself, plays multiple parts. For example, a child, a son, a brother, a younger sibling, etc. 'Role-Models' are adults who interact with the child during the role-learning process.

In addition, the child notices the family's sex roles. He starts to identify with a member of his sex and internalizes sex-roles, according to his observations. For example, he may observe a member's sex while performing domestic activities such as cooking, cleaning, child rearing, and filling water. He pays attention to the sex of the member who is earning money and bringing it home. The child –

## NOTES

considers Toughness is seen as male – and only desirable in men – whilst gentleness is seen as feminine.

Socialization is a two-way street. Parents try to teach, guide, influence, and control their children's behavior, but children aren't just clay in their parents' hands. For example, despite its helplessness, the child can initiate interaction merely by crying.

Controlling and channeling the emotional development of the child, as well as meeting his emotional requirements, are some of the primary activities that a family does. Humans have three basic emotions: love, rage, and worry.

Among all of these, love is critical for a child's optimal emotional development.

Children that are unloved Unloved youngsters grow up to be unloved adults with psychological issues Deprivation and dissatisfaction often result in rage. One of the most important goals of socialization is to channel wrath in a way that does not lead to aggression.

Anxiety is a diffused state in which a person feels uneasy, rather than a clearly defined emotion. Anxiety is frequently developed during children's early socialization in modern, quickly progressing societies. We place a great importance on competition, which forces our pupils to strive for excellence and demonstrate self-control. The youngster grows up with constant anxiety as a result of the different possibilities of failure and rejection.

For instance, parents who are concerned that their children should perform better than others frequently transfer their concerns to their children.

Their fears are being transmitted to young minds, with potentially disastrous repercussions.

With the passage of time, however, other agencies are gradually but steadily replacing the family as a major component of the socialization process. Working parents, for example, rely on crèches, servants and maids, kindergartens, and other services. In comparison to his family members, peer groups have a bigger influence on the child.

The family has a minor influence at some stages and a maximum influence at others. Nonetheless, the family's universality and enormous impact on the kid ensures that it continues to be a main source of socialization.

### Schools

Educators, peers, and curricular materials are the essential gender socialization specialists in schools.

Curricular materials, for example, course readings have generally contained gender cliché pictures and text. In any case, present-day school assets contain considerably more populist depictions of gender jobs.

**NOTES**

The school, from nursery to day-care center to college and university, is all about education. Have a significant influence on socializing. The nursery school is the two- or three-year-old baby's first formal agency exposed. For the child, it is a distressing event. The child must now engage with others. Others his age have learned to play with others and share toys that are not his. He's a great guy. A few talents were taught, including singing nursery rhymes with motions, drawing, painting, and a few others. Being courteous to others is referred to as etiquette.

Children are not surrounded by family members whom they have learned to obey in school. Strangers continually analyze and compare them here, and they are expected to obey them together with others. They must not only complete formal training in accordance with the school's Curriculum, but also adapt to their new surroundings by learning to sit quietly and obey those in authority, to work cooperatively with others, and to participate in a variety of school activities.

Teachers in both primary and secondary schools play an important role in assisting students make a successful transition to a new educational environment. Their enthusiasm for teaching and knowledge of the subject child psychology, true care for the children, objectivity, and discipline abilities.

All of these elements have a role in assisting the child's natural development. Teachers also assist in promoting the social ideals that the family and the community uphold the greater society. While the school provides an environment that is conducive to learning.

**Media**

"Medium" refers to a method of accomplishing something. For instance, TV is a vehicle of mass correspondence. The Internet is as well. All types of mass correspondence are referred to by and large as media, or "the media." Media includes books, TV, motion pictures, commercials, the Internet, music, and computer games.

The pictures and messages created by media firmly impact how individuals comprehend the world. From youth, gender generalizations introduced in media assume a key part in gender socialization.

Ladies have been depicted in media in less prevailing or strong jobs than men. Men have been depicted as more forceful or savage than ladies. Ladies are bound to be depicted as casualties or in jobs of family life. Simultaneously, men are bound to be depicted as crooks or in business or industry. Such depictions influence cultural view of gender jobs.

