# Sociology

## Standard 11

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**PREFACE**

Gujarat State Board of School Textbooks has prepared new textbooks as per the new curricula developed by the Gujarat State Secondary and Higher Secondary Education Board and which has been sanctioned by the Education Department of the Government of Gujarat. A panel of experts from Universities/Colleges, Teachers Training Colleges and Schools have put lots of efforts in preparing the manuscript of the subject. It is then reviewed by another panel of experts to suggest changes and filter out the mistakes, if any. The suggestions of the reviewers are considered thoroughly and necessary changes are made in the manuscript. Thus, the Textbook Board takes sufficient care in preparing an error free manuscript. The Board is vigilant even while printing the textbooks.

The Board expresses the pleasure to publish the Textbook of **Sociology** for **Std. 11** which is a translated version of Gujarati. The Textbook Board is thankful to all those who have helped us in preparing this textbook. However, we welcome suggestions to enhance the quality of the textbook.

**P. Bharathi (IAS)**

Director

Date : 04-11-2019

Executive President

Gandhinagar

# FUNDAMENTAL DUTIES

It shall be the duty of every citizen of India :

(a)     to abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem;

(b)     to cherish and follow the noble ideals which inspired our national struggle for freedom;

(c)     to uphold and protect the sovereignty, unity and integrity of India;

(d)     to defend the country and render national service when called upon to do so;

(e)     to promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities; to renounce practices derogatory to the dignity of women;

(f)     to value and preserve the rich heritage of our composite culture;

(g)     to protect and improve the natural environment including forests, lakes, rivers and wild life, and to have compassion for living creatures;

(h)     to develop scientific temper, humanism and the spirit of inquiry and reform;

(i)     to safeguard public property and to abjure violence;

(j)     to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievement and

(k)     to provide opportunities for education by the parent, the guardian, to his child, or a ward between the age of 6-14 years as the case may be.
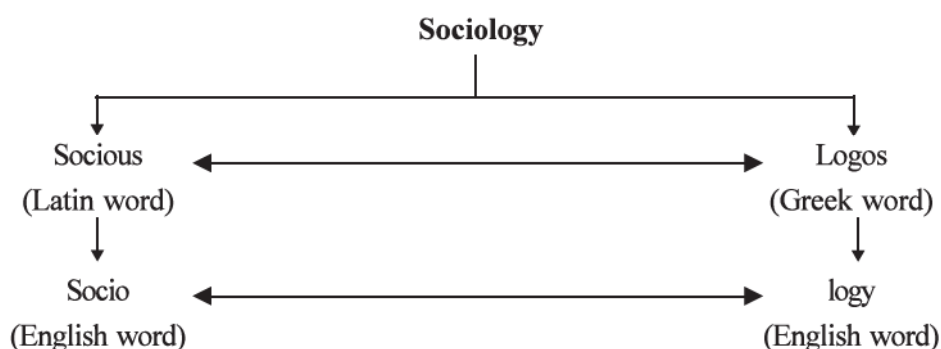
*Constitution of India : Section 51-C

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**Preface**

Student friends, in the 10th standard, you got familiar with social science as a subject. In this subject, till your 10th standard, you developed understanding about various aspects, from your surrounding environment to the great heritage of Indian culture, agricultural management, economic development and its problems, geographical features, judiciary etc. Sociology is one of the many sciences which social sciences comprise. Friends, one thing that needs to be clarified here is that the word 'science' includes two types of sciences: (1) physical or natural science and (2) social science.

Physical sciences include physics, chemistry, geology, space science etc. while social sciences comprise sociology, economics, psychology, political science etc. Here, we will make an attempt to understand sociology as a social science, its meaning and subject-matter, its origin and development and about other branches of sociology.

The word 'Sociology' is derived from the Latin word 'Socious' and the Greek word 'Logos'. This could be understood in the following way:

**Sociology**

| Socious | Logos |
|---------|-------|
| (Latin word) | (Greek word) |
| Socio | logy |
| (English word) | (English word) |

Thus, from the view point of origin, it can be said that sociology is a scientific study of social facts. As a social science, human social life is the focus of the study of sociology. It tries to understand and explain the warp and woof of human social relations and therefore MacIver and Page have referred to social relations or web of social relations, which we know as society, as a subject matter of sociology.

**Definition of sociology**

Kimball Young has mentioned that 'Sociology studies human behaviour in group'.

According to Young and Mac, 'Sociology studies social aspects of human life in a scientific manner'.

H.M. Johnson has mentioned, 'Sociology studies social groups, their internal forms or types of institutions, processes which maintain them or cause changes in them and relations between groups'.

Defining sociology, Vidyut Joshi has written in terminological dictionary that 'Sociology is a scientific study of human social behaviour. It studies processes of individual and collective interactions, forms and types of social groups or organizations, and effects of collective behaviour on mutual relations and individual behaviour'.

**Thoughts about society expressed before the origin of sociology**

The origin of sociology as a social science dates back to more than 175 years. This fact may lead you to the question that whether there was any systematic study of society before that? Answering this question, it can be said that the tradition of the study of society began with the writings of Greek thinkers Plato (427-347 B.C.) and Aristotle (384-322 B.C.). According to both these thinkers, society is a well integrated system and it is based on social inequality and division of labour. In 14th century, a scholar named IbnKhaldun (1332-1406), through a comparative study of nomadic and static groups of the Arab World, identified the human history as the process of evolution and presented the concept of social change. In addition, scholars like Thomas Hobbs (1588-1679), John Lock (1632-1704), Vico (1668-1744), Montesquieu (1689-1715), Rousseau (1712-1778) and Saint Simon (1760-1825) also expressed their thoughts about social system.

**Origin of sociology**

Though many scholars, from Plato to Saint Simon expressed their thoughts about society, sociology as a social science originated in Western Europe in the 19th century. Factors such as renaissance, industrial revolution in England, French revolution witnessed by Western Europe in the 18th and 19th centuries had sown the seeds of origin of sociology. Industrial revolution resulted in establishment of various new industries which started exploiting industrial workers. In France, unjust administration of Louis Kings led to the state of social disorder. Besides, owing to various novel scientific investigations, different nations began to come into each other's contact. In such circumstances, need for the objective and scientific study of society was felt. First of all, the French philosopher Auguste Comte made an attempt to understand the society from the objective and scientific perspective. He felt that like natural events, social events occurring in the society could also be studied scientifically and he presented various theories about scientific study of society in his book 'Positive Philosophy' which was written in six volumes during 1830 and 1842. Initially, he presented his scientific study of society with the title 'social physics' but then finding it not compatible with his study he changed it to 'sociology' in 1839. Because of this, he is known as the father of sociology.

The sociology which began with Auguste Comte further developed with the studies of Emile Durkheim in France, John Stuart Mill and Herbert Spencer in England and Karl Marx and Max Weber in Germany. All these sociologists of initial period became known as classical sociologists due to their distinctive contribution to sociology. Let us try to understand how contributions of these sociologists led to the development of sociology and which aspects of society can be incorporated in the study of sociology.

**Auguste Comte (1798-1857)**

In his two series of books, namely 'Positive Philosophy' and 'Positive Polity', Auguste Comte presented the scientific rules about the study of social system and its progress. According to him, rules made by the society cause unity among different components of the society and they are the social system in real sense. Absence of rules for maintenance of social system may
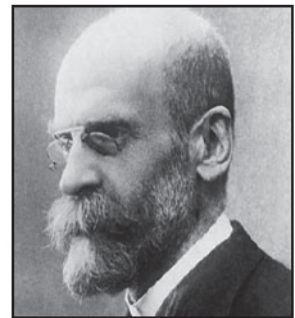


**Auguste Comte**

lead to the state of instability, social disorganization and collapse of social values. Thus, Comte explains that social progress (development) cannot take place at the cost of social system. Social system and social development are interdependent. Besides, Comte has given stage wise description of the progress of social system, at religious, supernatural and direct level. Through this explanation, he identified sociology as a science of study of social system and theories and rules of social progress. Along with this, he advocated for application of observation, comparison, experimental and historical methods for scientific study of society and emphasized on investigation of casual relations in relation to events occurring in society. Thus, with Auguste Comte, scientific study of society commenced.

## Emile Durkheim (1858-1917)

Through his substaintial and scientific study, the French scholar Emile Durkheim sprouted the seed sown by Auguste Comte in the form of sociology. Durkheim believed that sociology does not attempt to classify the society alone; it is an art of living social life.  Sociology is not a study of any invisible world, but it studies the group of living people and it was because of this that Durkheim got more interested in the study of sociology.  His aim was to investigate the relations between individual and group. He also wanted to understand the effects of group on individual and therefore he emphasized the study of social facts. According to him, social facts emerge from group life. These facts are outside the individual and they compel the individual to behave

**Emile Durkheim**

in a certain way. Besides, these facts can be objectively observed. For example, customs and traditions of Indian society can be termed as social facts. Durkheim mentions that social facts should be viewed as objects so that they can be properly studied.  Durkheim has contributed significantly towards sociological methods by explaining about social facts in his book 'The Rules of Sociological Methods'. In addition, he has also contributed immensely towards development of sociology through his theories and works of suicide, division of labour, social unity, religion and collective representation.

## Herbert Spencer (1820-1903)
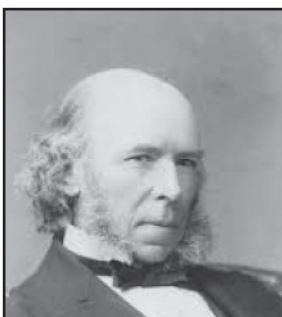
The British sociologist of the 19th century, Herbert Spencer presented the theory of social evolution to explain the process of social development in his books 'The Study of Sociology' (1873) and 'The Principles of Sociology' (1876). He compared society with a living being and described society as an organism. He illuminated the fact that like human body, society also consists of different parts and in order to sustain the society, it is essential for different parts to work together. According to him, societies also evolve like organisms and this was one of the important features of his theory of social evolution.

**Herbert Spencer**

It is worth mentioning here that the revolutionary of Gujarat, ShyamkrishnaVerma, during his stay in London, had come under the influence of Herbert Spencer and after the death of Spencer, he had declared a Herbert Spencer Indian Fellowship.

## Karl Marx (1818-1883)

Karl Marx, the German scholar is known as promulgator of the theories of conflict and socialism. He was the first thinker who emphasized that historical events are influenced by economic conditions. According to him, at different stages of history, social classes are formed on the basis of means of production and in each stage of the history, two classes are found. One is bourgeoisie and the other is proletariat and conflict between these two classes always continues. Regarding this, he has written in his 'Communist Manifesto' that 'the history of all hitherto existing society is the history of class struggles'. He urged the proletariat of the whole world to eliminate

**Karl Marx**

capitalism and establish classless society. The book 'Das Capital' written by him is popular even today. Besides sociology, his thoughts have been significant for other social sciences such as economics, political science, philosophy etc.
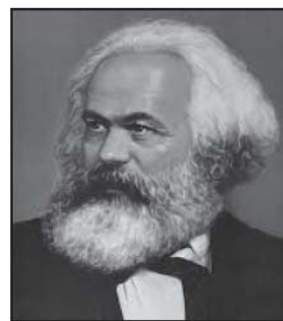
## Max Weber (1864-1920)

**Max Weber**

Max Weber of Germany is known for his understanding and explanation of human social behaviour. According to him, social action is the main subject-matter of sociology and it has played a critical role in getting sociology the status of science. Therefore, he defines sociology as interpretative understanding of social action (*verstehen*). His ideal type method has been particularly useful in social research. Weber has contributed significantly towards development of sociology through his essay on protestant ethic based on comparative study of different religions of the world and his sociological studies on capitalism, authority and bureaucracy.

Thus, the seed in the form of sociology sown by Auguste Comte in France gradually began to take a form of banyan tree. Besides Europe, sociology also developed in America. In 1876, firstly, study and teaching of sociology started in Yale University of America through the efforts of William Graham Sumner. The course of sociology was introduced in University of Kansas in 1890 with the title of 'Elements of Sociology'. In Europe, through the efforts of Emile Durkheim, study and teaching of sociology began in University of Bordeaux in 1895.

## Development of sociology in India
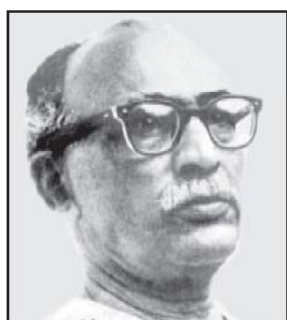
**Govind Sadashiv Ghurye**

In India, teaching of sociology first began in Mumbai University at postgraduate level in 1914. The postgraduate section was chaired by the known British sociologist and town planner Patrick Geddes. In 1924, the known sociologist Dr. Govind Sadashiv Ghurye became head of the department of sociology. He designed the new path-way for the development of sociology in India. He was also a source of inspiration for 'Indian Sociological Society' established in 1952 and was also chief editor of the journal 'Sociological Bulletin'. His studies and the generation of students of sociology trained by him made the Mumbai University as the center of study of sociology.

In 1917, study and teaching of sociology, along with economics, started in Kolkata University with the efforts of Brajendra Nath Seal. Radhakamal Mukherjee and D.P. Mukherjee in Lucknow University and Irawati Karve in Pune University played important roles in the development of sociology.

There are many other sociologists, who have contributed significantly towards the development of sociology in India, such as M.N. Srinivas, S.C. Dubey, A.R. Desai, David Hardiman, Yogendra Singh, A.M. Shah, etc. Social reformers and social thinkers such as Gandhiji and BabaSaheb Ambedkar have also tried to understand the Indian society from a scientific perspective.

Sociological research also got momentum with access to financial assistance from Indian Council of Social Science Research (ICSSR) and University Grant Commission (UGC).



**Taraben Patel**

Like in other universities in India, in Gujarat also, sociology is being studied and taught at graduate and postgraduate levels, in various universities including Gujarat Vidyapeeth. In addition, medical and nursing courses have sociology as one of the subjects. Further, the institute 'Center for Social Studies' established by I.P. Desai in Surat is promoting the systematic social research in Gujarat. The periodical 'Arthat' published by the same institute has motivated researchers of Gujarat by publishing their research articles.

In Gujarat, N. A. Thoothi, I. P. Desai, Akshya Kumar Desai, Neera Desai, Taraben Patel, A. M. Shah and several others have contributed significantly towards development of sociology.

**Scope of Sociology**

The words 'scope of sociology' denote the boundary or the extent of the study of sociology. All those issues which are included in this limit are known as the subject-matter of sociology. Thus, like other social sciences, sociology also has its own scope and subject-matter.

Sociology which fundamentally studies social relations and social institutions covers many social aspects surrounding us. It tends to explain particularly those factors that are instrumental in maintaining the society and also the factors that cause change in society. The subject-matter of sociology includes fundamental units of social life, basic social institutions, processes and problems. Alex Inkeles has described subject matter of sociology in detail. Here, we can understand the subject-matter of sociology as given below :

(a) **Study of basic units of society :**
  (1) Relations between individuals, interaction, social norms, social status and social role, social structure, culture etc.
  (2) Social groups, their types and features and interrelations between groups
  (3) Communities: rural community, urban community, tribal community
  (4) Social associations and organizations
  (5) Demographic features of society

(b) **Study of fundamental social institutions :**
  (1) Family and kinship relations
  (2) Economic institutions (trade-commerce, industrial groups, occupational groups, etc.)
  (3) Political institutions (government, political issues, legislature, panchayat, etc.)

(4) Legal institutions (constitution, legal system, laws and social change)

(5) Religious institutions (religions, sects, communal tension)

(6) Caste system (origin, development and features of caste system)

(7) Educational institutions (educational institutions and significance of education as a means of social change)

**(c) Basic social processes :**

(1) Processes like cooperation, competition, conflict, adaptation, assimilation

(2) Process of socialization that teaches socially sanctioned ways and norms of behaviour to members of society.

(3) Process of social deviation and social control

**Relation of sociology with other social sciences**

**(1) Sociology and anthropology :** Anthropology studies mankind while sociology is a scientific study of society. Anthropology attempts to understand, from the very beginning to the contemporary life, physical, cultural and archeological aspects of humankind. Thus, anthropology can be divided into three sections: (a) physical anthropology, (b) cultural anthropology and (c) archaeological anthropology.

Physical anthropology studies formation of human body, its different physical features, and different human races and how they differ from each other. Cultural anthropology studies conduct, customs, life style and social institutions of primitive man. Archaeological anthropology, on the basis of the remains obtained during excavation, attempts to gain knowledge about the origin and development of ancient culture.

In a way, anthropology is the phase of pre preparation for the study of sociology. Besides, there is a very thin line which distinguishes these two sciences. In spite of having difference in their methodology and perspective, both sciences are interdependent. While anthropology attempts to understand physical features and culture, sociology focuses on human society and social relations. Thus, understanding of culture is essential in order to understand human society and social relations. Therefore, without exploring anthropology, the study of sociology is incomplete.

**(2) Sociology and psychology :** Psychology is a discipline which studies human behaviour. Social psychology looks into the behaviour of individual living in society and group or studies individual in relation to norms, values and aims of his/her group.

Sociology looks into society and explores the formation of different groups and their functions. It also examines mutual relations between different groups, social changes occurring in society. Psychology is related to the study of individual while sociology is concerned with the study of society or group. We observe both differences and interdependence between these two sciences. Psychology studies about organized human behaviour which is shaped by the combined influence of individual's physical, mental and personal experiences. Individual, society and group are linked to each other and therefore the sciences studying them are mutually related.

Both these sciences exchange information from each other. For studying individual and his personality sociology obtains information from psychology while the latter gets information about groups from sociology to understand individual's behaviour. Both these sciences are closely linked in the field of social psychology. As far as issues like attitudes, public opinion, crowd are concerned, there is no difference between these two sciences as both study same.

**(3) Sociology and economics :** Economics aims at understanding economic relations of human beings. Issues like origin and distribution of product or material, types of distribution and changes

occurred in them, demand and supply, value of product, national income, origin and development of economic organizations and their advantages and disadvantages are linked with the study of economics. Sociology, as mentioned earlier, focuses on social relations and aims at examining the social events from sociological perspective.

Both these sciences, though they differ in terms of scope and approach, are associated with each other. The economic action or activity of an individual originates and develops in the society to which s/he belongs and therefore it can be said that the society is influenced by economic actions and vice versa.

Moreover, both the sciences study issues like unemployment, poverty, population growth etc., though with different perspective. While economics aims at understanding the economic factors responsible for unemployment, sociology attempts to understand social aspects of unemployment. However, it is clear that in order to understand economic life of an individual one needs to understand his/her social activities and vice versa. In this sense, both these sciences are helpful to each other.

**(4) Sociology and political science :** Political science is a study of creation, execution and distribution of power. Behaviour of individuals and institutions associated with creation and execution of power is at the center point of the study of political science. Now, political sociology has developed as a specific branch of sociology. Therefore, political sociologists and political scientists have begun studying similar issues like voting behaviour, political trends, networks of political parties, mobility obtained through political system, social and political movements, bureaucracy, etc. Political science depends on sociology for its theories. For example, Max Weber's concept of bureaucracy is used to understand modern political system and capitalism. Further, it requires sociological understanding to specify the political significance of caste and religion in the present time.

**Branches of Sociology**

Extremely wide scope of sociology has led to the development of many branches. These branches of sociology are peculiar in the sense that each of them studies the concerned field from sociological perspective. In this sense, each of the branches of sociology has specific knowledge about the concerned field.

According to an estimate, there are more than 50 branches of sociology. They include rural sociology, urban sociology, sociology of family, sociology of education, regional sociology, industrial sociology, sociology of knowledge, medical sociology, social anthropology, social psychology, sociology of religion, sociology of women, sociology of literature, sociology of development, sociology of youth, sociology of law, etc. All these branches have contributed significantly to the development of sociology in India.

In this chapter, we obtained knowledge about the origin and development of sociology and its relation with other social sciences. In the next chapter, we will get familiar with the fundamental notions (concepts) of sociology.

## Exercises

1.  **Answer the following questions in detail :**
    (1)  Explain the subject matter of sociology.
    (2)  Explain the meaning of sociology and write a note on the origin of sociology
    (3)  State contributions of Emile Durkheim and Max Weber.

2. **Answer the following questions concisely :**

   (1) Development of sociology in India

   (2) Sociology and psychology

   (3) Auguste Comte

3. **Answer the following questions in brief :**

   (1) Define sociology.

   (2) Who presented sociology? When and in which book?

   (3) Explain different branches of sociology.

   (4) Give the names of the sociologists who contributed towards development of sociology in India.

4. **Answer the following questions in one sentence:**

   (1) Give the name of the famous book written by Karl Marx.

   (2) In which university did sociology commence first in India?

   (3) Give the names of the scholars who contributed towards development of sociology in Gujarat?

   (4) By whose efforts teaching of sociology started in Yale University ?

5. **Choose the right option from the following :**

   (1) Mention the name of the founder of sociology.

   (a) Max Weber                          (b) Auguste Comte

   (c) Karl Marx                          (d) Herbert Spencer

   (2) Who presented the concept of social fact ?

   (a) Emile Durkheim    (b) Herbert Spencer    (c) Karl Marx    (d) Auguste Comte

   (3) Which institution in Gujarat is promoting social research ?

   (a) Center for Social Studies          (b) Indian Sociological Society

   (c) ICSSR                              (d) None of the three

   (4) Who gave the concept of bureaucracy ?

   (a) Karl Marx        (b) Auguste Comte    (c) Max Weber    (d) G. S. Ghurye

   (5) Who was the source of inspiration for Indian Sociological Society ?

   (a) M. N. Srinivas    (b) G. S. Ghurye    (c) I. P. Desai    (d) A. M. Shah

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**Activity**

- Prepare a chart of the sociologists who contributed to the origin and development of sociology.

- Prepare wall papers showing relation of sociology with other social sciences.

- Organise a group discussion on society's fundamental social institutions.

- Find birthplace and area of work of sociologists in map.