The specialists of gender socialization – guardians, schools, educators, peers and the media – are generally components of one's current circumstance. Orientation is impacted by organic elements too. People have contrasts in qualities, sex chemicals, and mind cosmetics. Orientation advancement is a mix of natural and organic elements.

For example, the rising rate of criminality among today's adolescents can be attributed in part to the Television and film, which portray more violence than

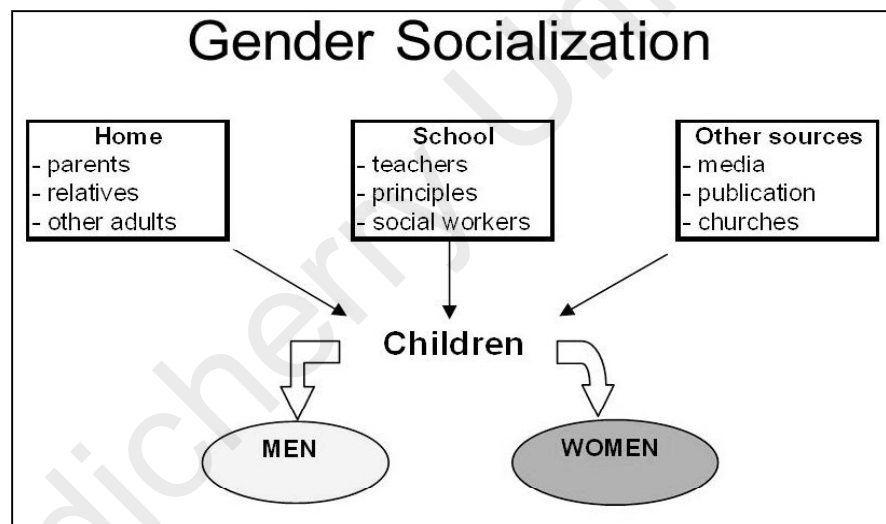
## NOTES

artistic, healthy recreation, have an influence. This is a unique socializing agency. It simultaneously socializes large groups of people. Previously, agencies could only socialize one or a few people at a time. All age groups, castes, and social classes are socialized at the same time through the media. The mass media is not a collective. It doesn't have its own culture. It transmits the owner's culture. As a result, mass media may be depending on the controller of the specific medium, it can be functional or malfunctioning.

Since the latter, television has become the primary socializing agent among the mass media. Avoid utilizing any type of media, such as an electronic babysitter, and instead attempt to establish an environment that is conducive to learning.

## 6.10 GENDER SOCIALIZATION

### Introduction to Gender Socialization



**Fig. 6.7: Gender Socialization Agents**

Sociologists and other social researchers assume that socialization contributes to a large number of behavioral differences between genders. Socialization involves sharing values, beliefs, and behaviors among members of a group when older members of a community educate young children how to behave in accordance with social norms. This process takes gender into account; people are instructed on how to act in social situations in accordance with their assigned gender, which is determined by their biological sex at birth (for example, male babies are given the gender of "boy," while female babies are given the gender of "girl"). Gender socialisation is the process of teaching and informing males and females about the customs, practises, morals, and beliefs that are unique to their gender.

Even before the infant is born, plans are made for gender indoctrination. The child's gender is one of the most frequent questions posed to pregnant parents. This is just the beginning of a lifelong process of social categorization. When preparing for the delivery, the gender of a child is frequently taken into consideration (i.e., painting the room blue for a boy, pink for a girl). The majority of gender disparities



## NOTES

nowadays are thought to result from socialisation differences rather than biological or genetic factors.

Gender socialisation can lead to the development of gender stereotypes. Parents set examples of appropriate behaviour for both boys and girls to follow (and society). For example, young females are expected to be immaculate and composed, but young men are erratic and boisterous. Gender stereotypes are more pervasive in children's attire and leisure pursuits as they get older. Boys and girls who defy gender norms are frequently made fun of by their classmates in age-related groups. Negative consequences such as decreased self-confidence may result from this.