●

# 2 | FUNDAMENTAL CONCEPTS OF SOCIOLOGY

## Preface

In order to understand any science, it is essential to know the concepts used by it as its subject matter. Each science has its own notions or concepts, theories, perspective and definition. Notions or concepts are the words selected by each science which indicate specific meaning and through which the science explains and presents its study-material. Notions are logical formation indicating an event. Notions of any science are precise, meaningful and can be verified through sense organs and they can also explain the concerned event. Such furnished language of notions is known as term. Sociology also uses certain concepts to observe, verify and interpret social events. Friends, in this chapter we will discuss some fundamental concepts of sociology, such as society, community, group, social status and role, social norms and social control.

## Society

We use the word 'society' in our everyday dealings but in sociology it has a precise meaning. Society is a comprehensive extensive concept. One thing that needs to be clarified here is that we are familiar with human society only as our interests and benefits are linked to it. This may lead to a misunderstanding that society is confined to humans only; but animals, birds, insects also live collectively. There have been scientific studies on group life of termite, honey-bee, ant, chimpanzee etc. Thus, organisms other than humans also have their society and they live a community life. In terms of living
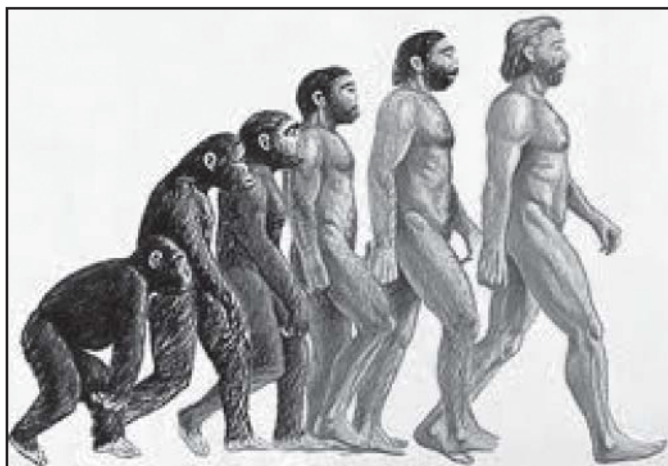


**Human Evolution**

collectively, human society and society of other organisms are similar. It is only through group or community life that they satisfy their different needs such as sustaining and protecting themselves, maintaining population, entry of new members, maintaining system through division of labour and group unity etc. You can see in the picture how chimpanzee evolved into human being.

## Meaning and definition of society

The meaning of the word 'society' as a sociological concept is different than how we use the word in our daily dealings, such as our society's customs or rules, women's society, housing society etc. We use it for caste / community also. The concept of society holds a precise meaning in sociology.

In sociological dictionary, society is described as a self-dependent group of human beings living in a certain geographical area.

MacIver and Page defines society as 'ever changing system of established social relations'.

Thus, human society is not only regional group or collection of human beings, but a complex and changing system of social relations. Society is universal and omnipresent and differs from society of other species than humans because of its cultural characteristics.

**Features of society**

(1) **Social relations :** In the mutual presence, conscious social relations exist between two persons. These relations are between a person and person, person and group or between two groups in the form of cooperation, competition, or conflict; and these relations may be social, economic, religious, political or of direct or indirect kind. The conscious interaction between persons leads to the establishment and then development of social relations.

(2) **Similarity and dissimilarity :** In terms of being human, all members of society are similar but we also find dissimilarity among them in terms of gender. Students of a class of school are similar as they are all humans, but we find dissimilarity among them in terms of gender, age, physical and mental strength, interest, attitude, aims etc.  Origin and management of society is possible because of dual existence of similarity and dissimilarity. Both are essential for society and are complimentary to each other.

(3) **Different groups and sub-groups :** Human society is divided into many groups and sub-groups such as familial, social, cultural, religious, economical, political, etc. These divisions are an important feature of society. In order to satisfy various needs of social life division of labour takes place among humans, which in turn leads to social hierarchy which is based on authority and status. This is indicative of social dissimilarity.

(4) **Social control :** Each society has a normative system or a set of manners which suggests its members how to behave in different social situations. This is known as social control, which is necessary for the existence and continuity of society. Mores, customs, fashion, laws, manners etc. help in shaping human life and also control it.

(5) **Continuity :** Social control helps in maintaining the continuity of society. Institutions of family and marriage also help in this process. Through the process of socialization, family internalizes social and cultural heritage and helps in maintaining the continuity of society over generations.

(6) **Change :** With continuity, change also occurs in society, though the pace of change differs from time to time and society to society, but change is an inevitable feature of society.

Viewing human society in a broader perspective, we find that it consists of many groups and associations. In Indian society, there are various groups, communities, castes, associations and economic classes. The concept of society is not indicative of any specific group or community but it is an abstract concept; while communities or groups are different components of society.

**Community**

If we view in historical context, humans used to live a nomadic life, sustaining on hunting. Then gradually, they selected specific place and started living settled life. Then onwards, their social life based on that place or region turned into community. Any society comprises many communities such as rural community and urban community. In urban community, there are groups based on language, caste, occupation or religion residing in specific places.

According to MacIver and Page, 'When members of any small or big group reside at one place and try to satisfy most of their needs or interests; that local group is known as community'. Thus, community is one of the various groups of society. In order to understand the concept of community from sociological viewpoint, we will look into its features which are: (1) population, (2) geographical region, (3) interdependence among the members of community, (4) assimilation of activities developed in group life which are based on similar norms-values and (5) community feeling.

In the present time, due to the influence of forces like geographical mobility, transportation, means of communication, industrialization, urbanization and globalization and development of modern technology relations of members of community have not been confined to their community but have extended up to global level. With becoming part of the extensive society, community members' linkages with the extensive society tend to increase. Kingsley Davis has shown two criteria of community: (1) regional proximity: being nearer to each other people of a community feel proximity, and (2) Social totality: major part of the life of members is lived in the limit of community.

**Social Groups**

From the very beginning, human beings have been living in group. Hunting activities in the primitive time were also carried out in group. Generally, an individual does not live alone or in solitude. S/he lives and develops in group and in order to satisfy various needs s/he participates in family, friend circle, neighbourhood, political, religious or social groups. It is characteristic of human society to get satisfaction from daily activities by being in group. For example, in order to obtain education, a student attends class with other students, passengers of a bus travel together. Thus, being member of the concerned group individuals perform their daily activities.

In brief, persons who are conscious of being similar among them and who interact with each other to achieve collective aims or objectives are known as group. For example, group of friends, kinship group, class, caste, association, people who gather at religious place for worshipping etc.

Sociologically, features of a social group are :

(1) Two or more than two persons: group of friends, play-group
(2) Consciousness of being similar: similar caste or religion or community
(3) Collective aim or objective: audience
(4) Social interaction: people working under cleanliness campaign

Human society is made of numerous groups. These groups shape the human life and determine the fields of symbiotic life. In this context, we find following groups in society.

**Association :** Association is a social group in which its members, in an organised way, consciously interact with each other for the fulfillment of common interest/s. These interactions may differ according to the norms of the given association. Individuals' statuses and roles are determined in the association and accordingly members interact with each other. Workers' association, youth association, women's association, traders' association, teachers' association are some of its examples.

**Class :** Class refers to the division of people on the basis of their economic condition. For example, upper class, middle class and lower or poor class. People of a class hold similar economic and social status.

In the primitive stage, there were no classes based on the ownership of economic resources. However, with gradual increase in complexity in society, different classes such as lord-slave, occupational guilds and bourgeoisie-proletariat classes of industrial society came into existence. With the change in structure and function of society, forms of classes also change. Karl Marx's theory of class is well known in the context of social classes. Max Weber refers to social class as status-group.

**Caste :** At global level, caste groups are found mainly in India and particularly in Hindu religion. According to Riseley, there are more than three thousand castes in India. According to M.N. Srinivas, castes have stemmed from *Varna system* of Hindu society. Among Hindus, caste membership is congenital. In other words, among Hindus, an individual gets the membership of the caste into which s/he is born. Each caste has its specific social practices, marriage and kinship relations, food habits etc. Earlier, each caste had its own occupation. Even today, there are many castes that have been following their traditional occupations. Caste-based hierarchy exists which shows the status of castes as upper, middle or lower. Caste groups are found in those nations also where Hindu religion is followed. However, in the present time, there have been considerable changes in the traditional form of caste.

## Social status and role

In today's complex world, most of the interactions happen in consideration of the status of individual. An individual who interacts in a school or college as a student or teacher does so in the context of his/her status and role.

### Meaning and definition of social status

"Social status means an individual's social position in a certain system at a certain time".

Social status teaches the individual the ways of behaving with others. An individual holds certain status, of any type, in any group, association, class or caste and the group members expect him/her to behave in accordance with his/her status. In this sense, status indicates individual's relative position in the group and his/her behaviour is role.

In addition to individuals, groups also have certain social position or status. Functions, rights and duties linked to status are determined by the group-norms. Social role is behavioural aspect of social status. For example, when an individual with status of a doctor examines and treats the patient, s/he is playing her/his role. Thus, status and role are closely linked to each other.

In more or less degree, each status has certain authority linked to it. For example, an individual having status of a school principal has many authorities and the ways to execute them while a watchman or a peon of a school does not have much authority.

From the viewpoint of attainment, social statuses are of two types:

**Social status**

Ascribed status
(membership of caste or religion, male or female)

Achieved status
(teacher, manager, president of association, sarpanch)
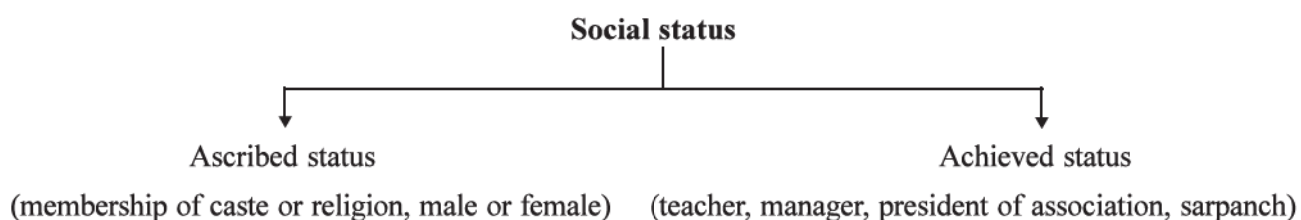
**(1) Ascribed status:** The statuses obtained by birth are known as ascribed statuses and they do not depend on individual's desires or preferences. For example the congenital status of male or female. An individual automatically gets the status of the nation, family, caste or religion in which s/he is born. In certain groups the status of head of the group or in rural society of the past the status of headman was obtained hereditarily.  Thus the status obtained by birth or hereditarily is known as ascribed status.

**(2) Achieved status :** The status which an individual obtains through desire, preference, skills, education and training is known as achieved status. Individual has to make efforts to obtain this status. For example, anyone can get the status of a teacher, doctor, manager, or lawyer through skills, education and training.  In the context of achieved status, the process of competition makes the individual more active, such as the first woman speaker of Indian parliament Meerakumar who belonged to the group which was deprived of equal opportunities but through higher education and training she obtained the status of the speaker. In most of the societies, both ascribed and achieved statuses are found.

## Social Norms

Social norms guide the behaviour and practices of individuals living in small or large groups. In other words, they are appropriate standards of behaviour. They control the social system and maintain the social structure.

## Meaning of social norms

"Social norms can be referred to as social rules which decide human behaviour, occurred in different social situations, as right or wrong".

Norms, generally emerge from global values. For example, humanism is a value. Act that opposes discriminative behaviour based on colour, sex, etc. is a norm. All social norms have support of society.

Members of any society are expected to achieve their aims or satisfy their needs in accordance with the norms of their society. Those who act in compliance with norms get respect and prestige and those who do not, get punished and face humiliation.  All types of norms created by society control human behaviour. Society can achieve its goals and develop further if its members act in compliance with norms. Dominance of norms breakers, however, leads to the state of social disorder and anarchy. It is not necessary that all social norms are acceptable to all individuals or groups. Certain norms may be advantageous to certain individuals or groups and the same norms may be disadvantageous for some other individuals or groups. Now, let us see features of social norms.

## Features of social norms

**(1) Origin of social norms :** There are certain social norms such as folkways, customs, and traditions etc. which are not planned. They emerge from the natural course of behaviours and practices. Planned norms are rules of any big administrative unit, bank, educational institute or acts formed by the state. For example, legislative institutions such as state assembly or parliament enact various acts, thoughtfully and in a planned way and in accordance with the constitution of the nation, such as acts preventing female infanticide and dowry.

**(2) Learnt through the process of socialization:** Social norms are not inherited. One needs to learn them. An individual learns about them through the process of socialization led by the family into which s/he is born and other individuals and friends and the surrounding atmosphere. Family, friends, neighbourhood, school and means of communication acquaint the individual with norms and teach how to follow them. In the childhood, norms are internalized by following the rules of games while playing.

**(3) Relation with cultural values :** Variation exists in cultural values of different societies. Similarly, we find variations in cultural values of a society at different times. For example, there are norms in Hindu society restricting man-woman relations while in this regard, tribal society has liberal norms. In earlier times, parents had the final say in relation to marriage of their son or daughter, but now elders or parents give due importance to the choice, liking or preference of son or daughter to be married.

**(4) Universality and variety :** Social norms are universal as they help in sustaining the social relations between human beings. However, with universality there is a variety among them such as customs, ethics, fashion, manners, acts of state etc.

**(5) Evaluation of behaviour and form of punishment :** Social norms assess the human behaviour as right or wrong. Each norm has mode of punishment for those who violate it. Light or informal punishment is given for violation of norms such as folkways and for violation of norms like acts one faces formal punishment by court (fine, imprisonment, capital punishment, etc.).

Owing to normative system, we find communication between members and stability and order in society.

### Social control

All human societies, in a more or less degree, are dynamic and changeable. In spite of changes occurring in different parts of the society, the fundamental form of society is sustained for a longer time. Fulfillment of the needs of social life and the continuation of the system of social relations are only possible when members of society behave according to socially accepted norms and therefore methods of social control exist. According to MacIver and Page, "Social control is a method that keeps the whole social system sustained and organized." Social control ranges from a minimum of criticism and taunt to a maximum of capital punishment.

"In a society, means and methods that prevent members from behaving against social norms indicate social control". Let us see its features.

### Features of social control :

**(1) Universality :** Social control exists in all human societies. However, means and methods of social control vary from society to society and from time to time. There is no possibility of society without social control.

**(2) Social control as a process:** Social control is a result of deviation in social interaction. Social norms are learned and then internalized by individual during the process of socialization. Thus social control is a process of constituting individual in accordance with social norms.

**(3) Variety :** There are different methods of social control even within a society.

**Methods of social control**

Big Community → Mostly formal control (laws, occupational groups, police, judiciary)

Small Community → Mostly informal control (playgroups, family, caste, in form of criticism, taunt)
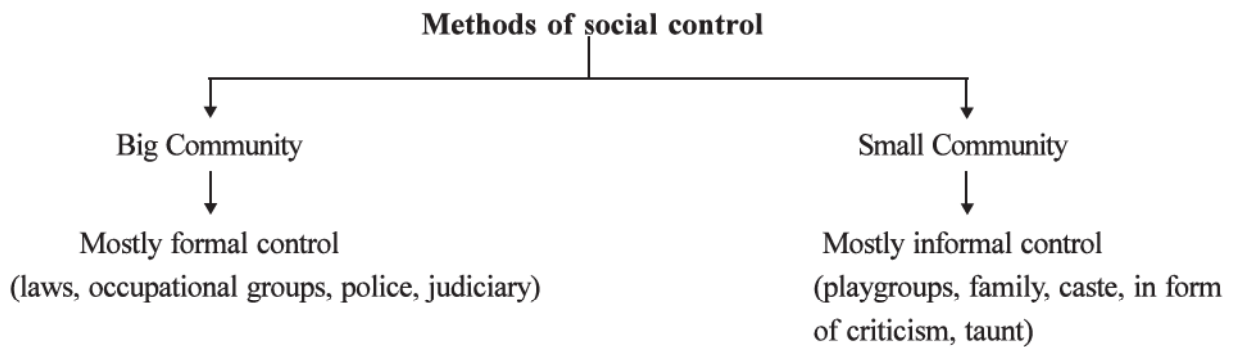
Democratic and autocratic societies have different methods of social control.

As a social science, sociology has its own fundamental concepts. In this chapter, we learnt about some of them. We got familiar with the concepts of society, community, social status and role, norms and social control and their features. If you understand these concepts in detail, you will understand the importance and use of the subject of sociology. In the next chapter, we will try to understand about social system and social structure.

## Exercises

1. **Answer the following questions in detail :**

   (1) Describe the meaning and features of society.

   (2) Describe the meaning and types of social status.

   (3) Explain the concept of social norms and describe its features.

2. **Answer the following questions concisely :**

   (1) Specify the relation between human and other than human society.

   (2) Explain the concept of community.

   (3) Write a note on caste system of India.

   (4) Define social control and explain its features.

3. **Answer the following questions in short :**

   (1) What is a concept ?

   (2) State the features of social group in sociological context.

   (3) Explain the concept of association.

   (4) Explain the concept of social status and role.

4. **Answer the following questions in one sentence:**

   (1) Explain following concepts:

   (a) society, (b) group, (c) social norms, (d) social class

   (2) Explain the methods of social control.

   (3) State the norms that emerge from the natural course of behaviours and practices?

**5.** **Choose the right option from the following and write :**

(1) What kind of a science is sociology ?

    (a) Physical        (b) Social        (c) Historical        (d) Cultural

(2) What kind of a formation is a concept indicating the event ?

    (a) Logical        (b) Controlled        (c) Illogical        (d) Unclear

(3) In what matter human and other than human society have similarity ?

    (a) Cultural                    (b) Social norms

    (c) Symbiotic life           (d) None of the three

(4) Which sociologist has mentioned criteria of community ?

    (a) Johnson                  (b) Kingsley Davis

    (c) Auguste Comte         (d) Emile Durkheim

(5) What kind of status do the teachers have in the present time ?

    (a) Ascribed                  (b) Achieved

    (c) Unclear                   (d) None of the three

(6) What aspect of status is social role ?

    (a) Changeable        (b) Positional        (c) Behavioral        (d) Moving

(7) Due to which system communication between members and stability in society exist ?

    (a) Normative        (b) Status        (3) Class        (4) Role

(8) From which Hindu system castes have emerged ?

    (a) Hierarchical            (b) Class

    (c) Varna                   (d) None of the three

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**Activity**

- Make a note on diversity of social life surrounding you.
- Visit a voluntary organization or an association and make a note on it.
- Make a list of formal and informal institutions of social control.
- Prepare a chart of different statuses found in family and educational institution.

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# 3 | SOCIAL SYSTEM AND SOCIAL STRUCTURE

**Preface**

In the previous chapter we learnt about some concepts of sociology. In the vast human society, wherever we see, we find many systems and subsystems persisting for the fulfillment of human needs. For example the system of family through which children are born, nursed, protected and embellished. In addition, educational institutions take care of educational needs. Thus marriage, caste, economic and religious institutions are the systems that satisfy different human needs.

Any structure is an orderly arrangement of different parts. For example, a motorcar is a structure made by combination of different parts such as machine, wheels, steering, seat, glass etc. Similarly, other physical objects like building, fan, table, chair etc. are made by combination of different parts. A school is a structure made by combination of different social positions of principal, teachers, students, clerks, peons etc. Family is also a social structure made by combination of social relations of husband-wife, mother-father, brother-sister, etc. In the same way, college, bank, cricket team, caste, village etc. are forms of social structures.

Thus the concepts of social system and social structure are closely linked to each other. No social function is possible without social system and social structure. In brief, both social system and social structure are complementary to each other. Let us try to understand the social system and social structure systematically on the basis of fundamental thoughts shared by sociologists.

**Social system and social structure :** Explaining the concepts of social system and social structure, sociologist Herbert Spencer has compared human societies with organisms. Bronislaw Malinowski has explained social systems based on human needs in detail. Talcott Parsons has described social action in the context of four subsystems. Let us first understand the social system.

**Definition of social system**

The way the human body becomes a system by linking different parts through functional relations, social system is also a system where two or more units are linked through functional relations.

Defining social system, Talcott Parsons mentions, "Social system is a complex aggregation of different parts which are linked to each other through functional relations."

Sorokin states that 'social system is an organized group which holds an aggregation of social norms, which determine rights, duties, social position, functions, roles, patterns of mutual behaviour and behaviour with members outside the group.

In brief, it can be said that the social system is a system of interaction of people according to their status and role.

**Features of social system**

Following are the features of social system as mentioned by Talcott Parsons :

**(1) Interdependence between different parts :** In order to form a social system, combination of at least two social units is essential. Family becomes a system by combination of social statuses of mother-father, husband-wife, brother-sister etc. These social positions are dependent on each other. Thus, combination of social units of any institution or social group is the first essential feature of social system.

**(2) Stability in social system :** In order to fulfil human needs system needs to be stable for a longer period, i.e. each system forms its own identity and adapts to the situation. Thus, in spite of changes occurring in the system, the fundamental social system is sustained.

**(3) Change in social system :** All social systems are changeable. By remaining stable to an extent, social system witnesses changes. In order to maintain itself, the system needs to adapt to the changes, which again results in changes.

**Aspects of social system**

Aspects of social system can be understood in following way :
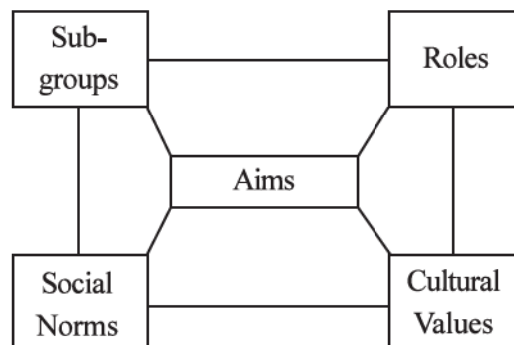


**(1) Sub-groups :** Any society has several groups and each group is a system of social interaction. Any sub-group, having developed as a part of the main group is known as sub-group. Individuals hold several types of social positions in these sub-groups and based on their social positions they interact to play different roles. The concepts of group and sub-group are relative. The concept of sub-group is based on what system of interaction we refer to as group.  For example, if we consider India as a group, its states - Gujarat, Maharashtra, Punjab, etc. are sub-groups. If we consider Gujarat as a group, its districts are sub-groups. If a school is considered as a group, then its students, teachers, administrative personnel, peons etc. are its sub-groups. Thus, members of society hold different statuses in sub-groups. In each sub-group, there is a hierarchy of different statuses.