### Meaning of Gender Socialization

The innate distinctions between men and women are referred to as "sex." The term orientation refers to socially developed attributes specific to genders. In each culture, standards, practices and social assumptions are related with being male or female. Gender socialization is the method involved with training people how to act under the social assumptions for their orientation, known as orientation jobs.

Gender socialization includes the educating of gender stereotypes. Gender stereotypes It refers to certain practices and perspectives that are viewed as normal by young girls and boys. An illustration of orientation generalizing is that young ladies are inactive and young men are forceful. Most kids start to learn orientation generalizations when they are three years of age.

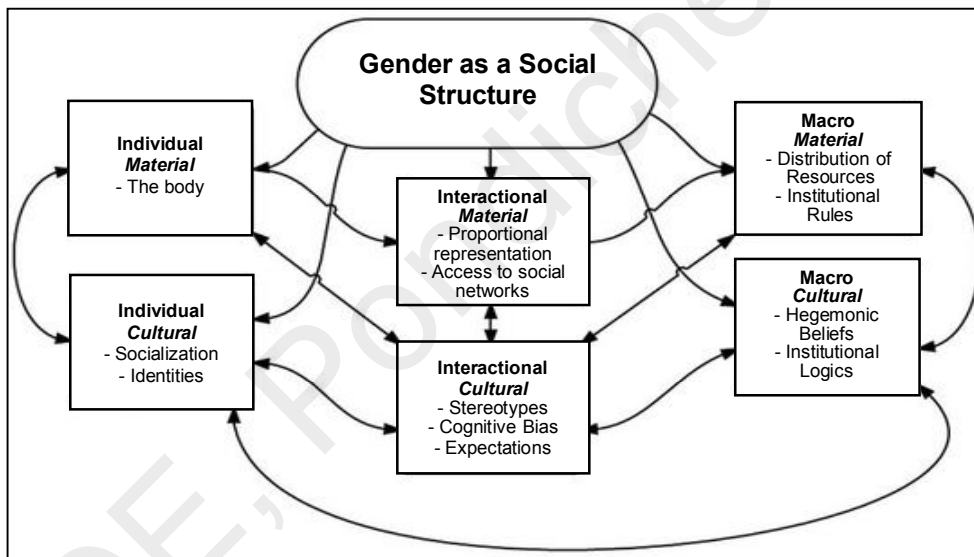


Fig. 6.8: Gender as a Social Structure

### Gender Equality

Gender Equality is an essential basic liberty and depicted as: "all people are conceived equivalent". It implies that everybody, regardless of whether brought into the world as male, female or intersex, ought to have the option to foster their maximum capacity and live in opportunity and poise. Instances of orientation correspondence are:

## NOTES

- Equivalent admittance to instruction
- Equivalent admittance to portability
- Equivalent open positions and pay rates
- Opportunity of wedding who you need
- Equivalent separation privileges



Fig. 6.9: Gender Equality

### Gender Stereotypes:

The practise of assigning a woman or man particular traits, traits, or roles based only on their membership in a social group of women or men is known as gender stereotyping.

A generalised assumption or idea about the traits or qualities that men and women have, or should have, or the roles that men or women play, or both, is known as a gender stereotype. Both good and negative stereotypes about men and women exist.

“Women are nurturing,” for instance, is a negative example.

“Women are weak,” says the author.

Gender stereotypes created during adolescence can be conveyed into grown-up lives and potentially bring about sexism. Sexism is the segregation in view of sex rather than individual benefits. Sexism is regularly connected with gender stereotypes and may deter people from communicating their full scope of feelings or looking for specific jobs. These personalities are blend of nature and sustain. A few characteristics are organically based and some are socially based.