**(2) Roles :** An individual holds different statuses in a social system and performs according to his/her status and social norms.  This performance is known as role which also indicates individual's duties. Role is a behavioural aspect of status. Each individual has to play different roles in different

sub-groups of the system. For example, a principal takes care of school management, teachers teach, students learn, administrative personnel do the office work, peons serve - these functions are indicative of their roles.

**(3) Social norms :** Social norms can be referred to as expected pattern of group behaviour linked to certain social situation, social structure and place. These social norms are criteria that determine the human behaviour and they also confirm the human behaviour as either right or wrong. For example, rules of school management regulate the behaviours of all - from principal to students. Social norms form an atmosphere of group life.

**(4) Cultural values :** Cultural values evaluate the human behaviour in a social system. These cultural values are supported by the group. Besides, the status held by the individual is also evaluated by cultural values. For example, school principal should manage the school in honest and transparent way, teachers should work sincerly, students should behave politely. These can be termed as cultural values. Cultural values can also be referred to as social norms of higher level.

**Aims :** Social system fulfills its aims through above mentioned four aspects. Aim is a process of achievement. With the purpose of satisfying fundamental and secondary needs of humans, systems such as family, marriage, state, education, religion etc. have come into existence. Each of these systems has one or more than one aims. Social system remains active in order to realize such aims.

Thus, aspects of social system are mutually linked and change in any one aspect has more or less impact on the social system.

**Definition of social structure**

Before we look into social structure which is based on and closely related to social system, let us try to understand the concept of structure. Structure means different parts linked to each other, orderly arrangement of parts, which lead to the formation of the structure as a whole. For example, house is a physical structure which is made of an orderly arrangement of bricks, sand, grit, cement, window and doors etc. Similarly an arrangement of class rooms, staff room, laboratory, library, office, prayer room etc. leads to the formation of the structure called school or college.

According to Robert Merton, 'social structure means an aggregation of status, role and norms'.

Vidyut Joshi says, "Individuals hold statuses in society and accordingly roles are played. The role is played in a certain relation and in a certain situation. Thus, roles prepare a systematic network of social relations, which is known as social structure."

Therefore, social structure is an abstract contruct. Its units include groups, institutions, organizations and associations. In each society, there are institutional methods to link individuals with each other. When individuals link with each other through their social statuses they transform into social structure.  For example, family is a social structure in which relations of mother-father, husband-wife, son-daughter are systematically arranged. Similarly a rural community is a structure which includes different castes and sub-castes.

**Features of social structure**

**(1) Group of social statuses:** Group of statuses is the first and essential feature of social structure. Any structure emerges from different statuses. Existence of different statuses is a prerequisite for the fulfilment of needs of a group or an institution. Aims of any group or institution can be realized only by division of labour among different statuses. For example, the structure of school sustains through different statuses of principal, teacher, student, clerk, peon etc.

**(2) Group of social roles:** Social role is a behavioural aspect of social status. Status and role are two sides of a coin. For fulfilment of needs or realization of aim, role needs to be played according to status. For example, principal is expected to manage the school, teachers are expected to teach, clerks are likely to carry out administrative work and students are expected to study. These are the roles they need to play.

**(3) Social norms:** Social norms are essential to keep social structure active. Norms guide the individual and the group how to perform role according to status. In absence of social norms, a disorder develops in the structure and the whole mechanism gets disrupted. For example, one needs to have stipulated qualification to get selected as a school teacher. Similarly, absence of norms regarding admission in school, examination, syllabus, will make it difficult to realize the aim of education.

**AGIL model of social structure**

Sociologist Talcott Parsons conceives the AGIL model of social structure as functional necessity of social system. Any social system must perform four basic functions in order to persist itself. These functions are as follows:

(1)Adaptation, (2) Goal attainment, (3) Integration and (4) Latent pattern maintenance and tension management

Adaptation                                            Goal attainment

(A)                                                   (G)

| Economy | Polity |
|---|---|
| Educational system<br>Religious system<br>Family system | Legal system |

Latent pattern maintenance and tension management     Integration

(L)                                                   (I)

**(1) Adaptation :** In order to persist and fulfil physical needs, society needs to adapt to physical atmosphere. Food and accommodation are fundamental human needs. To fulfil these needs, a system of production and distribution is established in the society. This is done through economy. Thus, in the society, adaptation is achieved through economy.

**(2) Goal attainment :** For persistence, each mechanism needs to fix some goals. Polity particularly the government machinery of the society takes decisions regarding attainment of goals. It also contributes significantly in deciding goals, making policies and implementing them. The process of goal attainment becomes easier to the extent the problem of adaptation is solved.

**(3) Integration :** For maintaining its existence, society needs to bring about integration among its internal parts and control them. These needs are fulfilled by legal institutions and courts through implementation of social norms. Loyalty of members towards each other and towards the whole system is essential. Integration is maintained in social system by loyalty, cooperation, coordination and efficiency.

**(4) Latent pattern maintenance and tension management :** Each society needs to maintain its existence on the basis of certain system or norms. For this purpose society has to solve several problems. In order to maintain the structure, society members should perform their role according to their status. Members should be encouraged to perform their role in a better way. Which will learned to maintain  pattern of society.

In the process of performing the role effectively, sometimes tension is created. Further, sometimes, tension is also created due to personality, which leads to conflict.Therefore, society should find a way for removal of internal tension and conflict.  This function is performed by the institution of family and also by religious and educational institutions.

Thus, the AGIL model of Parsons solves four functional problems and also achieves social balance. Different action-networks are active to achieve this balance – one of the important among them is socialization. Social values are assimilated through the process of socialization and the processes of social control play an important role in maintaining the social balance. Thus, in the present chapter, we obtained understanding about social system and social structure and learnt about their definitions given by sociologists and anthropologists. Knowledge about features and aspects of social system helps us in understanding social structure properly. Social system and social structure are linked with several processes, which are ever changing. We will learn about them in the next chapter.


### Exercises

1. **Answer the following questions in detail :**

   (1)  Describe the meaning and features of social system.

   (2)  Discuss the aspects of social system.

   (3)  Explain the meaning and features of social structure.

2. **Answer the following questions concisely :**

   (1)  Explain the meaning of social system.

   (2)  Explain the AGIL model of Talcott Parsons.

**3**  **Answer the following questions in short :**

(1)  Define social system.

(2)  Define social structure.

(3)  Which four functional needs of social structure are presented by Parsons in the AGIL model ?

**4.**  **Answer the following questions in one sentence :**

(1)  Which institute solves the problem of goal attainment ?

(2)  By what name model of Parsons is known?

(3)  Define sub-groups.

(4)  Give an example of structure.

**5.**  **Choose the right option from the following and write :**

(1)  Who compared human society with organisms ?

    (a) Robert Merton                    (b) Auguste Comte

    (c)  Karl Marx                       (d) Herbert Spencer

(2)  Who gave the concept of social system based on human needs ?

    (a)  Redcliff Brown                  (b) Malinowski

    (c)  Robert Merton                   (d) Talcott Parsons

(3)  Who gave the concept of sub-systems which emerge from social action ?

    (a)  Johnson                         (b) MacIver

    (c) Robert Merton                    (d) Talcott Parsons

(4)  Which of the following is not the sub-group of school ?

    (a)  Teachers        (b) Students        (c) Clerks        (d) Village

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**Activity**

● Prepare a chart of the structure of your school.

● Prepare a list of the sub-groups of your village or city.

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# 4 | SOCIAL PROCESSES AND SOCIAL CHANGE

## Preface

Sociology studies social aspects of human beings with scientific methods and being a science, it uses certain concepts-theories-approaches and methods to observe, examine and interpret social events.

Friends, do you want to understand sociology appropriately? Do you want to observe-understand events occurring in society? Then it is essential for you to obtain clear understanding of sociological concepts and theories-approaches. Earlier, you learnt about the concepts of community, social norms, social control etc. In this chapter we will learn about social processes and social change.

If you want to understand about society correctly then some questions should crop up in your mind, such as

- What is that which constitute society ?
- How do people form human culture ?
- How does system get complicated in society ?
- Why is mobility found in society ?
- How do people fulfil their needs ?

## Definition of social process

**MacIver :** "Social process is the manner in which the relations of the members of a group are established and they acquire a distinctive character. Social process is ever changeable, i.e. relations continue to change".

**Max Lerner :** "Pace, flow of change and constant change in society are implicit in the root of social process. Through social processes, members of society realize their aims / purposes."

Social process is linked with cultural diversity and because of that each society has a different form. Take for example, tribal society or western society.

## Social action

Through the concept of social action, which provides a sort of structure, any event or social change can be understood. All actions form a social world through certain meaning. The concept of social action was developed by Max Weber. According to him, sociology is a science which obtains a meaningful understanding of social action in a scientific manner. As conceived by him, meaningful action of an individual which is influenced by other individual is social action.



**Social action**

Social actions of people keep the society active. When an individual acts in a certain context, with focus on certain purpose, it becomes a social action. For example, the action or behaviour of the student who increases study hours in order to get better results in examination.

According to Parsons, "Goal-oriented action of an individual is social action which leads to the formation of social system". For example, one gets admission in college to obtain a degree. In brief, social action is influenced by others; it may be in the form of response, it may be in the context of some action, it may be in the context of other individual or individuals, and the actor of the action gives meaning to it.

**Elements of social action**

Parsons has mentioned four elements of social action which are as follows :

(1) Self or actor, (2) Goal or aim, (3) Conditions or circumstances and (4) Means

According to Parsons, in order to understand human behaviour, it is essential to understand these four elements as they jointly play their roles in any action of an individual.

**(1) Self or actor :** 'Self' is the main driving force of action. The actor of an action is not merely a human body but also a social entity. This individual has distinct characteristic of its own. An individual is a separate entity, having self and social consciousness.

'Self' can also be termed as personality or character. Personality of an individual is the center of actions and reactions. The actor uses the body for the purpose of performing action and through it, attains the aim. Self is the prompter of action and it is shaped by the society.

The main base of the behaviour of an actor depends on how s/he perceives other individuals, things and situations, what meaning s/he draws from them and therefore it is most essential to understand the self. Only through understanding the self we can know about subjective experiences of the actor, such as, how s/he perceives the world and what s/he thinks, etc. For example, how men perceive women.

**(2) Goal or aim :** Goal is individual's imagination or assumption. The goal has reference to the future, i.e. it doesn't exist in the present and is future state of affairs which can be known by imagination and realized through efforts and will. Each social action is goal oriented and the goal is an important element in the interpretation of individual's behaviour. Selection of goal is influenced by the values and norms of the actor's society. For example, A Jain or a Brahman youth will not work in a slaughter house. Goal continues to influence human thinking, practice and behaviour. An individual continues to do efforts to attain the goal. It is a driving force for human behaviour. Goal is both motive and incentive for an individual. For example, a student forgets everything and concentrates on studies to get first rank in the examination. In deciding individual's goal, personal values, needs, norms and socio-cultural values play an eminent role.

**(3) Conditions or circumstances:** Those social conditions which cannot be overcome are usually refered to as social obstacles. In other words, such conditions or circumstances come in the way of realization of a goal. As will and efforts are needed for the attainment of a goal, there is also a need to overcome the obstacles which come in the way of the realization of goals. For example, one has to spend three years in order to get a degree. An individual faces many obstacles in the way of goal attainment. These obstacles or conditions limit or restrict the field of an individual's activity. These conditions persist in or outside the human body. There are three types of obstacles in the way of goal attainment :

(a) **Physical strength of the actor :** Wants to be a pilot but suffers from poor vision, deafness, etc.

(b) **Geographical environment:** Wants to reach somewhere at stipulated time but interrupted by rainfall or cyclone

(c) **Social environment :** A *dalit youth* wants to be a priest but the society doesn't sanction it

Thus, three types of conditions are to be faced for goal attainment. These conditions, sometimes, are also known as means. However, it depends upon the situation whether they are conditions or means.

**(4) Means:** Means are helpful in attaining the goal. They are also known as the aspects or factors of the situation over which the individual has control. Means are essential for goal attainment and they may have simple or complicated form. For example, one needs pen for writing and phone for communication. It is essential that means should be in accordance with the goal. Sometimes, more than one mean are needed to attain the goal, Sometimes, the actor needs to select a means from among many and if s/he commits an error in selection of means, goal is not attained. According to situation, means may become the object to be attained. What is a means for one may be a condition for another.

All these four elements are necessary for action. Absence of any one of these will not let social action happen.

**Social Interaction**

In a society, people link with each other through multiple forms of relationships, such as shopkeeper-customer, lord-servant, teacher-student, etc. This interweaving of multiple social relations leads to the formation of society. In mutual social relations, a certain pattern or regular mode of mutual interaction persists. Knowledge about the major forms of interaction which is expressed through social relations is very important for the understanding of society.

The concept of social interaction can be understood only in the context of social action. Social interaction can be referred to as mutual social action between two or more than two persons. Conscious and meaningful mutual action between two individuals, between individual and group or between two groups is social interaction. Examples are conversation between two friends, discussion of question-answer between teacher and students.

Explaining social interaction, Davis mentions that, 'Contact is necessary for social interaction and for contact physical and sensorial mediums are required'. That is, in social interaction, individuals or groups engaged in mutual action use some medium for their action. This medium can be language, speech, gesture, expression, any type of body language etc. In addition, mediums such as radio, TV, newspapers, films and social media can also be used. However, such mediums should have social meaning.

**Definition of social interaction :** According to Sorokin, "Interaction is the process in which one party influences the overt behaviour or state of mind of other party".



**Social interaction**

On the basis of above discussion, it can be said : "Social interaction is such a process in which two or more individuals or groups, directly or indirectly, through mediums of communication, influence the covert or overt behaviour of each other". Examples are a teacher teaching the students or two individuals engaged in a clash.

**Features of social interaction :** Knowledge about features of social interaction will make the understanding of social interaction more clear. They are as follows :

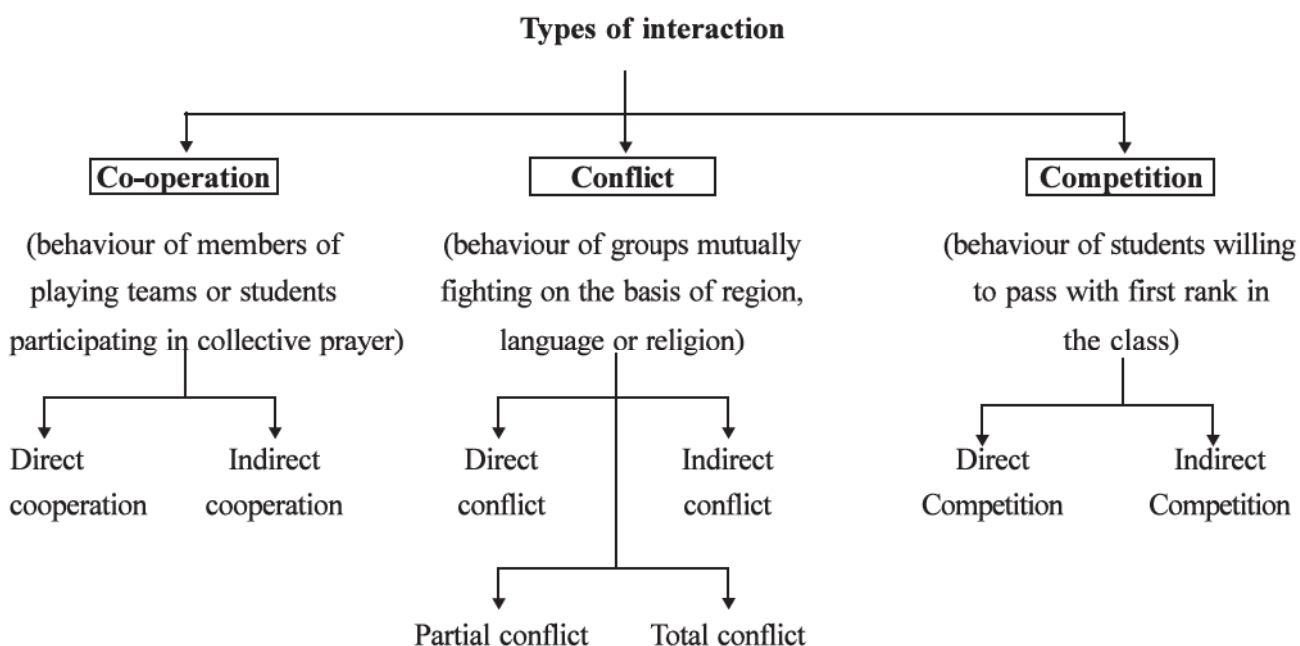(1) Two or more than two parties, (2) Medium and (3) Mutual impact

**(1) Two or more than two parties :** Social interaction doesn't occur with one person. It requires at least two persons or groups. Example is the interaction between husband and wife. It is between two individuals. Interaction between teacher and students or between writer and readers is interaction between individual and group. Action between two cricket teams is an interaction between two groups. Interaction can occur face to face or directly and also indirectly with those who live at distant places. In the latter, means of communication are used.

**(2) Medium :** Mere presence of two parties doesn't lead to interaction as it also requires some medium to create mutual impact. Medium can include any form of gesture, language or pictures. Example is action and reaction that occur between deaf and dumb individuals. The mediums used in interaction should contain social meaning. The meaning, sentiment and emotion expressed by mediums should be clear to all. Examples are national flag, Red Cross etc.

**(3) Mutual impact :** Social interaction is a process that creates impact and this impact is created through speech, language, books, TV, films etc. on individuals or groups. This impact may be in form of overt behaviour. There may also be internal impact in terms of attitude, belief, expectation, interest etc. For example, when a student bows to his teacher, the latter feels good. This is an internal impact.

In brief, interaction is reciprocal in nature; it is a process of mutual stimulation and is inter-dependent.

**Types of social interaction**

**Types of interaction**

| Co-operation | Conflict | Competition |
|---|---|---|
| (behaviour of members of playing teams or students participating in collective prayer) | (behaviour of groups mutually fighting on the basis of region, language or religion) | (behaviour of students willing to pass with first rank in the class) |

| Direct cooperation | Indirect cooperation | Direct conflict | Indirect conflict | Direct Competition | Indirect Competition |
|---|---|---|---|---|---|

Partial conflict        Total conflict

Davis has mentioned three types of social interaction: (1) Cooperation, (2) Competition and (3) Conflict

**(1) Cooperation :** Group or social life is not possible without cooperation. It is a universal process of human life in which all work together for the achievement of common goal. Example is players of a hockey team. Cooperation is also reflected when the number of objects or the means required is lesser and people jointly use that object or means, cooperating each other. Example is joint use of a vehicle.

Man needs help of others in fulfilling his multiple needs as he cannot do it alone. Cooperation emerges from such a situation. Patterns of behaviour of helping in a reciprocal way are found in all groups or societies. These patterns of behaviour are shaped through the process of socialization. Therefore, cooperation is a learned behaviour.

**Definition :** According to Fair Child, "Cooperation is the process by which the individuals or groups combine their efforts, in an organized way, for the attainment of common objective".

You can see in the following picture that all persons are engaged in making a world record holder *jalebi* (a kind of sweet).



**Cooperation**

MacIver has mentioned two types of cooperation :

**(a) Direct cooperation :** When individuals and groups cooperate directly with each other for the attainment of goal, it is called direct cooperation. It involves direct and joint efforts for the attainment of goal. Examples are children playing any game together, or labourers collectively lifting some heavy object. Direct cooperation lies at the center in primary groups. Direct cooperation also provides social and mental satisfaction to individuals and groups involved.

**(b) Indirect cooperation :** When two or more than two groups, for the achievement of common

goal, help each other indirectly, it is called indirect cooperation. In this type of cooperation, different individuals perform different activities. These activities are divided according to specialization. For example, in a school teacher teaches, peon rings the bell, the principal takes care of administrative work.

Indirect cooperation is found among distant groups. It has become a characteristic of modern industrial society. It, however, leads to the feeling of loneliness and sometimes creates numerous mental problems.

**(2) Competition:** Competition is such a form of interaction in which two or more than two groups contest to attain the common goal earlier than each other. Both the groups make attempts to attain the goal and deprive each other of the same. For example, students compete to attain first rank in the board examination. The second example, as shown in following picture, is of race competitors who are participating in a race competition with goal in mind. Competition emerges when there are many individuals or groups who want to attain the goal or reward which is in limited number. Competition is a sophisticated form of conflict. There are rules for competition and if they are broken competition results in conflict. Example is candidates contesting for election.

According to Fair Child, "Competition means efforts for use or possession of objects which are in short supply". Example is teams playing for the world cup.

**Competition**

**Types of competition :**

**(a) Direct competition :** In direct competition, contestants have face to face contact, physical proximity, awareness about the presence of rivals and they make attempts, according to the rules, to attain the goal earlier than each other. Examples are competition for attaining first rank in the class, attaining rank in a race competition.

**(b) Indirect competition :** Contrary to above, in indirect competition, there is no face to face contact with rival candidates, no mutual familiarity, and efforts are made to attain the goal earlier than others. Examples are market competition, candidates appearing in exam for bank-job.

Efforts made by people to earn more prestige, popularity or higher status are example of indirect competition.

**(3) Conflict :** In conflict also, two or more than two groups make attempts to attain the common goal but in this process they go to the extent of injuring or destroying each other to keep each other deprived of goal or to control each other. Example is battle of election for gaining authority.

According to MacIver and Page, "When people contest with each other for the attainment of the same or scarce goal and cause harm to each other that is known as social conflict".

In brief, in conflict, two groups act against each other to attain the common goal.



**Conflict**

**Types of Conflict :**

**(a) Direct and indirect conflict :** When, for the attainment of common goal, two groups create obstacles for each other and try to destroy each other by the use of physical strength that is known as direct conflict. Examples are two individuals fighting or abusing each other or two political parties criticizing each other.