Patriarchy is a commonly used term in everyday conversation. “What is this male-centric society?” asks the question. In casual conversation, whether in English or another language, the word connotes “man control,” “male bias (against women),” or, most importantly, “male power.” Simply put, the phrase refers to “the father’s or the oldest male part’s outright dominance over his family.” As a result the father’s standard over all women in the household, as well as over more youthful socially and financially subservient men, is male-dominant society. In a practical sense, a male-centric culture suggests that the top of a social unit is ruled by a guy (like family, clan). The patriarch is usually a cultural elder who wields genuine power over the family. In any event, women’s activist journalists have used the term “male-controlled society” to refer to the societal structure of manly dominance over women from the mid-20th century. In general, the concept of a man-centered society has been a prominent one in gender studies. Women’s activist authors have promoted a variety of hypotheses in order to better understand the roots of women’s defeats to males. The term “man-controlled civilization” has evolved into a scientific classification as well as a graphic term that clarifies how distinct social regimes create masculine strength and power. During the 1970s, in a particular worldwide recorded backdrop of women’s militant political activism, the term male-controlled society evolved from a separate to a scientific class. When women became dissatisfied with their freedoms, this eventually resulted in the growth of the discipline known as gender or women’s studies. When women demanded that their experiences and viewpoints be taken seriously at universities, a man-controlled society evolved as a way of both portraying and clarifying the world. Since then, the term “man-centered society” has been used to describe the fundamental components of power and power in any cooperative framework. Men are naturally honored over women in a male-dominated culture, with the result that women have virtually little claim to the general public’s material, sexual, and

## NOTES

scholastic resources, i.e., in a man-centered culture, women must fight to be educated, to own property, or to choose a partner. For men, these assets include the ability to make decisions that affect their lives. Allow us to use a few examples to demonstrate how male-centric society manifests itself in our daily lives.

When a person raises his voice during a debate, his activities are likely to be characterised as “forcefully male-centric” if he insists on his point of view without allowing others, particularly women, to say a single word. Assume a woman complains about inappropriate behavior at her workplace, and all of the people in her company deny that this has ever happened. Men’s thinking has been described as “frequently male-centered.” In public debates that denounce women’s enslavement. The thinking of men can be portrayed as being “regularly male-centric”. In open discourses that repudiate the subjection of ladies, this decimal is portrayed by the term “patriarchy”. In an extremely broad manner, “man-centric society” is a “catch” word that portrays the various manners by which society victimizes ladies. These models clarify a wide range of and unpretentious routes through which male-centric society is communicated in the general public.

**Gender vs. Sex**

**Fig. 6.11: Difference between Sex and Gender**

Gender and sex are frequently used synonymously. A discussion of gender socialisation must make a distinction between the two.

Based on a person’s anatomy at birth, sex is biologically and medically defined. Most often, it is binary, meaning that a person’s sex is either male or female.

Society invented the idea of gender. A person’s cultural conceptions of masculinity and femininity help to shape their gender, which is a social identity. On a scale of one to ten, gender exists.

Gender socialisation plays a role in the process through which people develop their own gender identities.



# Sex Vs Gender

## Sex

- 2 major forms that occur in any species on the basis of their reproductive organs and structures
- Inherent – by birth
- Biological composition
- Male & Female

## Gender

- Behavioral, cultural, psychological & emotional traits associated with one's sex
- Influenced by external factors
- Social Construction
- Man & Woman (and now has a broader definition)

## Gender Equality and Women Empowerment

Gender equality is first and foremost a human right. Women have the right to live independently and with dignity. Another essential tactic for achieving development and reducing poverty is the empowerment of women. Increased productivity and health in families, communities, and the next generation are all benefits of empowered women.

One of the eight Millennium Development Goals is gender equality, highlighting its importance. The other seven goals are considered contingent upon achieving gender equality. However, discrimination against women, which includes gender-based violence, economic discrimination, inequities in reproductive health, and detrimental cultural practises, continues to be the most pervasive and persistent form of inequality.

There has been widespread evidence of women being deemed inferior to men since the dawn of civilization. Almost all countries, regardless of how progressive, have a history of mistreating women. This has finally prompted women to reconsider their place in society, and has even prompted women all over the world to rebel in order to achieve the position they now enjoy. Since then, women have been outspoken about the importance of gender equality and have worked tirelessly to empower themselves in order to attain it. The advancement of women's political, social, economic, and health status, as well as their empowerment and autonomy, are all crucial ends in and of themselves.

Additionally, it is essential for long-term development.

Both men and women must actively participate in and partner in all aspects of productive and reproductive life, including sharing responsibility for the upbringing and nourishment of children.