When individuals or groups create obstacles for each other in an indirect way for the attainment of common goal, it is known as indirect conflict. Examples are cold war and the battle of propaganda between two companies.

**(b) Partial and total conflict :** When two groups act against each other for the attainment of common goal even if there is a possibility of an agreement or consent, it is known as partial conflict. Example is the conflict between owners and labourers which can be avoided by an agreement.

When the two groups involved in conflict attempt to destroy each other, it is known as total conflict. In this type, there is no possibility of agreement or consent. Example is the war between two nations. There can be direct or indirect, partial or total, individual or group conflict or internal or external conflict.

**(c) Individual and group conflict :** Conflict between two individuals can be termed as individual conflict like that between husband and wife or between two friends.

When two groups are involved in conflict, it is group conflict. Example is conflict between two castes. Both the above conflicts can have the form of direct or indirect or partial or total conflict.

**(d) Internal and external conflict :** Internal conflict refers to the conflict which occurs among the members of a group. For example, the conflict that occurs between father and son. When one group is in conflict with other group, it is external conflict. Example is communal clash.

There may be variation in the magnitude and intensity of direct conflict and its form may range from noncooperation or not being on speaking terms to harming each other.

**Social Processes and Social Change**

**Social Mobility**

Social mobility indicates change in social status of an individual or group in the social hierarchy.

Each society witnesses changes in relation to population, economic and political situations, social area etc and it becomes necessary for it to adapt to these changes for survival. The process of social mobility emerges from here.

Sociologists study social mobility to estimate the openness of the social structure. Social mobility indicates existence and absence of opportunities in a society. Social mobility is a movement from one social status to other.

**Definition of social mobility**

According to Sorokin, "Shifting of an individual, social object or a value from one social position to other is social mobility".

Kimball Young mentions, "Social mobility is upward or downward movement in status based on class, reputation or prestige".

In brief, social mobility is a situation of upward or downward change which takes the individual or the group from one level of the hierarchy to other.

**Features of social mobility**

**(1) Universality :** Social mobility is universal, found in each hierarchical society, whether it is class-based or caste-based. Though Indian society has a caste-based hierarchy, mobility is visible. Change in women's status in all societies of the world is an example of universal social mobility. In brief, the process of social mobility is universal.

**(2) Variation in magnitude:** The magnitude or the proportion of social mobility is not similar in all the societies, nor it is similar in a society for all the time. For example, the pace of social mobility was slower in the medieval period as compared to the present time. More social mobility is found in class-based society than in caste-based society. Thus, there is a variation in magnitude of social mobility according to society and time.

**(3) Process indicating the change in status :** Social mobility indicates upward or downward change in status or position of an individual or a group. In brief, it is a process that indicates upward or downward circulation of individuals or groups.

**Types of social mobility**

**(1) Horizontal mobility :** According to Broom and Selznick, "Horizontal mobility is shifting from one place to other having similar status". There is a change in the position of individual or the group with no change in their status.

For example, a teacher who leaves one school and joins the other school. In horizontal mobility, place or position of an individual or a group changes but there is no notable difference in their prestige, income or authority. Other example is a transfer of an IAS officer from health department to education department. The mobility within a caste visible in India is an example of horizontal mobility.

**(2) Vertical mobility :** Vertical mobility takes place when with the change in place or position of an individual or a group their status is also changed. For example, a clerk becomes a principal. In vertical mobility there is a considerable change in prestige, income and authority.

According to the direction, there are two sub-types of vertical mobility: (a) Upward vertical mobility and (b) Downward vertical mobility.

**a. Upward vertical mobility :** If an individual or a group shifts to a higher status, it is upward vertical mobility. This type has two forms:

**(I) Individual oriented upward vertical mobility :** This happens when an individual of lower status shifts to a higher status. For example, a peon becomes a clerk.

**(II) Group oriented upward vertical mobility :** This takes place when a group of lower status shifts to a higher status. In this type of mobility the whole group gets a higher status. For example, the status of heroes and heroines in the present time.

**b. Downward vertical mobility :** This is contrary to upward vertical mobility, where an individual or a group shifts to lower status. In other words, individual or group is relegated to lower status. This type also has two forms:

**(I) Individual oriented downward vertical mobility :** This happens when an individual shifts from a higher status to a lower status. For example, a millionaire becomes a beggar or an industrialist becomes a poor man.

**(II) Group oriented downward vertical mobility :** This takes place when a group shifts from a higher status to a lower status. Status of the whole group comes down. For example, compared to earlier time, the position and the influence of Brahmins have declined nowadays.

Thus, no society is free of social mobility. Vertical and horizontal mobility exists in all societies.

## Social Change

Man always longs for change. Not only human society, even nature is not stable. The process of change continues endlessly. Continuity and change are features of society and each society has been passing through the process of change. No society is totally static. Social change is referred to as structural changes such as changes in relations between individuals, resultant group structure, status and role, norms, and values etc. Society needs to adapt to the changing situations which ultimately leads to social change. For example, present political system.

Social change, a characteristic of each society, is a fact and indicates towards the pattern of change in society or group life. However, we find variation in magnitude and form of social change. According to Murray, the change in modern time has been most rapid. Social change leads to new meanings and values and is an event of human experience and feeling.

## Definition of social change

According to Davis, "Social change means change in social organization i.e. its social structure and function". For example, change in type of family, from joint to nuclear.

MacIver and Page refer to social change as 'changes in the fabric of social relations'. For example, changes that take place in the relation between husband and wife.

Johnson conceives of social change as 'changes occurring in social structure and values, beliefs and attitudes'. Example is the spread of secular values in India.

**Features of social change :** Understanding of features of social change will make its meaning clearer. They are described below:

**(1) Social change is a social process :** The process of social change continues in a persistent manner and it is an inherent characteristic of all societies. Social interactions, relations emerging from them and the resultant social system, all witness change. Thus, social change is a process.

**(2) Social change is a universal process :** Change is an inherent characteristic of each society. Social change is not confined to any particular society but it is found in all societies, whether it is a tribal society or a developed one. For example, changes occurred in ancient and present time.

**(3) Social change indicates change in social structure :** It indicates change in different parts of the social structure such as aims, norms, status and role, values etc. For example, in India, imperial system changed to democratic system.

**(4) Social change indicates change in functions :** Social change indicates changes in functions of social system also. For example, earlier, family used to take care of the recreation of its members. Now it is TV and films which carry out this function. Another example is that now the state not only safeguards its citizens, but also carries out welfare activities for them.

**(5) Social change is both a self generated and planned process :** As we know, change is an inherent characteristic of society and therefore it is a self generated process. Change emerges from the system's efforts to adapt to the changed situation. These changes are natural and so they are self generated. However, in modern society, there have been efforts to form a desired society and bring about desired changes, through community development programmes which are implemented with intellect and purpose. This is known as planned development. Thus change is a self generated and planned process. For example, population policies for population control and marriage age fixed at 18 years for a girl and 21 years for a boy.

## Forms of social change

In order to understand social change and its direction, it is essential to know about its forms, features, forms of mutual relations and the results that emerge from their expression.

**(1) Evolutionary or linear change :** The change which occurs constantly in one direction and in almost straight but up going line is known as evolutionary or linear change. Human societies evolve in a linear way. This includes changes which occur due to mechanical and scientific developments. In such kind of changes constant development appears to move upward in a straight line. For example, it can be shown as primitive society turning into agricultural society and then industrial society and then turning into today's information society.

**(2) Fluctuating form of change :** Change that appears to move in one direction fluctuating up and down but eventually leading to development is known as fluctuating form of change.

For example, earlier when kings and kingdoms existed in India, certain castes held higher economic status. However, over time, due to increased demand of education and skill their status lowered. But then they again came up in the social hierarchy by acquiring education, skill, industrial entrepreneurship etc. Thus, we find fluctuation in society. Boom and recession in society are its examples.

**(3) Cyclical form of change :** The change that moves in a cyclical direction, reaches where it starts from, is known as cyclical change. It is also equated with the swing of waves of water which eventually comes back to their original position. Both in the nature and the society there are many events which occur like this. They proceed further on the same surface and are not upward moving. For example, the cycle of seasons.

This also includes changes occurring in fashion and values. Many thinkers include in this the origin, development and decay of human culture. In brief, this form of change persists like hands of a clock.



Like other issues of sociology, social processes and social change are also important. We gained understanding about social processes and social action which will be useful to you in understanding the human behaviour. We also explained social interaction in the forms of cooperation, competition and conflict which you experience in your daily life and also witness them in your surroundings. You also got acquainted with the concept of social mobility which indicates the extent of openness of a society and the persistent process of social change.

After learning about all above mentioned processes, it would be clear to you how important are they in the formation and continuation of society. In the next chapter, we will learn about culture and socialization and how they affect the movement of change in social processes.
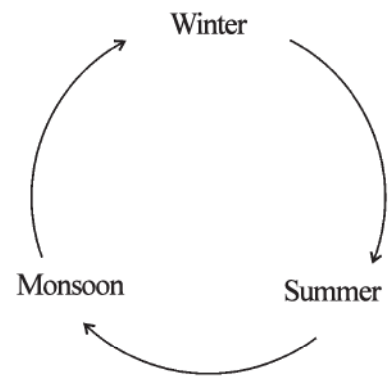
## Exercises

1.  **Answer the following questions in detail :**
    (1) Explain the elements of social action.
    (2) Specify the features of social interaction.
    (3) Discuss cooperation as a form of social interaction.
    (4) Explain the types of social mobility.
    (5) Describe the features of social change.

2.  **Answer the following questions concisely :**
    (1) Competition as a form of social interaction
    (2) Conflict as a form of social interaction
    (3) Features of social mobility
    (4) Forms of social change

3.  **Answer the following questions in short :**
    (1) Define social process.
    (2) Specify the concept of social action.
    (3) Define social interaction.
    (4) What is meant by social mobility ?
    (4) What is social change ?

4.  **Answer the following questions in one sentence :**
    (1) Which action is mentioned as social action by Parsons ?
    (2) What is necessary for social interaction ?

**Social Processes and Social Change**

(3) What is 'self' ?

(4) What is goal ?

(5) What is condition ?

(6) What is known as direct and indirect competition ?

(7) What is horizontal mobility ?

(8) What is meant by vertical mobility ?

(9) Which issues are important in determining the goal ?

5. **Choose the right option from the following and write :**

(1) What makes the society alive and active ?

    (a) Group     (b) Social process     (c) Social relations     (d) Culture

(2) What emerges from social interaction ?

    (a) Employment                  (b) Culture

    (c) Social relations          (d) None of the three

(3) With which diversity is social process linked ?

    (a) Cultural     (b) Biological     (c) Geographical     (d) None

(4) Which is the driving force for human behaviour ?

    (a) Society     (b) Means     (c) Goal     (d) None

(5) In which group is direct cooperation at the center ?

    (a) Primary     (b) Secondary     (c) Community     (d) None

(6) What does the process of social mobility indicate ?

    (a) Stability     (b) Obstacle     (c) Change of place     (d) None

(7) What needs to be studied to know the openness of social structure ?

    (a) Mobility     (b) Socialization     (c) Culture     (d) None

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**Activity**

- Make a list of social processes appeared in this textbook of sociology.

- Make a chart of cultural diversity visible in the society.

- Discuss the examples of different activities for the attainment of educational goal in student life.

- Examine the concepts of status and role through daily interactions.

- Make a list of roles you play in the society.

- Visit a cooperative activity operating in your area.

- Have a group discussion on advantages and disadvantages of competition.

- Prepare an album of photos, which appear in newspapers, explaining the concept of social change.

- Have a group discussion on advantages and disadvantages of changes that have occurred in modern time.

●

# 5 CULTURE AND SOCIALIZATION

**Preface**

Human beings are social creatures and in their daily life they are interdependent. Their relations with each other form the base of the society. In the earlier chapters, we tried to understand the human society. If there is any fundamental difference between human society and animal society it is that of culture. While the former has culture, the latter lacks it. Culture is a unique characteristic of human society and therefore, for the students of sociology, it is essential to understand its meaning and features as an important element which distinguishes human and animal society. It is important to understand culture also because human behaviour, interaction, social relations, status, role, groups and institutions and the process of socialization - all are influenced by culture. In this chapter we will also learn about socialization which is a continuous process carried on by different agencies in the society.

**Meaning of culture**

In simple words, "Culture is a way of life".

In the 19th century, the word culture was used to denote people's life style. It contained all types of life styles including rural, urban, and tribal, of white people, of Hindus or Muslims or of the modern day people. In brief, culture meant life style in the 19th century. In 20th century the word culture was used in the context of the whole social heritage. Social heritage means distinct life style of a group life which includes the knowledge obtained by the members, beliefs, customs, skills etc. Culture does not include only art, music and literature but also the methods and devices of constructing buildings, stitching clothes, making earthen pots etc.

**Definition of culture**

According to Malinowski, "Culture comprises inherited artefacts, goods, technical processes, ideas, habits and values".

Sociologist Taylor defines culture as a "complex whole which includes knowledge, beliefs, art, law, customs and any other capabilities acquired by man as a member of society".

**Features of culture**

Features of culture are as follows:

(1) Culture is a way of life.

(2) Culture is a learned behaviour.

(3) Culture is a distinct product of human social life.

(4) Culture is pervasive, evolutiarary and changeable.

(5) Culture can be transmitted.

(6) Culture is accumulated.

**Types of culture**

The intellectual, spiritual and artistic heritage of human society is known as 'culture'. Sociologist Ogburn divides culture into two parts: (1) Material culture and (2) Non-material culture.

**(1) Material culture :** "Material culture" means the "aspect of physical matters" of culture. All those objects which are tangible and observable are "material culture". Man has been producing material objects to satisfy his needs from the beginning of civilization. Sociologist Robert Bierstedt includes machines, means, vessels, buildings, roads, bridges, artefacts, clothes, vehicles, furnishings, food items, medicines etc. in material objects. These objects are important for human existence. Man makes attempts to obtain these objects and in this process he strengthens his relations with others.

**(2) Non-material culture :** Sociologists perceive non-material culture as important as material culture and signify it more. Non-material culture consists of the elements which have no material existence. It can be divided into two sub-sections: (a) Cognitive and (b) Normative.

**a. Cognitive :** Cognitive culture refers to the knowledge about how to use certain means or equipment to produce some work from the nature.

**b. Normative :** Normative culture consists of norms, rules, values and dos and don'ts imposed by the society.

Folkways, customs, taboos, laws etc. are certain important norms. Folkways are methods of behaviour which are intuitively accepted by the society and are in practice. For example, the practices of handshake or bowing to welcome someone. Customs are those folkways which are considered most important from the viewpoint of public welfare and morality. For example, the society considers marriage between brother and sister as immoral. Laws are the rules which are accepted by the courts of the state, interpreted and implemented in certain conditions. For example, The Special Marriage Act, 1954, property related acts etc. The punishment for violation of laws ranges from a mere rebuke to the death sentence.

**Civilization**

Different viewpoints prevail regarding the meaning of civilization. Though there is not much difference between culture and civilization, the thin line differentiating the two cannot be ignored.

**Meaning of civilization**

Culture is a way of life which includes all that obtained through knowledge, beliefs, art, ethics, laws, customs etc. and civilization is accumulation of all those objects which are necessary for life and the social system which differentiate human society from other than human society. Take for example, the civilization of Indus Valley.

Differentiating culture and civilization, sociologist MacIver mentions that culture is 'society's evaluative creations, such as literature, sculptures, art etc. are known as culture. What we are, is civilization and what we have is culture.

The process of civilization leads to development of methods for realization of certain motives. For example, in ancient time, men used stones to light the fire while in the present time match- stick or lighter is used for the same purpose. Here, stones and match-stick are known as 'means' and the

'fire' is the aim. Thus, in the process of development, stones were replaced by match-sticks. This and the satisfaction men derived from this development are known as civilization. Thus, civilization includes the development of techniques and useful material objects which men carried out for improving their condition.

**Scope of civilization**

Scope of civilization can be divided into two sections: (1) Mechanical organization and (2) Social organization.

Material and technical objects such as means of transportation, TV, car, fan, roads, railway etc. are included in mechanical organization.

Social organization regulates behaviour, practices and progress of human beings and it includes different families, groups, caste and class systems, social and economic organizations etc.

**Socialization**

Human relations which are essential for the formation of society persist from the beginning of the life till its end. The developing process of these relations is known as socialization. In other sense, the process of socialization is known as the process of learning.

**Meaning of socialization**

Socialization is a process which persists for life-time of an individual. In simpler words, "Socialization is known as a process which moulds a biological organism into a social man. As a result of socialization, man, as a member of society, learns to live according to social expectations. A child learns about norms, values, sentiments, roles and methods of behaviour of its society through the process of socialization and then sets in the cultural structure of its society and becomes capable of fulfilling social expectations. Thus, socialization is a process that shapes the social and cultural life of a child.

Socialization is a process, through which an individual learns habits, skills, beliefs, conscience, which are essential for effective participation in social groups and sects. Without socialization, society cannot persist or culture cannot exist.

**Definitions of socialization**

Sociologists have defined socialization as follows:

According to Kingsley Davis: "The process of shaping a newborn child as a social individual is known as the process of socialization".

According to Horton and Hunt: Socialization is the process whereby one internalizes norms of his groups, so that a distinct "self emerges, unique to this individual".

**Agencies of socialization**

In the life of an individual, beginning from the childhood till its end, many agencies are instrumental in his/her socialization. Among them, important roles are played by family, peer group and school. Let us try to understand the roles of these agencies in socialization.

**(1) Family :** In all cultures of the world, family has been fundamental and important agency of socialization. First of all, the child comes into contact with the family. Through the relations of mother-father and brother-sister a child converts into a social individual from a biological organism. In most of the cultures, mother plays an important role in the socialization of the child. Mother or father, through love, affection and warmth instills the feeling of social and mental security in the child's mind which is very important for the development of personality. Family provides necessary norms and guidance to the child relating to code of conduct and by convincing or by pressure it makes the child follow the norms. Through relations with brother and sister the child learns the lessons of equality.



**Family**

Family teaches the child the fundamental values of the society, norms, ways of behaving and acquaints him/her with the knowledge of common practices, traditions, customs, etc. Thus family teaches the child all necessary and important things of cultural heritage through the process of socialization.

In the modern time working mother feels herself more responsible for the overall development of the child. The cultural and economic status of the family also affects the process of socialization.

Difference is found in the behaviour of children raised in conservative family and those raised in liberal family.



**Peer group**

**(2) Peer group :** The second agency for socialization of the child is peer group or group of friends. The child interacts with friends and counterparts and gets socialized in the process. Being proximate, the child develops a close, personal and compassionate relation with friends and learns discipline, way of behaving and talking, rules and norms. Such groups can be in neighbourhood and also in school. In child's relations with his/her friends, atmosphere of democracy and equality assume importance because these relations are not of authority and subordination but are based on equality. By following the rules of games while playing, the child also perceives the idea of how to follow laws and norms of the wider society. Also, being a member of the group, a feeling of mutual cooperation is developed among children. Further, the sportsmanship of waiving things for each other also develops among them.

If the group of child's friends follows the norms and rules of the society, it becomes an effective means of socialization of the child. Children influence each other significantly. Child absorbs good behaviour from group of friends with good habits, thoughts, knowledge and skills. Socialization is accurately expressed by the Gujarati proverb, *'sobat evi asar'* which can be roughly translated in English as 'A man is influenced by the company he keeps'.
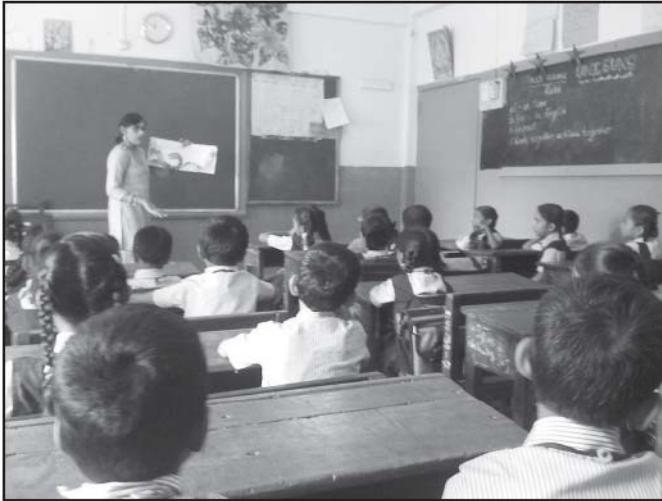


**School**

**(3) School :** School is a formal system with a fixed syllabus and in this context student gets socialized. School acquaints the child with some fundamental knowledge of different subjects and skills and also with social, economic and political systems and important social problems. Further, school prepares the child for professional roles and social mobility by imparting vocational training.

By introducing different personalities under extracurricular activities, school acquaints children with diverse experiences and also inspires them for achievement, which is very necessary for the development of modern society. Thus, school as a formal medium, plays an important role in socialization of the new generation.

Children not going to school and dropouts from school are deprived of the benefit of socialization which occurs through school.