## NOTES

Taking care of the kids and maintaining order in the house. Because to their overburdened status, lack of power, and influence, women's lives, health, and well-being are at danger everywhere in the world.

Women typically obtain less formal education than men around the world, and their skills, knowledge, and coping mechanisms are usually disregarded. Power dynamics that present at all levels of society, from the most private to the most public, prevent women from leading healthy and fulfilling lives.

Women need education to acquire the information, abilities, and self-confidence necessary to contribute to growth in an efficient manner. More than 40 years ago, the Universal Declaration of Human Rights was created. According to the Universal Declaration of Human Rights, "everyone has the right to education." There are around 960 million illiterate adults worldwide, with women making up two-thirds of this population, despite impressive efforts by nations around the world to greatly expand access to basic education. More than one-third of individuals worldwide, mostly women, lack access to technology, new skills, or written knowledge that could enhance their quality of life and help them influence and adapt to social and economic change.

The opportunity of women to voice their concerns and demands, as well as equal participation and representation of women at all levels of the political process and in public life in every community and society, should be ensured by nations. Women should be assisted by the people and the government in establishing and achieving their rights, particularly those relating to reproductive and sexual health. Putting in place appropriate measures to give women more opportunities to earn money outside of traditional occupations, become financially independent, and get equal access to the job market and social security systems.

In addition, violence and safety are serious concerns for women in society. Domestic violence, rapes, and other forms of violence are on the rise. Women are especially afraid to speak up. Similarly, women get paid less than their male counterparts for doing the same job. Paying someone less for the same labor because of their gender is both unfair and sexist. As a result, we can see women empowerment is need of an hour.

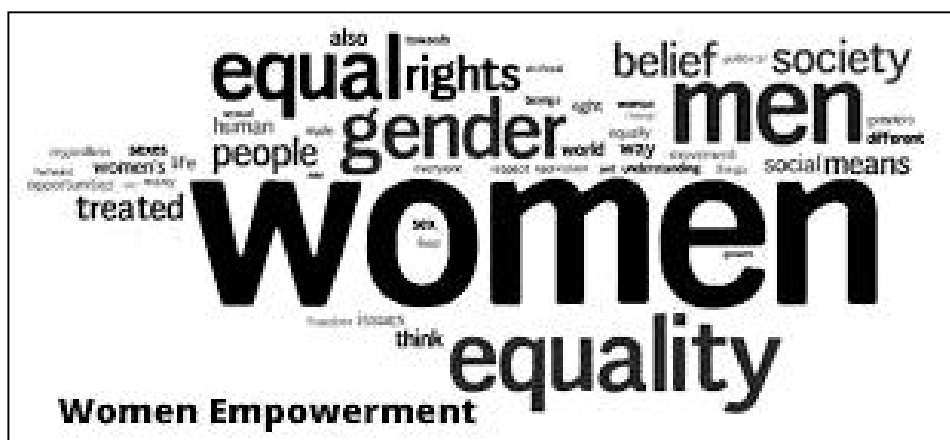


Fig. 6.12: Depicts equality of gender

**Check Your Progress**

4. What are the four stages of life course socialization?
5. What are internalized objects?
6. What do you mean by gender stereotypes?
7. Differentiate between gender and sex.
8. Write short note on women empowerment.
9. Explain gender equality.

**NOTES****6.11 ANSWERS TO 'CHECK YOUR PROGRESS'**

1. Individual' is a very vague term and could mean various different things to different people. It means indivisible. Independence and self-sufficient hold prime importance when we talk about an individual.
2. Hobbes's theory:
  - Sovereign is not listed on the contract.
  - Sovereign has absolute power.
  - All citizens should abide by it.
  - This contract is hypothetical and a mere concept.
3. As an individual's body, a society has no distinct shape. As in the case of an individual body, the units of society are not set in their respective locations. Individual cells are not physically contiguous, whereas society's units are dispersed people.
4. The four stages of life course in socialization are:
  - Childhood
  - Adolescence
  - Adulthood
  - Old Age
5. Our psychological and emotional perception of a person is an internal object. When a person is not physically present, we cling to an image of them, and this portrayal shapes how we perceive them in the real world.
6. Gender stereotypes is sexism which is regularly connected with orientation generalizations and may deter people from communicating their full scope of feelings or looking for specific jobs.
7. Gender and sex are frequently used synonymously. A discussion of gender socialisation must make a distinction between the two. Based on a person's anatomy at birth, sex is biologically and medically defined. It is often binary, meaning a person's sex can only be either male or female. Society invented the idea of gender. A person's cultural conceptions of masculinity and femininity help to shape their gender, which is a social identity. On a scale of one to ten, gender exists. Gender socialisation

## NOTES

plays a role in the process through which people develop their own gender identities.

8. One of the eight Millennium Development Goals is gender equality, highlighting its importance. The other seven goals are considered contingent upon achieving gender equality. However, discrimination against women, which includes gender-based violence, economic discrimination, inequities in reproductive health, and detrimental cultural practises, continues to be the most pervasive and persistent form of inequality. There has been widespread evidence of women being deemed inferior to men since the dawn of civilization. Almost all countries, regardless of how progressive, have a history of mistreating women. This has finally prompted women to reconsider their place in society, and has even prompted women all over the world to rebel in order to achieve the position they now enjoy. Since then, women have been outspoken about the importance of gender equality and have worked tirelessly to empower themselves in order to attain it. Improvements in the political, social, economic, and health status of women, as well as their empowerment and autonomy, are all crucial ends in and of themselves.

Women typically obtain less formal education than men around the world, and their skills, knowledge, and coping mechanisms are usually disregarded. Power relations at all societal levels, from the most private to the most public, prevent women from leading healthy and fulfilling lives. Women need education to acquire the information, abilities, and self-confidence necessary to contribute to growth in an efficient manner. More than 40 years ago, the Universal Declaration of Human Rights was created. According to the Universal Declaration of Human Rights, “everyone has the right to education.” There are around 960 million illiterate adults worldwide, with women making up two-thirds of this population, despite impressive efforts by nations around the world to greatly expand access to basic education. More than one-third of individuals worldwide, mostly women, lack access to technology, new skills, or written knowledge that could enhance their quality of life and help them influence and adapt to social and economic change.

9. Equal opportunities, responsibilities, and rights for men and women are referred to as gender equality. It suggests that, while acknowledging the diversity of various groups of women and men, the interests, needs, and goals of both genders are taken into account. Women’s fundamental rights are still being infringed all across the world, and they are also discriminated against when it comes to inheritance, economic assets, productive resources, employment, participation in decision-making, and social protection. One of the biggest barriers to women’s economic and political empowerment is the fact that they spend two to ten times as much time as men on unpaid work.



## NOTES

Men and women continue to differ and experience inequities, which has detrimental effects on society as a whole. In any culture, women account for half the resources and half the potential. When women are restricted by prejudice and inequality, this potential is not realised. Many gender discrepancies start to show up in early childhood and get worse as kids get older. Girls have a higher mortality rate because they lack access to nutrition and healthcare. Gender differences increase as children enter adolescence. Girls are impacted by child marriage much more than males. Every year, over 15 million girls under the age of 18 are married worldwide. They have trouble getting access to schooling. Entry hurdles for girls into basic and secondary education still exist. The lack of education offered restricts access to skills and opportunities in reputable companies and in high-ranking positions.