**(4) Mass-media :** In the world, beginning from the end of the 18th century till now, there has been a continuous development of print media such as newspapers, journals etc. In the present time,
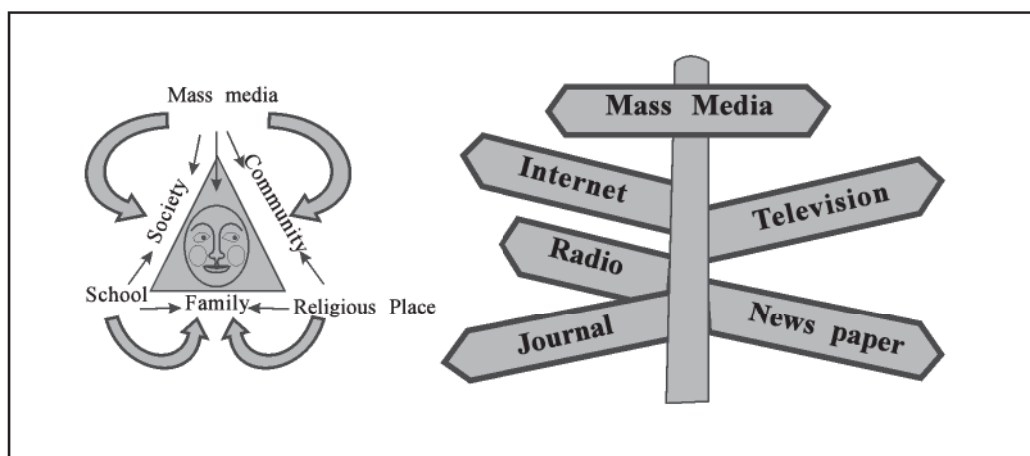


**Mass-media**

mediums like TV, internet, mobile phones have made information and recreation readily available. Mediums like newspapers, films, radio, TV, internet, mobile phone are known as 'mass-media' in

English. In Gujarati, they are known as mediums of *'Pratyayan'*. Mass-media have been playing an important role for the socialization of all of us. Through presenting various kinds of information, these mediums enrich our knowledge and moreover, they socialize others by presenting our opinions, beliefs, thoughts, ideals etc. to them. While print media influence literate people, audio-video mediums influence both literate and illiterate people and also those living in distant places.

With recreation, TV programmes also impart knowledge. Information, events, behaviour and practices telecast by TV are remembered for a long time. Children are more influenced by TV programmes. Numerous advertisements shown in TV persuade people to become customers of different goods and services. In the present time, internet and social media are also playing an important role in the process of socialization.

These mediums provide information and understanding about different groups, culture, problems, processes etc. through which socialization of people occurs.

**(5) Other agencies of socialization :** Besides family, peer group, school, and mass-media, let us get acquaint with some other agencies of socialization.

The work place of individual plays an important role in socialization. In relation to occupation or job individual needs to visit different places. Places like factory, office, market, etc. also play significant role in the process of socialization. In the modern industrial society, development of education and science has accelerated the process of socialization of both men and women, particularly in urban areas.

To understand the fact that man is a social being, we tried to understand 'culture and socialization'. We obtained information about the process of socialization which transforms a biological organism into a social individual and its main agencies like family, peer group, school, mass-media etc. Various institutions of society play eminent role in overall socialization of people. We will learn in detail about these institutions in the next chapter.

## Exercises

1. **Answer the following questions in detail :**

   (1)  Explain the meaning and types of culture with examples.

   (2)  What is socialization? Explain the role of family and peer group as agencies of socialization.

2. **Answer the following questions concisely :**

   (1)  Explain the meaning and scope of civilization.

   (2)  Explain mass-media as an important agency of socialization.

   (3)  Explain school as an important agency of socialization.

3. **Answer the following questions in short :**

   (1)  Define civilization.

   (2)  What is material culture? What does it include?

   (3)  Describe mediums of communication.

   (4)  Describe features of culture.

4. **Answer the following questions in one sentence :**

   (1) What is culture ?

   (2) How has the anthropologist Malinowski defined culture ?

   (3) Give the definition of culture given by Taylor.

   (4) What is civilization ?

   (5) What is meant by socialization ?

   (6) Give the definition of socialization given by Kingsley Davis.

   (7) Which kinds of atmosphere assume importance in child's relation with friends ?

5. **Choose the right option from the following and write :**

   (1) What is formed by combination of norms and values ?

       (a) Family      (b) State      (c) Individual      (d) Culture

   (2) What is included in material culture ?

       (a) Buildings      (b) Religion      (c) Literature      (d) Art

   (3) What is included in non-material culture ?

       (a) Food                      (b) Language

       (c) Clothing          (d) Means of transportation

   (4) Who accomplishes the fundamental work of socialization in all cultures of the world ?

       (a) Family      (b) State      (c) Individual      (d) Culture

   (5) What is known as medium of communication ?

       (a) Television      (b) Family      (c) School      (d) Peer group

   (6) The developing process of human relations is known as

       (a) Socialization      (b) Atmosphere      (c) Values      (d) Society

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**Activity**

- Organize a discussion to know students' views on how socialization of child occurs through school.

- Organize an essay competition on impact of mass-media on child in the modern time.

- Make a list of features of different cultures visible in people living in your area and if possible collect related photographs and organize their exhibition.

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# 6 FUNDAMENTAL SOCIAL INSTITUTIONS OF INDIA

## Preface

Student friends, in the previous chapter we studied the concepts of society, community, association, caste etc. Now, in this chapter, we will learn about social institution. There are many social institutions in our society such as marriage, family, caste etc. Sociology studies social institutions. Life of any person is regulated by institutional norms and s/he can not live in an uncontrolled way. Institutions like marriage, family caste teach human beings the ways of performing their activities in a society. Socialization of human beings also occurs through social institutions. Social institutions are foundation of social structure and they emerge from attempts to satisfy various needs of individual and society and this in turn leads to the continuation of social institutions. However, according to time, changes occur in structure, functions and form of social institutions.

## Social institution

**Definition of social institution :** Social institution is an established procedure which determines the mutual roles and way of behaving of people in a society. Such ways of behaving help in satisfying the needs of people. MacIver and Page defines social institution as - 'established method of work of group activity'. Similarly, Johnson has defined social institution as "normative mode applicable to certain types of social relations".

Thus, on the basis of above mentioned definitions, it can be said that institution is a method of work established by folkways, mores, and social standards. Therefore, it is accepted by all and is also instrumental in satisfying needs of people.

## Features of social institution

Though every institution has certain characteristics of its own, we find some common features in all social institutions :

**(1) Mode of attitude and behaviour :** Institution expresses mode of attitudes and behaviour of people. For example, attitude of mutual love, loyalty, feelings of respect and responsibility are expressed in family. This attitude shapes the mode of mutual behaviour of family members.

**(2) Cultural symbols :** Institution has certain specific cultural symbols which identify the former. For example, national anthem and national flag are symbols of the institution of state.

**(3) Common utilities :** Institution has certain tools and convenience to carry out its activities which can be identified as cultural features formed on the basis of the use of that institution. For example, house for a family or a temple for religion etc.

**(4) Norms of behaviour :** Institution is a complex of customs, behaviour patterns, and laws. There is an arrangement of guiding the behaviour and role applicable to certain types of social relations. For example, we find norms that determine the mutual relation and roles of husband and wife and children in the family.

**(5) Ideology :** Ideology is a cluster of thoughts, beliefs and norms. Norms indicate the way human beings should behave. Ideology backs the norms and it expresses the fundamental beliefs and thoughts of an institution. For example, monotheism and polytheism are ideologies of religion.

# Family Institution

**Meaning of family :** Family is a universal social institution, though its form, structure and function vary in different times and in different societies. According to MacIver, "Family is a group formed on the basis of sexual relations that are clear and sustainable for a long time and through it birth and nurturing of children become possible. An important fact about the family is that this group comes into existence through marriage, blood or adoption relations. According to Ogburn, family, to a certain extent, is a long-term group of husband and wife with or without children. As Kingsley Davis put it, "Family is a social group whose members are linked with each other through the process of reproduction". Rights and duties of such members are determined by the social norms of the community.

## Features of family

**(1) Sexual relations between man-woman :** The institution of family is meant to achieve triple purposes of satisfaction of sexual desires of man and woman, extension of family and nurturing of children.

**(2) Marriage :** Marriage is considered essential to make sexual relations between man and woman socially acceptable. Therefore, marriage is the first step towards formation of family. In different times and different societies form of marriage may vary but like family, the custom of marriage exists universally.

**(3) Living together :** After marriage husband and wife live in a house together. Therefore, family is a group residing at one place. Patrilocal families are more common where wife goes to stay at the husband's home after marriage.

**(4) Lineage and descent :** Each family has its lineage through which relations between ancestors and heirs can be understood. In societies where matriarchal families exist, children's lineage is known by the name of mother and in societies where patriarchal families prevail, children's lineage and the children are known by the name of father. In the present time, names of both mother and father can be applied after the name of child.

**(5) Economic participation :** Participation in economy is one of the important features of family. Family makes arrangements to satisfy the needs of family members and particularly takes up the responsibility of Birth and satisfying economic needs related to brining up of children. New-born children may not even survive if family does not take up this responsibility. Each family carries out certain economic activities in order to sustain its members.

## Types of family

Different types of families, on the basis of lineage, authority, place and cohabitation, are shown below :

**Types of family on the basis of**

| lineage | | Authority | | Place | | Cohabitation | |
|---|---|---|---|---|---|---|---|
| Matrilineal | Patrilineal | Matriarchal | Patriarchal | Matrilocal | Patrilocal | Joint | Nuclear |

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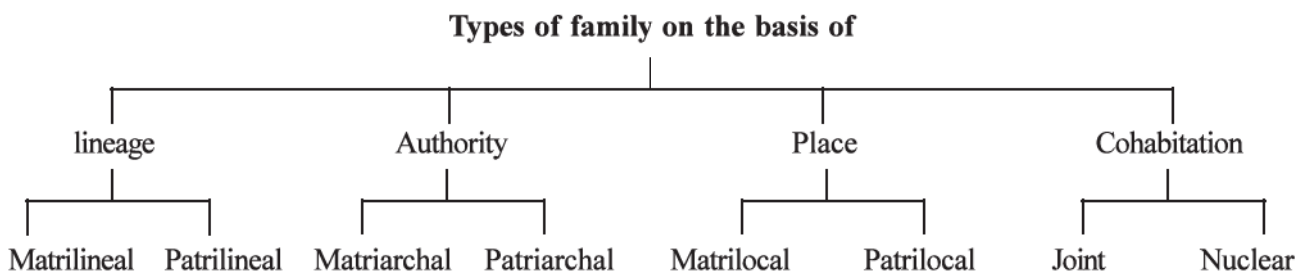
**(1) Matrilineal family :** In this type of family lineage is known by the name of mother. Mother's name is used after the child's name. Only female-child gets the inheritance of property and authority. Religious rituals are also performed by women only.

**(2) Patrilineal family :** In this type of family lineage is known by the name of father. Father's name is applied after the child's name. Religious rituals are performed by male-child only.

**(3) Matriarchal family :** The family in which mother's authority is superior or the mother is known as the root of the family is known as matriarchal family. In such families, women hold higher status and dominate the economic, religious, social and political fields of social life.  Matriarchal families are mostly matrilineal and matrilocal families. After marriage, woman stays in her mother's house and husband comes to live with her. We find such matriarchal families in tribal society of *Khasi* and *Garo* of Assam and among *Nairs* of South India.

**(4) Patriarchal family :** In patriarchal family men hold higher status and authority. As a result, they dominate economic, religious, political and social fields. Patriarchal families are mostly patrilineal and patrilocal families. Property is inherited by male-child. Male-child holds more importance and therefore if the family has no male-child, family adopts child from close blood relation.

**(5) Matrilocal family :** In such family woman is inheritor of her mother and after marriage she lives with her mother's family. Husband comes to live with his wife's family. All decisions in the family are taken by women.

**(6) Patrilocal family :** Male - child becomes the inheritor of his father in this type of family. After marriage, woman lives with her husband's family. Male-members dominate in all family activities.

**(7) Joint family :** In a joint family people of two or more generations live together at one place and share the same kitchen. Property of the family is considered joint. The family is managed by either father or mother as head of the household. In a joint family head of the household has a vast authority.  His/her decisions are accepted by other family members. In this type of family, aged, widow, handicapped, weak family members obtain social security.



**Joint family**

**(8) Nuclear family :** Nuclear family includes husband-wife and their unmarried children and therefore it is smaller in size. Main responsible person holds the authority. Decisions are taken with the consent of all family members. This lessens the chances of conflict or opposition in the family. Nuclear family provides more opportunities for personal development as all women and children have access to freedom. In addition, we also find single parent family (either mother or father) in present time. According to the Census 2011, joint families account for

19 percent and nuclear families account for 81 percent of all families in India. In all four states of South India, joint families account for 10 percent of total families.

**Functions of family :**

Family carries out various activities in order to satisfy fundamental needs of individual and society. Following are the functions carried out by family :


**Nuclear family**

**(1) Biological function :** Sexual satisfaction and reproduction are biological functions of family. Satisfaction of sexual desires of man and woman in the family is socially sanctioned and accepted. Similarly, reproduction is extremely important for the continuation of the society.  Family regulates this function and provides stability.

**(2) Psychological function :** Family is not only instrumental in satisfying physical needs of individual but it also takes care of emotional needs of its members such as security and affection. Family renders affection, love and warmth to its members to satisfy their emotional needs. No other group can perform this function to the extent a family does.

**(3) Economic function :** Family becomes center of production in societies based on agricultural economy. Men and women participate in maintaining the family and earning livelihood.  Activities such as bringing up children and housekeeping are performed by women. However, in modern industrial society families as center of economic production are apparent to a limited extent.  Family carries out activities to satisfy physical needs of its members.

**(4) Social function :** An individual obtains certain social status through family relations such as son or daughter or brother or sister. Further, an individual automatically obtains the reputation being enjoyed by the family. Family, as a second important function, trains individual to live social life. A child learns social traditions and way of behaving from his/her family as well as cultural heritage.

**(5) Cultural Functions :** Cultural heritage of human society is conveyed through family. Through family, cultural traditions are not only maintained but they are transmitted from one generation to another. Through its distinct life style, each family sustains different elements of culture and teaches them to their children.

**Changes in family**

In the modern time, changes have occurred in the institution of family due to the influence of various factors, such as industrialization, urbanization, spread of education and means of communication. These changes are as follows:

**(1) Decline in size :** Due to the impact of various factors traditional large sized joint families are replaced by small sized families.

**(2) Restricted field of responsibility :** People of modern generation pay less importance to distant blood relatives. It is becoming difficult to perform duties and responsibilities towards members of the joint family.

**(3) Changes in relations between husband and wife:** In traditional Indian family relations between husband and wife were based on the pillars of authority and subordination. It was compulsory for wife to obey her husband. However, in the present time notable change has occurred in the relations between husband and wife with the development of new form of relations which are based on the concept of equality.

**(4) Relations between mother-father and children :** Relations between parents and children were also based on authority and subordination. Father's decision was considered as final. Now father's
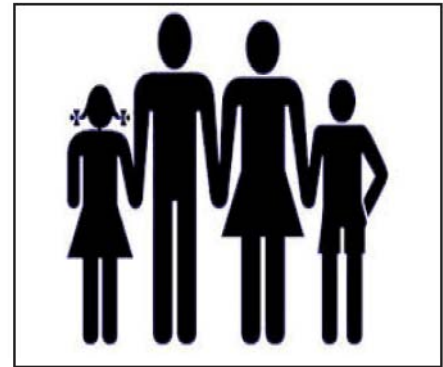
authority has weakened. Children have started reacting against their father's decision by expressing their views. It is also not expected nowadays that children should lead their lives under the control of their father. Attitude of mother and father towards their children has also been changing.

**Marriage institution**

Earlier we discussed the institution of family. Now we will discuss the institution of marriage as it is an important institution closely linked with family.

Marriage is the first step towards formation of family. According to social ideals and values we find difference in purposes and form of marriage in different societies.
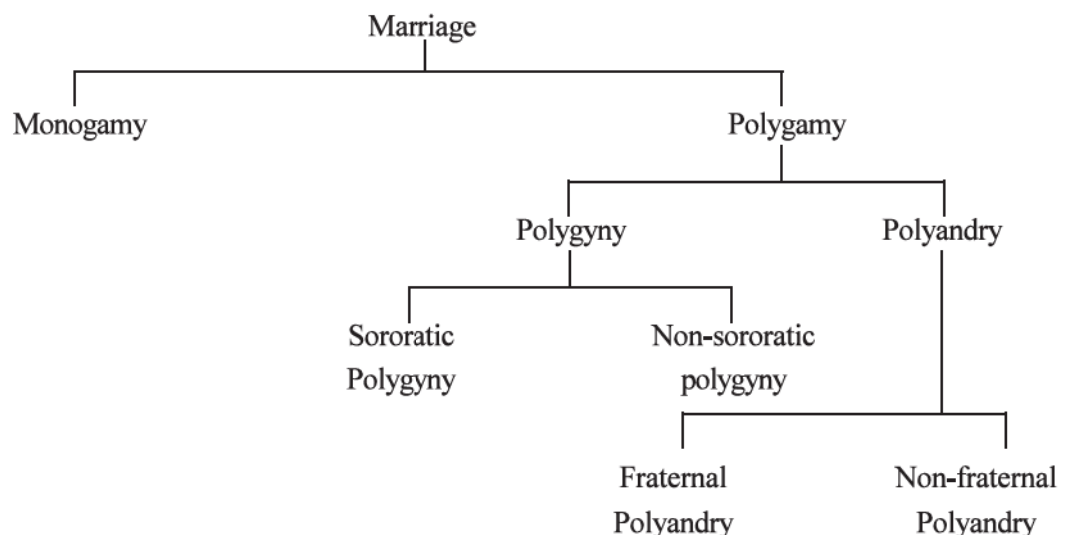
**Meaning of marriage**

Marriage is a specific relationship between man and woman in which sexual relations are socially accepted and legally sanctioned. According to Johnson, "The important element of the marriage is that man and woman enter in a stable relationship and without losing their social position they get social permission for reproduction". Wester Mark notes, "Marriage is a relationship of one or more men with one or more women which is accepted by the customs and laws of the society. Such relationships include the mutual rights and duties of persons marrying and the children born thereafter". There are certain rights and obligations associated with marriage.

**Purposes of marriage**

Execution of religious duties, reproduction, sexual satisfaction and living in home are main purposes of marriage in each religion. Socially accepted norms and laws are followed to satisfy different needs of society.

**Types of marriage**

According to number of partners i.e. number of husbands or wives there are mainly two types of marriage, as shown in the following figure.

```
                              Marriage
                 ┌───────────────┴───────────────┐
            Monogamy                          Polygamy
                                        ┌─────────┴─────────┐
                                   Polygyny            Polyandry
                           ┌──────────┴──────────┐
                      Sororatic           Non-sororatic
                      Polygyny              polygyny
                                       ┌────────────┴────────────┐
                                  Fraternal              Non-fraternal
                                  Polyandry               Polyandry
```

**(1) Monogamy :** When a man or a woman at one time marries a woman or a man in a socially sanctioned way it is known as monogamy. This type of marriage is more common and accepted by most of the societies across the world.

**(2) Polygamy :** When a man marries with more than one woman or vice versa it is known as polygamy.

**(1) Polygyny :** When a man marries with more than one woman it is known as polygyny. Polygyny has two sub types:

**(A) Sororatic polygyny :** When women who marry a man are real sisters it is known as sororatic polygyny

**(B) Non-sororatic polygyny :** When women who marry a man are not real sisters it is known as non-sororatic polygyny.

**(2) Polyandry :** When a woman marries with more than one man it is known as polyandry. It is one type of polygamy. It also has two sub types.

**(A) Fraternal polyandry :** When men who marry a woman are real brothers it is known as fraternal polyandry.

**(B) Non-fraternal polyandry :** When men who marry a woman are not real brothers it is known as non-fraternal polyandry.

**Fields for mate selection**

Freedom given to individual for selection of marriage partner is limited in each society. Every society has different norms about who can or cannot marry whom. Traditions and customs of the society, caste rules, norms etc. regulate the field of selection of marriage partner. These are described below.

**(1) Endogamy :** In endogamy, an individual has to select his/her marriage partner from his/her own community/group. Members of the group among whom marriages are allowed are known as endogamous groups. Caste is an endogamous group. According to the traditions of Hindu society, marriage partner can be selected only from one's own caste or sub-caste. This practice also prevails in other religious communities of India.

**(2) Exogamy :** Exogamy implies marriages outside one's own group. However, in this context, different rules prevail.

**3. Homologous, hypergamy and hypogamy :** When life partner is selected from own or equivalent group or caste it is known as homologous marriage. When a man of higher caste marries a woman of lower caste it is known as hypergamy. And when a woman of higher caste marries a man of lower caste it is known as hypogamy.

**Prominent norms in selection of marriage partner :**

**(1) Aristocracy :** In certain groups or societies it is believed that parents should marry their daughter to the man who belongs to a family having higher social status than theirs. Such marriage is known as aristocratic marriage which takes place even today in certain castes.

**(2) Remarriage with husband's younger/elder brother/ sister-in-law :** We find such marriages in certain communities. When a woman, after the death of her husband, remarries with husband's younger brother or with the elder brother it is known as levirate marriage. When a man remarries with the sister of his deceased wife it is known as sororate marriage.

**(3) Cousin marriage :** In certain communities marriages take place between children of father's sister (paternal side) and the children of maternal uncle or mother's sister (maternal side). Such marriage is known as cousin marriage.

**Changes in institution of marriage :** The institution of marriage has undergone several changes due to the influence of factors such as industrialization, urbanization, social legislations, secularism, individualism, freedom and equality, female education and women's entry into diverse occupations, development of science, technology and means of communication etc. Changes are described below.

**(1) Religious aspect of marriage has weakened :** Execution of religious rituals at the time of marriage ceremony has now become a formality.The ideal of perceiving marriage as a sacred relationship has also weakened. *Kanyadan* (giving a daughter in marriage) is an important element of marriage ceremony. However, the religious elements inherent in *Kanyadan* earlier have now been replaced by social and physical elements. Several gifts given to daughter by parents are more indicative of materialism, social reputation, dowry etc.

**(2) Development of contractual form of Hindu marriage :** Traditional Hindu marriage is accepted as a *sanskar* (sacred ceremony). However due to development of individualistic attitude traditional values associated with marriage have changed. Now as per The Special Marriage Act 1954, divorce can be obtained by mutual consent. Both man and woman have right to obtain divorce.

**(3) Age of marriage is going up :** Legally age of marriage is fixed at 21 years for a boy and 18 years for a girl in India. It is also going up due to factors like education, change in marriage related perceptions, increase in female education, etc. Compared to earlier times, there has been a remarkable decline in child-marriages.

**(4) Change in norms of selection of marriage partner :** Traditionally, life partners were selected by parents or the elders of the family and marriage was perceived as an association between two families. This has changed remarkably. Now more importance is given to choice of the boy and girl who are going to marry. Individual qualifications assume more importance in selection of life partner.