## 6.12 SUMMARY

- ‘Individual’ is a very vague term and could mean various different things to different people. It means indivisible.
- Every individual is important and often takes part as an assigned role to develop a more cultured society. Basic role is to respect and cooperate with one another for peaceful gatherings and maintaining a decorum. There are rules to be followed defined by the individuals of society itself.
- According to Bluntschli, the state has a male character while the church has a feminine one. The state, according to Spencer, is subject to the same rules of growth and disintegration as the human body.
- The cerebrum is at its generally open during initial five years, which prompts early encounters gigantically affecting the improvement of neurological associations. This impacts kid’s cerebrum working throughout their lives. This is the reason why proper early development of children is important.
- **Childhood** – The life course approach focuses on the effect that sociological and cultural situations have on an individual’s development.
- **Adolescence** – Despite growing recognition of the entire life cycle, youth (counting early years) unquestionably remains the most crucial stage of the vast majority of people’s lives for socialisation and for the mental, emotional, and physical development that is consequently essential throughout the initial decades of anyone’s life.
- **Adulthood** – The five achievements that diagram adulthood, Henig composes, region unit “finishing workforce, take-off home, changing into monetarily independent, wedding, and having a kid”.
- **Old Age** – Unofficially, this stage of life starts at age 65. Experts draw deeper distinctions, such as “young-old” and “old-old,” due to the enormous differences between people 65 or older and those who are 85, 86, or even older.

## NOTES

- Education is a social process that empowers individuals to lead moral and fulfilling lives. It significantly affects how society is formed, together with other social influences. Education transmits the knowledge, skills, morals, and values of society.
- Our psychological and emotional perception of a person is an internal object. It is the image we have of someone while they are not physically present, and it has an impact on how we see them in real life.
- Gender socialisation can lead to the development of gender stereotypes.
- The term sex refers to the naturally resolved differences between men and women.
- Gender Equality is an essential basic liberty and depicted as: “all people are conceived equivalent”. It implies that everybody, regardless of whether brought into the world as male, female or intersex, ought to have the option to foster their maximum capacity and live in opportunity and poise.
- One of the eight Millennium Development Goals is gender equality, highlighting its importance.

### 6.13 KEY TERMS

- **Individual:** It means indivisible.
- **Adolescence:** The gap bridging childhood and adulthood.
- **Gender stereotypes:** Gross generalizations based on gender.
- **Internalized objects:** Psychological and emotional impression of a person.

### 16.14 SELF-ASSESSMENT QUESTIONS AND EXERCISES

#### Short Answer Questions

1. Give a diagrammatic representation of social contract theory.
2. What are the stages of foetal development? Explain with the help of a flowchart.
3. What is gender socialization?
4. What are the agents of socialization?
5. How does the media help in socialization?
6. Who developed the concept of internalized objects?
7. What happens during:
  - First trimester
  - Second trimester
  - Third trimester
8. What is the significance of gender equality?

**Long Answer Questions**

1. What is the difference between an individual and society?
2. Write a short note on physical development of an infant.
3. What are the stages of life course in socialization? Elaborate on each one of them.
4. What is the importance of language development in an infant and what are the different characteristics shown from month 0 months to 1 year?
5. What aspects of gender equality are of prime importance?
6. How has the predominant male dominated society affected the gender biases?

**NOTES****Multiple Choice Questions**

1. Development areas are in infant's \_\_\_\_\_.
  - (a) Body
  - (b) Mental
  - (c) Social
  - (d) All of the above
2. Adolescence is the stage that is almost, \_\_\_\_\_.
  - (a) 12 to 20 years
  - (b) 13 to 21 years
  - (c) 12 to 18 years
  - (d) 12 to 20 years
3. Changes in development occurs \_\_\_\_\_.
  - (a) Creative and destructive
  - (b) Creative
  - (c) Destructive
  - (d) Body
4. Child development is the study of \_\_\_\_\_.
  - (a) Pregnancy to childhood
  - (b) pregnancy to life
  - (c) Pregnancy to adulthood
  - (d) None of the above
5. The most important factor in child development is \_\_\_\_\_.
  - (a) Exercise
  - (b) Cleanliness
  - (c) Nutrition
  - (d) Sleep
6. Language Development of children is affected in \_\_\_\_\_.
  - (a) Health
  - (b) Stimulation

**NOTES**

- (c) Both (a) and (b)
- (d) None of the above
- 7. Social development means \_\_\_\_\_.
  - (a) Living in society
  - (b) Exchange of ideas
  - (c) Origin of social qualities and practices
  - (d) None of the above
- 8. Micro functional skills falls under \_\_\_\_\_.
  - (a) Catch
  - (b) Writing
  - (c) Drawing
  - (d) All of the above
- 9. At what age gender identity is established in children?
  - (a) 1 year
  - (b) 2 years
  - (c) 3 years
  - (d) 4 years
- 10. Gender is an \_\_\_\_\_.
  - (a) Biological entity
  - (b) Social construct
  - (c) Psychological constructs
  - (d) None of the above
- 11. What are the three dimensions of gender inequality?
  - (a) Education, human rights, reservations
  - (b) Education, economic participation, empowerment
  - (c) Education, awareness, reservations
  - (d) None of the above
- 12. To avoid gender biases in the class, teacher must be aware of \_\_\_\_\_.
  - (a) Discriminative attitude of students
  - (b) Stereotype attitude of students
  - (c) Both (a) and (b)
  - (d) None of the above
- 13. The concept of gender was developed by feminist during the year \_\_\_\_\_.
  - (a) 1940
  - (b) 1960
  - (c) 1970
  - (d) 1980

**NOTES**

14. Hindrance in socialization is caused by \_\_\_\_\_.
  - (a) Religion
  - (b) Equality
  - (c) Politics
  - (d) Prejudices
15. The process by which productive members of society develop habits, skills, values and motives that make them responsible is called \_\_\_\_\_.
  - (a) Socialization
  - (b) Inclusion
  - (c) Mainstreaming
  - (d) Differentiation
16. Which of the following are secondary agents of socialization?
  - (a) School and immediate family members
  - (b) Family and relatives
  - (c) Family and neighborhood
  - (d) School and neighborhood
17. Socialization is \_\_\_\_\_.
  - (a) The rapport between teacher and society
  - (b) Process of modernization of society
  - (c) Adaption of social norms
  - (d) Change in social norms
18. Classification of people as male or female based on biological characteristics \_\_\_\_\_.
  - (a) sex
  - (b) biological determinism
  - (c) gender identity
  - (d) gender socialization
19. Patriarchal societies are \_\_\_\_\_.
  - (a) a form of social organization in which men have more power than other genders
  - (b) a form of social organization in which women have more power than other genders
  - (c) a form of social organization in which whites have more power than other races
  - (d) a form of social organization in which children have more power than other age group

**NOTES**

20. A set of beliefs, attitudes, norms, and values used to justify sexual inequality is \_\_\_\_\_.
- (a) sexism
  - (b) occupational sex segregation
  - (c) gender identity
  - (d) biological determinism

**Answers:**

- |         |         |
|---------|---------|
| 1. (d)  | 2. (b)  |
| 3. (a)  | 4. (b)  |
| 5. (c)  | 6. (c)  |
| 7. (c)  | 8. (d)  |
| 9. (b)  | 10. (b) |
| 11. (b) | 12. (c) |
| 13. (c) | 14. (d) |
| 15. (a) | 16. (d) |
| 17. (c) | 18. (a) |
| 19. (a) | 20. (a) |

**Fill in the Blanks**

1. Social contract theory is a hypothetical agreement that is said to prevail since the \_\_\_\_\_.
2. \_\_\_\_\_ is not a living organism.
3. According to \_\_\_\_\_, the state has a male character while the church has a feminine one.
4. \_\_\_\_\_ starts before birth, and is adult upon entering the world. The baby inclines toward the human voice.
5. \_\_\_\_\_ is a commonly used term in everyday conversation.
6. \_\_\_\_\_ is regularly connected with gender generalizations and may deter people from communicating their full scope of feelings or looking for specific jobs.
7. Gender advancement is a mix of \_\_\_\_\_.
8. \_\_\_\_\_ brings a spic and span set of difficulties and assumptions, furthermore as new jobs to carry out.
9. The \_\_\_\_\_ is at its generally open during initial five years, which prompts early encounters gigantically affecting the improvement of neurological associations.
10. The term \_\_\_\_\_ has evolved into a scientific classification as well as a graphic term that clarifies how distinct social regimes create masculine strength and power.

## NOTES

## Answers:

1. 17<sup>th</sup> and 18<sup>th</sup> centuries
2. Society
3. Bluntschli
4. Society
5. Patriarchy
6. Sexism
7. natural and organic element
8. adulthood
9. Cerebrum
10. man-controlled civilization

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