**(5) Inter-caste marriages have become possible :** Various legal efforts and reform activities have been instrumental in creating a favourable environment towards marriage relations between different castes. The 1954 Special Marriage Act fully supports inter-caste marriages.

**(6) Polygamy has become illegal :** Polygamy, a man marrying more than one woman or a woman marrying more than one man, has been made illegal by different laws. This custom ended completely with the implementation of 1955 Hindu Marriage Act.

**(7) Marriages based on self-selection have become prominent :** As far as approval is concerned, there have been changes in the field of marriage. Under the influence of various factors, marriages based on self-selection are becoming more common. Such marriages are now accepted and treated with generosity and tolerance.

**(8) Legal sanction to divorce :** Both men and women are legally entitled to obtain divorce if they wish so. Now both men and women can opt. for divorce to end their distressing married life. The 1955 Hindu Act has a provision for divorce.

## Caste institution

Caste institution is a unique feature of Indian society. Even today, as an important social force, influence of caste prevails in different fields of social life in Indian society in more or less degrees. In almost each field of social life of Hindus warp and woof of caste institution are interwoven, and its extensive impact is visible in their diet, clothing, marriage, customs and traditions, family life, occupation etc.

## Meaning of caste

According to M.N. Srinivas, "Caste is hereditarily an endogamous group generally residing at one place". Concepts of purity and pollution regulate the relations between different castes. Dining together generally occurs within the caste only. As Ghurye has mentioned, Hindu society is divided into different groups and these groups have different levels of social prestige and different fields of social intercourse.

## Features of caste

Ghurye has shown following fundamental features of caste in order to understand its traditional form.

**(1) Division of Hindu society into different groups :** Various castes divide Hindu society into different parts. Since ancient times Hindu society has never been an undivided community. Each caste of the Hindu society exists as an independent social unit in which an individual gets the membership of the given caste by birth. Each caste has its unique and independent caste panchayat. Each caste also has its unique culture. It becomes clear from these details that caste exists as an independent social unit.

**(2) Hierarchy :** Ghurye has mentioned that there is a hierarchical order of castes with perception of higher/lower status. In this hierarchy, Brahmins are considered at top from the religious point of view but it is very difficult to determine the place of other castes. In particular, there is a lack of clarity about the status of the castes lying in the middle and this is one of the notable features of Hindu Society.

**(3) Restrictions on commensality and social intercourse :** Each caste has very detailed social norms about commonsality and social intercourse with other castes. For example there are norms about with whom they can eat and drink and with whom they cannot. However, in this regard, there are many differences in the norms of different castes in different states of India.

**(4) Civic and religious disabilities and privileges :** The concepts of superiority and inferiority prevailing among various castes of India have created a sort of inequality regarding civic and religious rights among castes considered as lower and higher. Castes considered as lower were deprived of many types of civil and religious rights while castes considered as higher had many privileges. Disabilities and privileges were in existence regarding residence, use of village well, use of public roads, entry in schools, temples and many other such things.

**(5) Restrictions on selection of occupation :** Traditinally castes had hereditary occupations. It was considered as duty for each member to follow traditional occupation of his/her caste. Thus occupation of father was followed by the son.

**(6) Restrictions on marriage :** Endogamy is one of the notable aspects of caste system. It was compulsory for each person to marry within his/her own caste or sub-caste. Violators of this rule were punished to the extent that they were socially excommunicated.

**Changes in caste institution**

In India, caste institution prevailed in a rigid form till the end of medieval period. However, with the start of British regime caste institution started witnessing changes. The process of change was attributed to British education system, social legislations, industrialization and urbanization, democracy and liberal ideology etc. The process of change in caste institution got more momentum after India became independent.

**(1) Change in group wise division :** Traditionally an individual used to get the status of the caste into which s/he was born and in this regard s/he had no alternative or choice. Today also s/he gets status by birth but now against this ascribed status of caste an individual can improve his/her achieved status through acquiring education, pursuing new occupation and earning good income. Therefore, compared to ascribed status, the importance of achieved status has increased.

Unique culture of each caste was mainly responsible for division of Hindu society into various groups. This was felt more sharply as each caste had its own lifestyle, language, clothing, norms of behaviour etc. In short, each caste had its own world.

However, today unique cultures of castes have started fading under the influence of education, sanskritization, westernization, modernization and globalization. Clothing, language, food, and occupations across the castes are becoming similar and thus they are mingling with each other. Like culture, caste *panchayats* were also instrumental in sharpening the division between castes. Each caste had a unique panchayat which used to regulate its members' behaviour and keep its community safe. However, with the implementation of the Caste Disabilities Removal Act and other acts, authorities of the caste panchayats are abolished. As a result, people belonging to weaker castes started living modern style of life and also started revolting against caste restrictions.

Thus, increased importance of achieved status against the ascribed one, deterioration of caste culture and weakening of caste panchayats, have reduced the social distance between castes.

**(2) Change in social hierarchy :** Unequal status of different castes has resulted in social inequality. These castes with unequal status are arranged in a hierarchical order which is known as social hierarchy. In whole of India, certain castes had higher status while certain castes had lower status. Status of castes lying in the middle range was determined on the basis of land ownership, traditional authority and other criteria of the society.

There has been a notable change in this feature of caste due to the influence of factors like education, industrialization, modern urban values, sanskritization, legalization etc. Castes having larger population and skill-assets-income have come up in the social hierarchy.

**(3) Change in commensality and contact related restrictions :** In the traditional caste system, there were strict and firm restrictions about commensality and contact with other castes. Who can eat what, with whom food can be taken, from whom food can be taken, in whose house drinking water can be consumed, from whom raw food or cooked food can be accepted etc. were specified. However, under the impact of education, industrialization, urbanization, sanskritization, modernization, westernization, legalization, globalization and means of communication all these restrictions have now been weakened.

This is more visible in urban areas. In villages, these restrictions still exist, though to a lower extent. Such types of restrictions cannot stand in the age of junk and fast food.

**(4) Change in civil and religious disabilities and privileges :** As mentioned earlier, the concepts of superiority and inferiority persistent with castes of India have created a sort of inequality regarding civil and religious rights among castes considered as lower and higher. Lower castes were deprived of many types of civil and religious rights while certain upper castes had privileges. The authority and the rights enjoyed by upper caste people in public life were removed under the influence of education, modernization, industrialization, urbanization and acts related to untouchability removal, atrocity, etc. These variables also removed the disabilities of lower caste people. Practice of discrimination mentioned above is now punishable.

**(5) Change in restrictions on selection of occupation :** In traditional caste system occupations were hereditary. Accordingly, all caste members were required to follow the caste occupation. However, occupations like trade, cultivation, agricultural labour, and service in army were open to all. Following industrialization, spread of education, urbanization, mechanization and scientific revolution new occupations emerged with increased importance of skilled knowledge. As a result, attraction towards traditional occupations lessened. Not only this, but it also became difficult to sustain on traditional occupations. The control of *Mahajan* association on occupations also weakened. Thus restrictions on selection of occupation were removed and today the relation between caste and occupation has weakened.

**(6) Change in restrictions on marriage :** In traditional caste system, marriage of an individual belonging to one sub-caste with the individual of another sub-caste was restricted. In each sub-caste, the field of marriage was confined within the same. Endogamy was followed strictly and violators of this rule were punished to the extent that they were out-casted. However, due to the influence of The 1955 Hindu Marriage Act, Caste Disabilities Removal Act, education, industrialization, urbanization and acceptance of modern democratic values, custom of endogamy has been loosened with removal of the system of village endogamy where marriages were solemnized within certain number of villages and sub-caste related restrictions. However, inclination of marrying within one's own caste still persists. Nonetheless, due to above mentioned factors, proportion of inter-caste and inter-religious marriages has been increasing. Thus, restrictions on marriage have been loosened.

## Social class

We make use of the word class to denote a particular group in our general conversation, such as class of students, children, youth, women etc. In sociological language, all these classes are structural units of society and not numerical entities. Class is related to status. Different statuses emerge in the society as people follow different activities and occupations. Classes emerge from the comparative evaluation of different occupational statuses.

**Meaning of class :** Each social class is made of statuses which hold nearly similar prestige and one class is considered either higher or lower than the other class in relation to status. MacIver and Page have mentioned, "Social class is one such part of the society which differs from other parts of the society in relation to status". Sorokin mentions that "Social class is a group of such people of the society who

hold similar position in terms of occupational, economic and political status". Thus, social class can be identified as a group of people who hold similar social status. Class is related to life style.

**Features of social class**

(1) **Class consciousness :** Members of each class are aware of the class they belong to and this is an important subjective feature of the class. On certain specific occasions such class consciousness is manifested.

(2) **Acceptance of high and low status :** An important feature of the social class is that members of each class accept that they are superior to certain class and inferior to certain class.

(3) **Similar social status:** Each class is a group of people who hold by and large similar status. In terms of income, property, occupation, education, political status all members of a class possess similar social status and treat each other as equal. Similarity of status is expressed in their mutual behaviour and relations.

(4) **Endogamy :** Each class is an endogamous group in more or less degree. Formally, members of a class tend to select life partner from their own class.

(5) **Family as a unit of class :** Class is a stratum made of families and family is a unit in the hierarchy of class. All members of a family hold similar class status. An individual obtains the class status by birth.

(6) **Similar life-style :** Each social class has its own life-style and it differs from the life-style of other class. Members of a class possess similar values, attitudes, and life-style. Life-style is an extensive concept which includes housing, occupation, recreation and many other things. Members of any particular class have similarity regarding these things.

(7) **Self-generated :** Social class is a self-generated group. General features of society such as group-life, division of labour, congenital differences, differences of social atmosphere etc. lead to the emergence of classes in one or other form. Therefore, classless society is not possible.

Student friends, Human society exists since centuries. Social institutions, developed by human beings, play an important role in maintaining human society. In this chapter, we have made an attempt to understand the fundamental social institutions like marriage, family and caste. You also learnt about the features of these institutions and changes witnessed by them under the influence of modern forces. In sociology, certain methods and tools have been developed for the study of different institutions. We will learn about sociological research methods in the next chapter.

**Exercises**

1. **Answer the following questions in detail :**
   (1) Describe the meaning and features of social institution.
   (2) Describe the meaning and types of family.
   (3) What is institution of marriage ? Explain its purposes.
   (4) Discuss the features of caste system.

2. **Answer the following questions concisely :**

   (1) Features of family

   (2) Functions of marriage

   (3) Changes in caste institution

   (4) Changes in family institution

3. **Answer the following questions in short :**

   (1) Define caste.

   (2) What is social class ?

   (3) What is fraternal polyandrous marriage ?

4. **Answer the following questions in one sentence :**

   (1) What is nuclear family ?

   (2) By whose name is lineage known in matriarchal family ?

   (3) What is monogamy ?

   (4) What is homologous marriage ?

5. **Choose the right option from the following and write :**

   (1) What kind of 'method of work' is social institution ?

       (a) Established     (b) Displaced     (c) Certain     (d) None of the three

   (2) Who inherits the property in matriarchal family ?

       (a) Daughter                                   (b) Son

       (c) Both son and daughter          (d) No one

   (3) How are decisions taken in nuclear family ?

       (a) One sided                                 (b) Unanimously

       (c) By head of the household       (d) By mother

   (4) In which year was the Special Marriage Act enacted ?

       (a) 1954            (b) 1956          (c) 1958          (d) 1961

---

<div align="center"><strong>Activity</strong></div>

- Make a family tree of your family.

- Collect information about the custom of marriage in different religions.

- Organize discussion on whether inter-caste marriage is acceptable or not.

- Caste system in Indian society is being eradicated ? Discuss.

- According to you, what changes have occurred in the features of caste?-Make a note on that.

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# 7 | RESEARCH METHODS IN SOCIOLOGY

**Preface**

In previous chapters we read about emergence of sociology as a social science and its relation with other social sciences as well as the subject-matter.

If we look into the history of development of social science in our changeable society, we find that earlier knowledge about physical and social world was stored in philosophy only. However, in line with the evolution of different cultures in society, the creation of knowledge in the field of understanding of the physical and social world started receiving serious attention of the schcoloars. Thus, the progress initially made to the understanding of the physical world inspired the scientific study of the social world. This necessiated the increasing dependence on the scientific research method for understanding of human society. Eventually, this concern culminated into search for research methods in sociology. In the following chapter we will know about the meaning of social research and also various tools and techniques of research in sociology.

As a social science, the aim of sociology is to obtain systematic knowledge about emerging and associated social events by studying them in a scientific way so that these events could be understood meaningifully and related theories can be examined. In-depth research of social events is the core of sociology. Thus, it becomes necessary to acquire systematic understanding of sociological research methods.

**Definition of social research**

According to Redman and Mory, "Research is a systematized effort to gain new knowledge".

In short, social research is a scientific activity or process through which social events are scientifically analyzed and on the basis of such analysis concepts and theories relating to social life are formed. In other words, research is a systematized attempt to obtain knowledge.

**Purposes of social research**

According to Pauline V. Young, there are three aims or purposes of social research: (1) investigation and verification of facts, (2) investigation of relations between facts and (3) establishment of scientific theory.

We will understand them in a little more detail :

**(1) Investigation and verification of facts :** Social research aims to discover new facts and verify and test old facts. Facts are interrelated and they are not separate from each other. Relation of a social fact with other social fact makes the former meaningful. Thus we can say that social research is an effort to investigate the secrets lying behind facts.

**(2) Investigation of relations between facts :** The second important aim of social research is investigation of relations between facts by logical screening of collected data, analysis of relations between facts and investigating the form of relations (correlation or causal relation) between facts.

**(3) Establishment of scientific theory :** At the end of research process the researcher aims at

formation of precise concepts and theories related to social life along with development of scientific tools which can be helpful in understanding human behaviour.

**Main steps of social research :**

Social research is a scientific process and it has following steps :

(1) Selection of research problem, (2) Planning of research, (3) Formation of research questions, (4) Construction of tool for data collection, (5) Data collection, (6) Classification and tabulation of data, (7) Anaylsis of data.

These steps are described below in a little more detail :

**(1) Selection of research problem :** The first step in social research is selection of research problem. Considering different research fields from all aspects, the researcher needs to select the topic of research in a precise way. It is very important to select the topic or the problem in any kind of research work because in absence of this, research is not possible. A researcher can select a research problem such as problem of sex-ratio in Gujarat, for example.

**(2) Planning of research :** Scientific research requires pre-planning. Planning of research is a logical and designed tool that helps the researcher in deciding the direction of research. However, complexity of social events makes precise planning a little difficult and as research work proceeds it becomes necessary for the researcher to make some changes in the planning of research. Therefore, it can be said that pre-planning is a temporary one and helps only in identifying the direction of research. The researcher, thus, needs to take some important decisions such as from when to start research work, deciding the limit of research-field, method to be adopted for data collection etc. as these decisions play an important role in the planning of research.

**(3) Formation of hypothesis :** Formation of hypothesis is an important and fundamental part of the process of research, though all scholars do not consider it as an independent step of research. Hypothesis is a temporary statement about the correlation between facts and substances of an actual event which is to be verified. For formation of hypothesis, the researcher makes an attempt to identify the variables responsible for the similar kind of event in the past and then makes an interrogative statement about relations between them. This interrogative statement is hypothesis which is examined in the process of research. For example, with the increase in the rate of female-infanticide the number of women declines.

**(4) Selection of tools for data collection :** This is also an important step of research and the researcher with the help of tools s/he selects, collects the information regarding her/his topic of research. S/he has to examine the hypothesis on the basis of information gathered. It is very important for the examination of hypothesis that the information collected is precise, valid and reliable. For this purpose, the researcher has to carefully select the tools of data collection such as observation, interview, questionnaire, etc. considering the field of research, source of information, size and form of information etc. For example, for the research study of sex-ratio in Gujarat, the researcher needs to decide about tools for data collection.

**(5) Data collection :** It is essential to collect data in order to examine the hypothesis formed by the researcher relating to his research problem. Hypothesis, if not examined is not accepted by the science.

The researcher needs to validate his hypothesis on the basis of precise information. The collection of precise information is based on the use of tools of data collection and collection of data in an objective manner. Prejudices of researcher prove harmful in research.

**(6) Classification and analysis of data :** In order to make the information collected meaningful, the researcher needs to link them reciprocally on the basis of logical relation. This requires classification and analysis of data collected. This is also necessary for the understanding of relation between various data. No scientific theory or finding can be accomplished on the basis of scattered information. Therefore, it becomes necessary for the researcher to classify the information on the basis of its similarities and dissimilarities. For example, for above mentioned research topic, data can be classified by sex, marital status, caste etc.

**(7) Findings of research and generalization (report writing) :** This is the last step of research process. Through classification of data the researcher attempts to understand relation between different facts and then makes precise statements about those facts. These statements are the conclusions or findings of his/her research which are then presented in a research report.
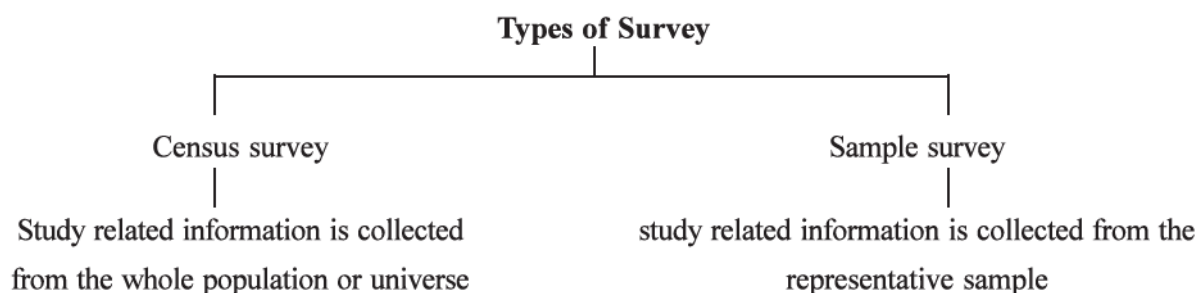
It is not that the conclusions made by the researcher are only applicable to the event s/he has studied. They may also be applicable to other similar events. Thus, when conclusions made by studying an event are made applicable to other similar events, it is known as generalization. These generalizations lead to the emergence of theories.

**Sociological research methods**

**(1) Survey method :** Survey method is most commonly used method for data collection in sociology. Survey method is widely used by governmental and non-governmental institutions for variety of purposes. Its use is not restricted to social research only. You might have also associated with such survey sometimes. Generally, this method is used in studies related to attitudes, behaviour, perceptions, views, expectations of people. In brief, it is a popular method of data collection. Survey method begins with a theoretical or practical research question and completes with its measurement and analysis of information.

Two types of tools are used in survey method for data collection: (1) Interview, (2) Questionnaire. For majority of research questions, questionnaire or interview schedule is used for collection of data from the universe or part of it. Such studies based on collection of data are generally known as survey.

In brief, survey is a scientific method of collection and description of information which is related to social life.

**Types of Survey**

| Census survey | Sample survey |
|---|---|
| Study related information is collected from the whole population or universe | study related information is collected from the representative sample |

**Purposes of social survey :** (1) Descriptive purpose, (2) Theoretical purpose

**(1) Descriptive purpose :** Descriptive surveys are undertaken from the viewpoint of utility. The aim of such survey is collection of information on any socially relevant aspect and its interpretation. The main purpose behind description of information is to present constructive programmes for social welfare or suggest steps to be taken.

**(2) Theoretical purpose :** The aim of surveys undertaken from theoretical point of view is to understand and explain the facts. Hypotheses indicated by social theories are examined in such surveys along with assessment of the impact of different variables on social events. Such surveys are also known as analytical surveys.

In social survey, information about social life is collected according to steps of scientific research.

### Interview

Interview is one of the tools of collection of information in social research. In interview, the researcher collects relevant information by visiting the respondent personally and asking him/her study related questions. Interview has two parties, interviewer (researcher) and the respondent. The researcher meets the respondent personally and gathers information by asking research related questions. In this sense interview is a process of verbal exchange between researcher and the respondent. Thus, interview can also be termed as an interaction between two persons.



**Interview**

In interview, information is collected through two ways, one is interview schedule and the other is interview guide.

**(1) Interview schedule :** Interview schedule is a detailed list of questions prepared in relation to the research problem. It is a set of questions created in advance and organized in a sequential order.

During interview, the researcher asks the questions and writes the answers given by the respondent in the schedule.

**(2) Interview guide :** According to Denis and Stefan, "Interview guide is a guide indicating the outline of the type of information required. It is not a set of questions but a list of topics, themes or areas to be covered. Keeping in mind the items listed in the interview guide the researcher asks questions to the respondent and gathers information".

**Questionnaire**

The other tool for collection of information in social research is questionnaire. It is a set of questions prepared by the researcher in relation to the research problem. In your student life you might also have filled up such schedule for getting admission in school or hostel. Thinking of that admission form you will be able to understand that questionnaire is a list of questions which is to be filled up by the person concerned.

According to Goode and Hatt, "Questionnaire is a device for securing answers to questions using a form which is filled up by respondents".

The researcher can either give the questionnaire personally or send them through someone to the respondents or send them through post or email.

If the respondents associated with the study are residing at a certain place the researcher can meet them personally and handover the questionnaire. Besides, the researcher can also make a request to the respondents to assemble at one place and fill up the questionnaire. If the respondents are residing at distant places, questionnaire can be sent to them through post or email. Following are the advantages and disadvantages of questionnaire :

**Merits of questionnaire**

(1)   Information can be collected easily from a large number of people who are scattered in a large area.

(2)   Sending questionnaire through post or email saves time and money of researcher.

(3)   In the absence of researcher, the respondent can express his views in a free-flowing manner without feeling any kind of pressure at the time of filling up the questionnaire.

**Limitations of questionnaire**

(1)   Questionnaire can be used only by educated respondents.

(2)   Sometimes, questionnaires sent through post or email are not returned by the respondents and it also happens that the questionnairs are returned with incomplete information.

(3)   Many times respondents do not return the questionnaire in time.

(4)   It is difficult for the researcher to construct questions focussing on all the respondents.

**Types of questionnaire**

On the basis of the form of questions, questionnaire can be of four types: (1) closed questionnaire or the questionnaire with optional answers, (2) open questionnaire or the questionnaire with free answers, (3) questionnaire with direct and indirect questions and (4) pictorial questionnaire.

**(1) Closed questionnaire or the questionnaire with optional answers :** The answers in this type of questionnaire are pre decided such as 'yes', 'no' or 'do not know' or the answers to the questions asked are given in the form of options or the respondent has to show his/her agreement or

disagreement with the statement asked in the form of a question. Therefore, the questions asked in this type of questionnaire are known as closed questions and the questionnaire is known as closed questionnaire.

**(2) Open questionnaire or the questionnaire with free answers:** The questions contained in open questionnaire can be answered by the respondent in his/her own words in a free flowing manner without any restriction. For example, what steps should be taken for the development of the nation?

**(3) Questionnaire with direct and indirect questions :** In this type of questionnaire the questions are formed in such a way that they indicate the aim of researcher and which is clearly understood by the respondent. In other words, they are direct questions indicative of the aim of the researcher.

These direct questions are compatible with the aim of research and associated with the research problem. Besides, these questions can be of closed or open form. Such questions are much useful in understanding thoughts, attitudes, views, and beliefs etc. of respondents.

Questionnaire with indirect questions is made of indirect questions and they are formed in such a way that the respondent cannot understand the aim of the researcher clearly. They do not seem compatible with or related to the aim of research but they are linked with the aim of research through concept or theory. In such a questionnaire, for example, respondents are shown ambiguous pictures and then they are asked 'What do these pictures indicate?' or 'Whose picture is this ?' Similarly, an incomplete sentence is given and the respondents are asked to complete it. These questions can be termed as indirect questions.

All types of questions – closed, open, direct or indirect are useful in research work. Therefore, any questionnaire, in more or less degree, is a combination of above types of questions. Such questionnaire is known as 'mixed questionnaire', a sample of which is given in the appendix.

**(4) Pictorial questionnaire :**

In order to collect information from illiterate respondents or children, pictures are also used. Questionnaire containing such pictures is known is 'pictorial questionnaire'.

**Observation**

Observation is one of the various methods of gathering information. When information is collected by directly experiencing it, it is known as observation. Observation employs the senses.

When the observation is precise, planned and helpful in fulfilling the aims of research, it becomes scientific observation. Thus, observation is a process of collection of information with the help of sense organs, keeping aims of research in focus.

According to Pauline V. Young, 'Observation is a process of collection of information about a thing, person or situation through spontaneous eye occurrence'.

In short, observation includes study of the event by remaining present at the place of event and directly experiencing it with the help of senses.

**Types of observation**

There are two types of observation: (1) Participant observation and (2) Non-participant observation

**(1) Participant observation :** When the researcher mingles with or becomes a part of the group under study and observes the activities of that group, it is known as participant observation. The word participant observation was first used by Edward C. Lindeman in his book 'Social Discovery' in 1924. Participant observation was promulgated by the anthropologist Malinowski.

In participant observation the researcher attempts to hide his/her identity and the aims of research. This helps the researcher in studying the original behaviour of the members of the group under study and also in obtaining detailed information about them. Besides, validity of the detailed information collected can also be checked, which makes the research reliable. For example, the study of tribals of Trobriand Islands by Malinowski.

However, participant observation, though useful, has some limitations. If the members of the group under study come to know of the researcher or aims of the research, they start behaving in an artificial manner. Besides, it is also difficult for a researcher to validate the information collected by other. Sometimes, the researcher needs to wait for a long time to collect required information which leads to waste of time. If the researcher looses objectivity by becoming too much a part of the group under study, reliable information cannot be collected.

**(2) Non-participant observation :** Unlike participant observation, when the researcher does not mingle with the group under study and observes the facts, it is known as non-participant observation. In other words, the researcher observes the activities of the group as a spectator and collects information.

In non-participant observation, the researcher observes the activities of a group as an outsider. This type of observation is useful in study of strikes, religious festivals or rituals, relation between students and teachers in school etc.

The role of observer has led to the emergence of these two types of observation. In fact, only participant or only non-participant observation is difficult in research and therefore a third type of observation technique, namely quasi-participant observation, has developed which is actually a combination of participant and non-participant observation techniques sans their deficiencies.

**Case study method**

Case study method is essential for qualitative analysis through which any person or institution or the whole community is studied. In sociology, this method was first used by Hebert Spencer. In social research, two types of information are collected: (1) Quantitative information, and (2) Qualitative information. Case study method is an important method for collection of qualitative information.

According to Bisenj and Bisenj, "Case study method is a form of qualitative analysis in which a person or a situation or an institution is completely and carefully studied". In sociology, this method is widely used for in-depth investigation of socially relevant events. In brief, case study method is not the study of a single person but it is a study of any person, institution or community as a social unit.

**Features of case study method :**

(1)   Social unit (from a person to a group or community) is the center of study.

(2)   An attempt is made to identify the variables affecting the social unit and causal relation between the social unit and the social atmosphere is examined.

(3)   The case study of social unit is carried out keeping aims of study in focus.

(4)   A detailed and intensive study of any social unit is carried out.

(5)   This method is also known as qualitative study.

(6)   This method involves direct use of many methods and techniques such as historical accounts, library, observation, interview, etc.

Two types of studies can be undertaken with the use of case study method: (1)Study of an individual and (2) Study of a group or community

In this method, primary information is collected through interview schedule and observation and secondary information is gathered through diaries, letters, life-histories, daily notes etc.

**Usefulness of case study method**

(1)   Study of social units can be done.

(2)   With the use of this method new hypothesis or theory can be formed.

(3)   Information obtained through this method inspires other research works.

(4)   Researcher's knowledge gets enriched.

**Limitations of case study method**

(1)   In this method, different groups cannot be compared.

(2)   Case study is more useful in limited sphere of research.

Despite having limitations, case study method is used in many new fields of research and also by many disciplines, particularly, business management, modern criminology, history and psychology.

In this chapter, we learnt about various methods and techniques of research being used in qualitative and quantitative research in sociology. Change in subject of research leads to the change in technique to be used. However, all these methods and techniques we learnt are useful in scientific investigation of social events.

**Exercises**

1. **Answer the following questions in detail :**

   (1) Discuss the steps of social research.

   (2) Explain survey method in detail.

   (3) Explain the meaning and types of questionnaire.

   (4) Explain participant and non-participant observation.

   (5) Explain case study method.

2. **Answer the following questions concisely :**

   (1) State the aims of social research.

   (2) Explain interview technique.

   (3) Describe advantages and disadvantages of questionnaire.

3. **Answer the following questions in brief :**

   (1) Give definition of social research.

   (2) What is census survey ?

   (3) Give definition of interview guide.

   (4) Give definition of questionnaire.

   (5) What is observation ?

4. **Answer the following questions in one sentence :**

   (1) What kind of science is sociology ?

   (2) What is sample ?

   (3) Who is the promulgator of participant observation ?

5. **Choose the right options from the following and write :**

   (1) Which technique is used to collect information from children and illiterate respondents ?

   | | |
   |---|---|
   | (a) Mixed questionnaire | (b) Pictorial questionnaire |
   | (c) Closed questionnaire | (d) Open questionnaire |

   (2) Who used the word participant observation first ?

   (a) Malinowski　　　(b) Pauline Young　　　(c) Goode and Hatt (d) Lindeman

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**Activity**

- Carry out a survey on any event in your locality.

- Select a research topic and construct a questionnaire accordingly.

- Get acquainted with the problems of your neighbouring area, use interview technique, collect relevant information and prepare a report.

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# 8     ENVIRONMENT AND SOCIETY

**Preface**

You all have learnt about environment in primary and middle classes. Here, we intend to view environment from societal point of view. We have learnt in earlier chapters that sociology is a social science, associated with different aspects of social life. Human societies, communities or institutions link the environment in their culture in a very unique way. For instance, you have learnt words such as *Surajdada* (sun, the grandfather), *Chandamama* (moon, the maternal uncle), *Prithvimata* (earth, the mother) and *Dariyadev* (ocean, the deity) from your childhood.

Environment is linked with human social life and order in an inseparable way. We link environmental stuffs with our vows, fasts, penance, festivals, and socio-cultural occasions in a very meaningful way.

Generally, the geographical condition surrounding us is known as environment and it includes both animate and inanimate elements. The human society, since the beginning, is intimately related with environment. Our strength and development, our institutions and traditions, our socio-cultural life, etc. are all associated with environment.

In the present chapter we will study in detail the effects of environment on human life and vice versa after understanding the meaning of environment. It is also important to obtain knowledge about how the environmental problems of pollution and global warming are affecting the social life. The aim of the present chapter is that we understand the environment from the scientific perspective and its relation with human social life. We should also learn about environment related movements as well.

It is necessary for the human society to learn about nature, trees, mountains, rivers, etc. Human society is required to take care of nature the way nature takes care of human society. This is an important issue in relation to environment. Friends, let us understand the meaning of environment.

The term environment has been derived from a French word "Environia" which denotes surround i.e. the layer surrounding the earth. This layer includes air, land, forests, mountains, water, rivers, ponds, oceans, wild and other animals, birds, humans, etc. A well composed mechanism of all these components is known as environment. We have learnt about social mechanism in earlier chapters. Similarly, all components of nature are mutually linked and therefore change in any component leads to the change in the whole structure of components. The major responsibility of maintaining all these components rests with intellectuals. The nature surrounding human beings is their environment.

Environment can be divided into two parts:

**Environment**
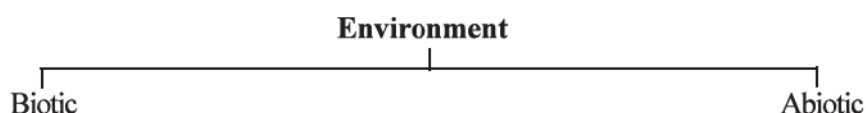
Biotic                                            Abiotic

**Biotic elements**

Biotic elements include plants and trees, living creatures (animals, birds, and human beings) and molds and insects. The interpretation of the word GOD in environmental parlance is thus : G-Generator: plants and trees which produce oxygen, leaves, grass, fruits, food grains on which living creatures sustain.O-Operator: excreta etc. of creatures on which molds and insects sustain. D-Decomposer: molds and insects which make the land fertile (in form of manure) on which plants and trees sustain.Only through this kind of interdependence natural equilibrium is maintained.

**Abiotic elements**

This includes five elements, namely, fire, water, air, land (earth) and space. Symmetry of these *panchmahabhoot* is essential for sustenance of ecosystem.

These five abiotic elements (fire, water, air, land and space) are interdependently related to biotic elements (plants and trees, living creatures and molds and insects) of environment. Any disorder in any of the above five elements will affect the ecosystem. Therefore, natural equilibrium is very important for the continuation of society. According to Hindu culture also, human body is made of *panchmahabhoot*.

After defining environment on the basis of above discussion, we can say that the geographical condition surrounding us is environment.

**According to Environment Protection Act, 1986**

Environment includes water, air and land and inter-relationship. It exists among and between water, air and land, and human beings, other living creatures, plants, micro-organisms and property.

On the basis of what environmentalists have said, environment can be defined as conditions that surround someone or something and which are linked to each other and affect the human life.

Thus, environment can be termed as a cover of natural forces.

**Components of environment**

There are mainly four components of environment and they are closely linked with each other: (1) Atmosphere, (2) Lithosphere, (3) Hydrosphere and (4) Biosphere.

**(1) Atmosphere :** Atmosphere creates a protection shield surrounding the earth which includes air and its components, sunlight, temperature and humidity. The atmosphere does not get hot equally by the sun and therefore we find changes in climate, temperature and rainfall in different parts of the earth. Atmosphere is a mechanism made of various complex and dynamic components and any damage in it affects the whole ecosystem.

**(2) Lithosphere :** Lithosphere includes hard surface of earth and shape/type of land and it is created by dissolution of rocks. Lithosphere has mainly two components, carbonic and non-carbonic. When rocks dissolve they become soil on which humans do cultivation. Cultivable lithosphere contains 5 percent carbonic and 95 percent non-carbonic matter. Minerals in the soil are used in different industries as raw materials. According to the arrangement of the lithic particles, land types are formed. The upper layer of lithosphere is known as humus. Lithosphere contains air and water according to geographical condition.

**(3) Hydrosphere :** It is the sphere of water. Hydrosphere is spread in three-fourth parts of the earth and it includes oceans, gulfs, rivers, ponds, streams and underground water. About 97 per cent of the hydrosphere is in oceans, 2 per cent is in form of ice caps and only 1 per cent is in rivers, lakes and as underground water on which ecosystem is sustained. Therefore, there have been intensive efforts to purify ocean water to sustain the ecosystem.

**(4) Biosphere :** It is a thinner layer as compared to other layers of earth and where life is possible in a natural way. It includes air, water, rocks, soil and all living organisms. From the lowest

sea level to the highest point of atmosphere this is a biotic cover of about 24 kms. It is a large and dynamic habitat that includes many other small habitats such as nations, states, districts, mountains, rivers, lakes, and all those habitats which are easily visible and identifiable. In other words, biosphere provides uniqueness to any land or water body according to its stratum.

Above mentioned four spheres of environment are closely and mutually linked in a cyclic form.

**Types of environment**

Student friends, we obtained information about environment from geographical viewpoint.

Geographical environment is natural while social environment is man-made.

From sociological viewpoint, Landis has mentioned three types of environment :
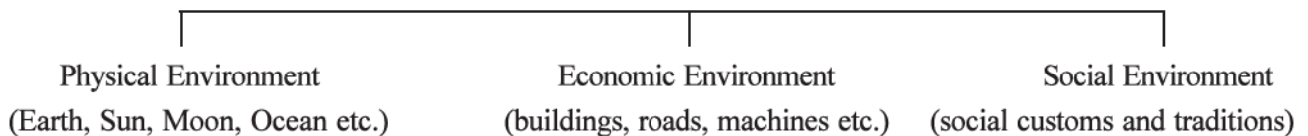
**(1) Natural environment :** It includes substances such as sun, moon, earth, water, air etc. and it remains unaffected from human strength or intellect.

**(2) Social environment :** It is created by men and they remain linked with it for their whole life.

**(3) Cultural environment :** It comprises of customs and traditions. It teaches human beings the ways of behaving during the process of socialization.

Ogburn and Nimkoff have divided environment into two parts, natural and manmade.

MacIver divides environment into three parts :

| Physical Environment | Economic Environment | Social Environment |
|---|---|---|
| (Earth, Sun, Moon, Ocean etc.) | (buildings, roads, machines etc.) | (social customs and traditions) |

From the societal point of view, environment has its social and cultural value which is linked with its actions and reactions. For instance, soil or rainfall is not as useful for an industrialist as it is useful for a farmer. Similarly, rural and urban environment affect human life in a different manner.

Different elements of environment, being mutually linked, affect each other and besides, they differently and also collectively affect the human life. Collective effects of the elements of environment and the result of their interactions are visible on social, economic and cultural life of humans. Student friends, here we will try to understand the effects of environment on human life and vice versa.

Let us first see the impacts of environment on human life.

**Impact of environment on human life**

Human life and elements of environment are intensively linked with each other.

**(1) Location linked relation :** This plays an important role in social, economic, political and cultural development of any society and mainly involves location of situation, size and shape.

Development of any nation or society depends on its location and the environmental conditions that prevail in that part of the earth. For example, longitude (which determines time) and latitude (which determines climate, natural assets, animal life, human life, culture, etc. of a given nation or society).

**Environment and society**

**(2) Land and human life :** Nature of land of any region affects the life of people who live there. In high hilly areas big industries or towns do not develop and therefore people living there can remain free from the problems of congestion and pollution. Natural environment of any region affects the daily diet of its people. In India, for example, the appearance, diet and life style of the people of North and South show their relation with the land.

**(3) Water and human life:** Water is life. Apart from purified water required for drinking, water is also needed for routine work, cultivation, industries, animal husbandry etc. Water leads to prosperity in the region where seas, streams, rivers, ponds, wells exist and farmers have access to irrigation. Different cultures develop surrounding oceans. Fishing industry, navigation and foreign trade have become possible only because of water. Thus, water linked with human life in an inseparable way affects social life and economy.

**(4) Soil, minerals and human life :** Soil and minerals also have many effects on human life and activities. Cropping pattern of any region depends on its type of soil. For example, in black and loamy lands crops suitable to them are cultivated. Fertile land is very useful for cultivation. In India, industries such as jute, coconut, cotton etc. are linked with the type of soil. Stone age, Copper age, Iron age, etc. have been linked with mineral elements. They have also been useful in the present day industrial development, such as limestone, bauxite, manganese, etc.  Precious minerals such as gold, silver, diamond, platinum, on the other hand, play an important role in the development of the region where they are found. Thus, soil and minerals are linked with human life.

Besides, natural plants and trees affect the respiratory system of humans. Natural assets are being affected by the geographical conditions (cold, hot, temperate) of the region. Similarly, since the origin of the human life, influence of animals is visible. Animals are used in many ways, such as in transportation of goods, riding, in diet, in leather and dairy industries, in defense etc.

**Impact of human life on environment**

Natural elements have contributed significantly to the development of human culture. Similarly human beings hold an important place in the biosphere of environment.  Environment plays a crucial role in important occasions of human life such as birth, death, health, etc. Human beings have influenced the environment through their wisdom and technology in a significant manner, leading to notable changes in the environment globally, which in turn have their social impact.

Both natural and human induced processes have been responsible for environmental changes. Processes, such as earthquake, volcano and land slide etc. are natural. However, in the present time, environmental changes seem to be more associated with human activities. For example, rapid development of technology, industries, transportation, construction, increase in population, urbanization, recreation, etc. have far reaching impacts on environment.  This is frequently discussed by environmentalists. Such human activities have led to scarcity of natural resources. For example, pollution and disruption in ozone layer have their immediate and long-term impacts.

Man has been able to lift up his social status after being prosperous through environmental elements. Through the invention and use of fan, TV, washing machine, AC, etc. he has been able to obtain control over nature to some extent. However, on the other hand, this has led to emergence of many problems. We will now try to understand this issue on the basis of what is described below:

**(1) Impact on land :** Human activities have been resulting in increased pressure on land. Following increase in population, humans cut mountains and built roads. They destroyed natural elements and made residences according to their needs. As a result, pressure on land has reduced the quality of land.

**(2) Impact on habitat :** When man destroys bio resources, migration of other resources at that place does not occur easily. Waste dumped in sea, polluted water, sub-marine and other vehicles which operate in sea lead to the destruction of microbes and thus restrict their growth.

**(3) Impact on seasons :** The processes of industrialization and urbanization, encouraged by industrial revolution, have impacted the atmosphere of the earth. A variety of economic activities has caused the problem of pollution. Increase in carbon dioxide, carbon monoxide, and other gases in the air have affected plants and trees and fruits and flowers. All these have led to changes in the laws of nature. With changes in the cycle of seasons, rainfall occurs in summer season and hotness is felt in midwinter.

**(4) Impact on atmosphere :** There have been various impacts of human activities on atmosphere, such as air pollution, hole in the ozone layer, greenhouse effect, etc. Glaciers have started melting at global level. Innumerable islands have drowned in the water. In industrial field, black clouds have been lethal. Sometimes, acid rain occurs which is harmful for human life.

**(5) Impact on water bodies :** Modern man has changed the natural flow of water bodies by using them in different ways and has created artificial water bodies to satisfy his needs. The changed flow of water bodies caused their erosion and resulted in water logging in many coastal villages (for example, villages of Tithal taluka of Valsad district). This has led to the serious problem of rehabilitation of these villages and their economy. Over time, in such villages, poverty and unemployment increase and villagers are compelled to migrate. Economic disparity leads to many crimes.

**(6) Impact on health :** The concept of health is mainly linked with bio-physical issues. It is differently viewed in relation to environment. On the one hand, man has achieved a lot in the field of medicine through scientific investigations but on the other hand, by causing harm to the environment, he has caused harm to his health. Today, many people suffer from the problem of respiratory system, skin diseases and ill-health. People living in urban areas suffer from physical and mental diseases due to pollution and environmental imbalance. This results in weakening of their competence and concentration.

**(7) Impact on social relations :** Environmental changes cause natural calamities, such as tsunami, cyclone, excessive rainfall, drought, earthquake etc. Besides loss of lives, these calamities have far reaching impacts on different aspects of human life. Changes occur in man's behaviour and relations. Crimes increase in urban areas.



**Effects on health**

**(8) Impact on plants and trees :** Man has been destroying plants and trees to meet his requirements. These activities have lethal effect on plants and trees, fruits and flowers and animals and birds. Destruction of trees to meet the requirements of growing population, urbanization, etc. has raised many environmental issues.
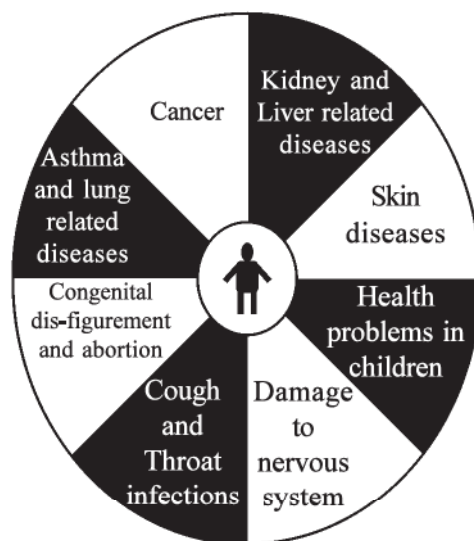
**(9) Impact on animal life :** Humans and animals are closely related from earliest time. Earlier, we learnt about the utility of animals. As humans are causing harm to the environment, certain species of animals and birds are vanishing.

Moreover, environmental imbalances have come up with some unexpected results which are important from qualitative and numerical point of view. For example, a new Kachchh was constructed in Gujarat after the earthquake of 2001, the cyclone in Kandla led to increase in national and international contacts. Many inventions took place to get protection from sudden natural disasters and more awareness was created through print and electronic media. Thus, it can be said that human life and environment are two sides of a coin.

In social science, there was no sociology of environment before 1972. First 'earth summit' was held at Belgium in 1972 at the end of which a commission was appointed. The commission's report, namely, Our Common Future, was published in 1988. The second Earth Summit was held in Rio de Janeiro, Brazil in 1992 which was named as 'Environment and Development Conference'. In this summit, issues like balance in environment and human well-being were more emphasized. With gradual increase in awareness about environmental issues many movements aimed at protecting environment occurred which are known as environmental movements.

## Environmental movements in India

**(1) Chipko movement :** This movement belongs to a north-east area of India. The word 'chipko' means embracing or hugging. It is a word used in hilly areas. This movement was against the government's policies which were inimical for tribal people living there. The government was not allowing the local people to cut trees for their livelihood and suddenly a company was given the contract for cutting of trees. The local people got themselves organized and decided not to allow the company to cut trees. Each of them decided to hug a tree to protect it from being cut. The message was, 'If you want to cut the tree you have to cut us first'. Other people also joined and protested and the movement took a form of 'Satyagraha'. With the help of Sarvodaya workers, women agitators formed 'gram swaraj', and a cooperative and unanimously decided to take the management of forest produce in their hands. Thus, they stopped destruction of forest property. Women's leadership increased with the commitment of protesting against forest officials and contractors. The movement witnessed the effec-



**Chipko movement**

tive leadership of Gauri Devi. As a result of this movement, the government decided not to cut a single tree in 1050 square kms of area for ten years.

**(2) Narmada Bachao Andolan :** Narmada Bachao Andolan was initiated against the Narmada Dam, which is known as 'Narmada Bachao Andolan'.

## Sound of Nature

This movement was initiated in 1978 in Kerala when Morarji Desai was the prime minister.

Environmentalists had protested against a hydroelectric project and the movement was known as 'save silent valley'.

Other known movements are Bishnoi Movement in Rajasthan, Appiko movement in Kannada, the movement initiated by farmers of Mahuva in relation to cement industry in Gujarat.

**Meaning of pollution and its social impacts**

**Meaning of pollution :** Impurity is pollution. In other words, one that destroys purity is pollution. It has become a serious concern in the present time. Along with humans, though to a limited extent, the nature also contributes to pollution through volcanic eruptions, wild fire, excessive rainfall, drought, humid air, mercury etc. Pollution becomes a matter of concern when environment is not suitable for the existence and spread of ecosystem.

Human activities such as development of big cities, factories, lethal weapons, investigation of other planets lead to the imbalance in environmental elements such as air, water, land etc., and as a result existence of ecosystem is put at risk.

Pollution can also be defined as an action of polluting the elements necessary for the survival of organisms, resulting from anti-environmental activities of nature or humans.

In other words, entrance of any unwanted material in natural or man-made environment or any perverse effect on environment can be termed as pollution. Various reasons of environmental pollution can be divided into two parts: (1) Natural factors, and (2) Man-made factors.

**Social impacts of pollution**

Pollution affects the society. Let us understand social impacts of air, water, land and noise pollution.

**(1) Air pollution :** Equilibrium in elements of air is essential for the survival of social life. Destruction of trees has increased the proportion of carbon dioxide leading to increase in the temperature. Unbearable heat is harmful to humans and the ecosystem, resulting sometimes in death. Emissions from vehicles, industries, air-planes, etc. and other poisonous materials which merge with air make breathing difficult and cause harm to health.

Prolonged habit of smoking and long-term contact with air pollutants put pressure on natural system of resistance. Children, pregnant women and old not only suffer from respiratory problem but also asthma and heart related diseases. Smokers and those living with them have problem of increased proportion of carbon monoxide and hemoglobin in their blood which makes flow of oxygen difficult. As a result, they suffer from acute respiratory and other diseases. This affects their personal and familial life.



**Air pollution**

Air pollution also causes damage to historical buildings and the basic form of natural beauty.

Damage to ozone layer of the earth has led to problems of burning of skin, cataract, skin-cancer

etc. With weakening of immunity, body becomes victim to many diseases. Motes with increased amount of pollutants such as sulphur dioxide, carbon monoxide and nitrogen oxide in the air have caused increased amount of acid in rainwater. This acid rain has a detrimental effect on the whole ecosystem.

**(2) Water Pollution :** Clean water is indispensible for survival of ecosystem. Disposal of chemical-laden poisonous water by industries into rivers, ponds, wells and oceans pollute the clean water and make it unsuitable even for daily use, let alone for drinking. Besides,it also destroys aquatic creatures. Consumption of food grains and vegetables grown in polluted water causes diseases. Moreover, ships, steamers, bridges and dams also cause damage to aquatic creatures.

**(3) Soil pollution :** Any change in the formation of layer on the surface of earth or in its nutrient elements is known as soil pollution.

Natural disasters such as excessive rainfall, drought, flood, and earthquake are responsible for soil pollution. Such events are catastrophic for the life of the whole ecosystem connected with land. Soil erosion declines its fertility. Reduction in cultivable land or pasture leads to the scarcity of food. Besides, in absence of land-based livelihoods, human life gets tensed with deterioration in health.

Destruction of trees causes severe damage to fertility of land which was protected by the roots of trees. Poisonous waste and polluted water disposed by industries lead to decline in fertile land.

Unnecessary use of chemical fertilizers and insecticides, by increasing barren land, obstructs the journey of development of human society.

**(4) Noise pollution :** The unit, by which sound is measured, is known as decibel. According to environmental research, the accepted level of sound is 125 decibels. All sounds are not noise. Noise is an undesirable sound. Noise is not a substance of environment but is a problem of pollution which harms the health of the ecosystem. Noise pollution produced by factory machines, vehicles, loudspeakers played at the time of festivals etc., electronic items played with larger sound such as radio, TV, weakens hearing power, damages ear drums and may lead to the state of deafness. Moreover, unbearable sound or noise can increase blood pressure and by changing the pace of the pulse, restricts blood circulation, eventually leading to ill health. Noisy environment causes increase in mental stress and thus increase in number of psychopaths. The end result is decline in the qualitative aspect of population.

**(5) Radioactive pollution :** In the current time, various uses of nuclear power have increased man-made radiation in the environment, side effects of which are visible in social life.

The ozone layer in the space protects the earth from ultraviolet rays and allows only required rays to fall so that the ecosystem can sustain. However, human activities have depleted the ozone layer and as a result global temperature is increasing day by day, making the sustenance of ecosystem difficult. More radiation can be harmful for the nervous system as well as ecosystem; man feels shivering and becomes unconscious in half an hour. Harm to respiratory and nervous system can result in to death. High degree of radiation and defects in chromosome being harmful to health, have far reaching impacts extending to the next generations. Continuity of the society with quality is obstructed.

Thus, air, water, land, noise pollution and the unhealthy conditions created by radioactive pollution have deadly impacts on the ecosystem. Man loses the capacity to work which leads to decline in productivity. Important endeavors of the society are not accomplished. Declined status of individual and public health obstructs the development of individual, family and the nation. Therefore, it is essential to take steps towards removal of side effects of pollution.

**(6) Other impact :** With the spread of industrialization, urbanization and materialistic view, effects of pollution have been increasing. Environmental imbalance and increased pollution have raised many social problems. Increased marine pollution is destroying the marine life. It has also adversely affected the availability of herbs. Destruction of sea food has badly affected fishermen who now need to go to distant places for fishing. Insufficient fish catch has made them victim of hidden unempolyment. Over time, this leads to poverty and unemployment.

There have been severe impacts on different facets of social life caused by natural calamities and global warming. Regional migration resulted in increase in number of big towns. Increased pollution led to economic inequality and the latter led to increase in thefts and crimes which can be termed responsible for social disorganization. Besides, increase in air pollution and noise pollution in cities has caused harm to public health. Increased medical expenses have badly affected the economy of people.

The noise pollution created by various devices owned by humans for their physical comfort and for rapid production is harming mental and physical health. Man feels depressed due to increased blood pressure, headache and mental stress which affect his individual, married and family life. This is also reflecting in increased incidences of suicides and divorces, particularly in urban areas.

Corruption occurs through escapes of pollution related acts. Incidences of acquisition of land for industry through illegal means, tax evasion, adulteration in food items, etc. are increasing.

## Meaning of global warming and its effects

**Meaning of global warming :** All countries of the world feel concerned about global warming. Constant increase in the temperature of earth is known as global warming. Air pollution has increased due to big industries and increased use of petrol and diesel-powered vehicles. Ozone layer, as mentioned above, protects the earth from UV rays. However, depletion in ozone layer has caused direct fall of sunrays on earth and because of which global temperature is constantly increasing. Due to this global warming there have been drastic changes in climate and temperature.

**Effects of Global Warming :** Let's examine the side effects of the Global warming.

**Environment and society**
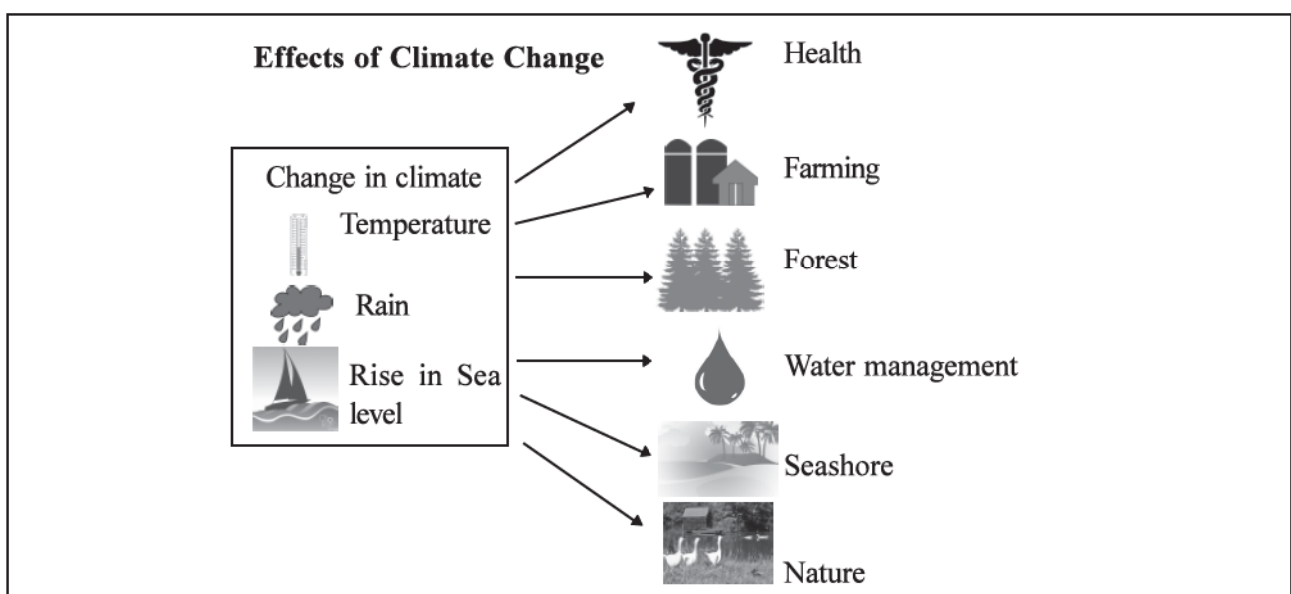
**(1) Melting of ice caps and increase in sea level :** Rapid increase in air pollution has led to increase in green house airs lying in the lower level of atmosphere and because of this the atmosphere of the earth is obtaining the form of greenhouse. This is leading to increase in atmospheric temperature. Global warming is causing ice fall and if its pace increases, coastal lands and numerous islands will be submerged. According to a scientific estimation, by the end of the 21st century global temperature could increase by 1 to 3 degree Celsius. This increased temperature, by melting ice of



Some rays are reflected by the surface of the earth and environment

Some ultra viloet rays go out of atmosphere while some are absorbed in the atmosphere and spread out in all four directions. Because of this the surface of the earth and the lower atmospere becomes hot.

Sun rays fall on the surface of the earth

The particles of Green house get abosrbed in atmosphere
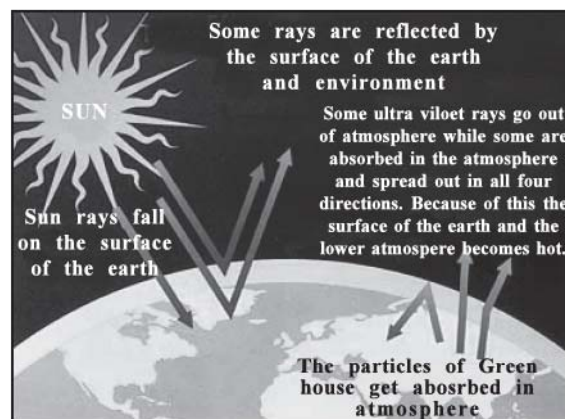
**Green house Effect**

Polar Regions, may create upheaval in the sea level to the extent of one meter. According to a report of an international institute, namely, World Wide Fund, ice sheets are melting at the rate of 9.6% every 10 years and if this pace continues, entire ice of the Polar Regions will melt by the end of this century and as a result, coastal areas will be submerged.

**(2) Climate change :** At global level, there is a likelihood of change in seasons and climate due to global warming. Global warming may result in hot waves in some region or cyclones at some other place. Somewhere it may create the situation of drought/famine and somewhere it can lead to floods caused by excessive rains. Climate change can turn green land into desert or through rainfall it can turn deserts into lush ones. This can lead to a great upheaval in the distribution of biological life.

**(3) Decline in farm-production :** Crop production will be negatively affected by climate change. Increase in temperature will increase the rate of evaporation from the soil which will lead to decline in groundwater level and fertility of land and scarcity of groundwater for irrigation. All these will affect crop production. Then, dry cultivation will be more effective. There may be considerable decline in the production of oilseeds and pulses.

**(4) Crisis in biological life :** According to Mark New, scientist at Oxford University who prepared the report of WWF, if the temperature increases at the current rate, during 2026 to 2060, global temperature will increase by 2 degree Celsius. The ice in Polar Regions will melt speedily. It has come to the knowledge that ice and ice caps reflect solar radiation back to the space abundantly. If the temperature of Polar Regions increases by three times compared to other regions, climate and vegetation in their Tundra regions will be affected and alongwith bears of these regions other creatures will be under threat. It is possible that they will become non-existent and the coming generation will be able to know about them only through the books of history.

Thus, global warming my cause severe harm to the ecosystem.

Student friends, from this chapter you must have learnt that environment and society are closely related. Environmental changes lead to changes in social life. For the continuity of society we all need to take care of our environment. Therefore, we and the whole world celebrate 5th June as World Environment Day, 21st March as World Forest Day, 22nd March as World Water Day, 23rd March as World Climate Day and 22nd April as World Earth Day. Maintenance of clean environment is our duty and we should not forget this. Right ?

Student friends, in coming academic years you will learn about different aspects of society through study of different branches of sociology.

## Exercises

**1. Answer the following questions in detail :**

(1) Explain the meaning of environment and describe its elements.

(2) Describe the components of environment.

(3) Describe the impacts of environment on human life.

(4) Describe the impacts of human life on environment.

**2. Answer the following questions concisely :**

(1) Give details about inanimate elements.

(2) Explain the types of environment.

(3) Explain any two types of pollution.

(4) Discuss the impacts of global warming.

**3. Answer the following questions in brief :**

(1) What is environment ?

(2) What is animate element ?

(3) In how many sections has MacIver divided the environment ? which are they ?

(4) Which three things are mainly included in location linked relation ?

(5) Write about types of pollution.

(6) What is global warming ?

(7) What is Greenhouse effect ?

**4. Answer the following questions in one sentence :**

(1) What is social environment?

(2) What is known as cultural environment?

(3) What is known as natural environment?

(4) What is determined by longitude?

(5) Which two processes are responsible for environmental changes ?

(6) Which layer of the air exists in the sky ?

(7) Give full form of W.W.F.

**Environment and society**

5. **Choose the right option from the following :**

(1) Which of the following is not an inanimate element of environment ?

    (a) Fire            (b) Satellite          (c) Air           (d) Earth

(2) In which type of environment are social customs included ?

    (a) Natural environment                 (b) Geographical environment

    (c) Economic environment                (d) Cultural environment

(3) Which of the following industry is not associated with clay ?

    (a) Jute            (b) Coconut          (c) Cotton         (d) Dairy

(4) When is World Environment Day celebrated ?

    (a) 22nd April        (b) 21st March        (c) 22nd March       (d) 5th June

(5) When is World Forest Day celebrated ?

    (a) 23rd March       (b) 22nd March       (c) 21st March       (d) 22nd April

(6) What day is celebrated on 22nd April ?

    (a) World Climate day                   (b) World Water Day

    (c) World Forest Day                    (d) World Earth Day

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**Activity**

● Prepare a chart of environmental elements prevailing surrounding human beings.

● Organize an essay competition on relation of environment with social life.

● Write a note on celebration of world environment day.

● Plant trees and preserve them.

● Carry out public awareness programmes to restrict pollution.

● Visit   a place of environmental importance.

● Carry out group discussion on global warming.

● Form an Eco club in your school for the preservation of environment.

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## Family Tree
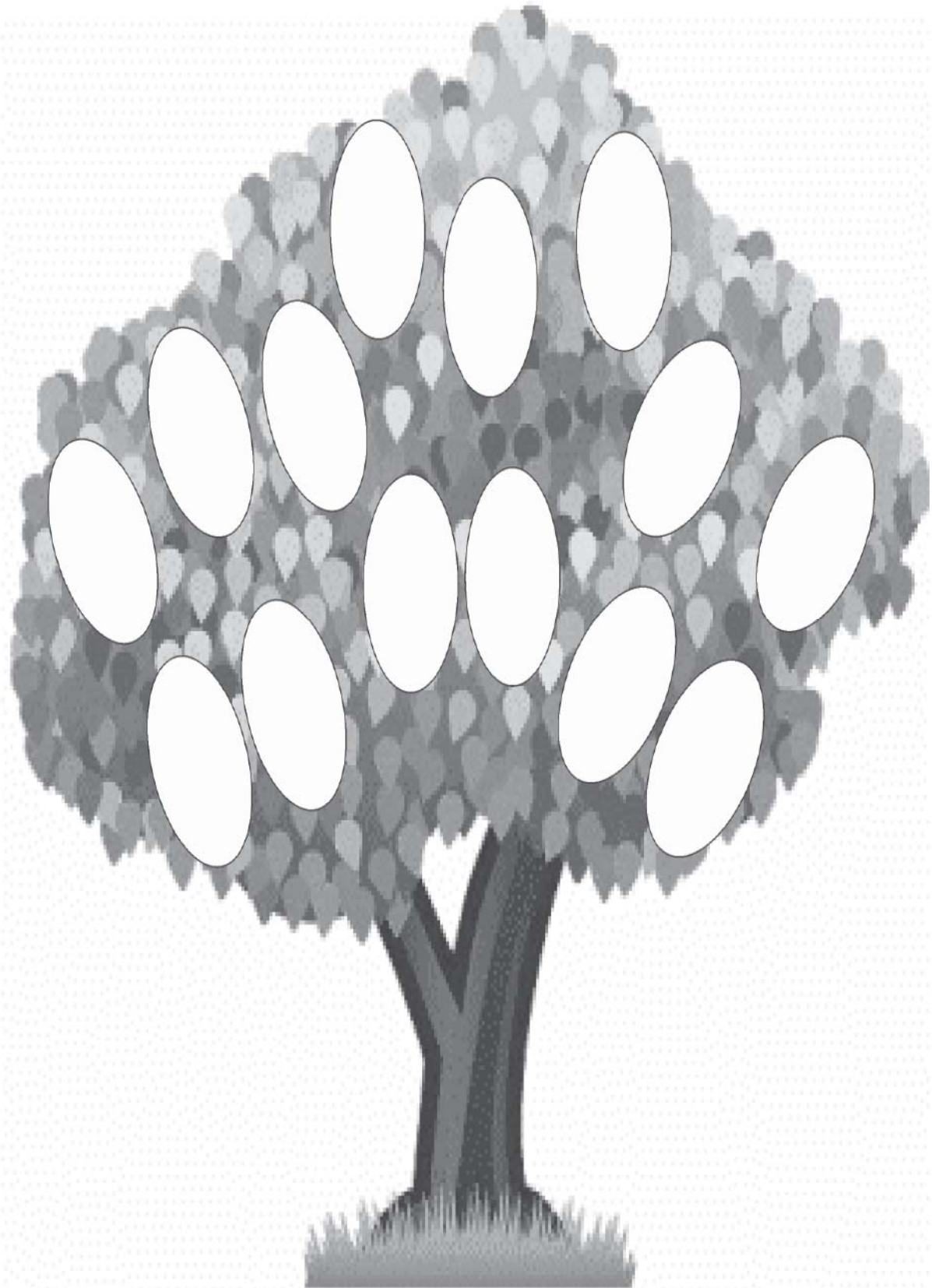
# A Sociological study of the educational aspirations of the students of higher secondary school

## (Questionnaire)

1. Name : ............................................................................................................................

2. Standard : (1) Std 11 ☐ (2) Std 12 ☐

3. Stream of study : (1) General stream : Arts ☐, Commerce ☐

             (2) Science stream ☐

             (3) Vocational stream ☐

4. Religion (1) Hindu ☐

          (2) Islam ☐

          (3) Other ..........................

5. Caste : (1) General category ☐

       (2) Scheduled caste ☐

       (3) Scheduled tribe ☐

       (4) Socially and economically backward class ☐

       (5) Other ..................................

6. What do you want to do after completing your higher secondary education? (in order of priority)

    (1) Further study ☐       (2) Service ☐

    (3) Independent occupation ☐      (4) Other ..............................

7. What do you want to be after completing your higher study ?

    (1) Doctor ☐       (2) Engineer ☐

    (3) Chartered accountant ☐      (4) Teacher ☐

    (5) Lawyer ☐       (6) Not decided ☐

8. What are your educational aspirations ?

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9. Will you take any help to fulfil your educational aspirations? (1) Yes ☐ (2) N0 ☐

If yes, from whom ?

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10. Give your special suggestions

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