redistribution of resources to eliminate existing social inequality. On the other hand, the functionalist perspective, because of its focus on stability, is generally seen as more “conservation” (Dahrendorf, 1958)

Currently, conflict theory is accepted within the discipline of sociology as one valid way to gain insight into a society.

One important contribution of conflict theory is that it has encouraged sociologists to view society through the eyes of those segments of the population that rarely influence decision making.

Feminist theory builds in important way on the conflict perspective. Like other conflict theorists, feminist scholars see gender differences as a reflection of the subjugation of one group (women) by another group (men). Drawing on the work of Marx & Engels, contemporary feminist theorists often view women’s subordination as inherent in capitalist societies. Some radical feminist theorists, however, view the oppression of women as inevitable in all male-dominated societies, including those labeled as capitalist, socialist and communist (Tuchman, 1992).

1.8.3. Interactionist or Interpretive:

The functionalist and conflict perspectives both analyze behavior in terms of society wide patterns. However, many contemporary sociologists are more interested in understanding society as a whole through an examination of social interactions such as small groups conducting meetings, two friends talking casually with each other, a family celebrating a birthday and so forth. The interactionist perspective generalizes about fundamental or everyday forms of social interaction. Interactionism is a sociological framework for viewing human beings as living in a world of meaningful objects. These “objects” may include material things, actions, other people, relationships and even symbols. Focusing on everyday behavior permits interactions to better understand the larger society.

George Herbert Mead (1863-1931) is widely regarded as the founder of the interactionist perspective. Mead was interested in observing the minutest forms of communication—smiles, frowns, nods of the head—and in understanding how such individual behavior was influenced by the larger context of a group or society.

Interactionists see symbols as an especially important part of human communication. In fact, the interactionist perspective is sometime referred to as the symbolic interactionist perspective. Such researchers note that both a clenched fist and a salute have social meaning which are shared and understood by the members
3. Self Enlightenment:

Sociology provides knowledge to understand self. Sociology helps us to know why we behave in a particular manner. Many self help groups - Alcoholics, dog lovers, Anonymous, environmentalist, Senior citizen group have learned to help themselves without being dependent on government.

Check Your Progress

1. Elaborate on the significance, importance and practical utility of sociology in everyday life.


2.3.3 Careers & Specialization in Sociology

Sociology is not just an intellectual discipline, it is also a profession. When we speak of a profession, we refer mainly to such themes as the uses or applications of a body of knowledge. Sociologist plays a rich and varied role in today's society. They serve in a variety of capacities such, as consultant, teacher, policy maker, researcher, administrator, clinical counselor, social critic, interviewer, journalist, probation and parole worker, career counselor, social worker, recreation worker, programme evaluator, urban planner, marketing administration co-coordinator and personal manager etc. They work in areas as broad and diverse as the discipline they have chosen.

Knowledge of sociology can be used in the following areas of social life:

1. Teaching
2. Social research
3. Social work
4. Professions - medicine, law, engineering, business etc.
5. Industry
6. Rural and Urban planning
• International Development/ Third World
• Law and Society
• Leisure/ Sports/ Recreation
• Marriage and the Family
• Mass Communication/ Public Opinion
• Mathematical Sociology
• Medical Sociology
• Methodology: Qualitative and Quantitative Approaches
• Micro computing/ Computer applications
• Military Sociology
• Occupations/ Professions
• Political Sociology
• Race/ Ethnic/ Minority Relations
• Religion
• Sex and Gender
• Small Groups
• Social Control
• Social Networks
• Social Organization/ Formal Complex
• Socialization
• Sociological Practice/ Social Policy
• Sociology of Art/ Literature
• Sociology if Knowledge/ Science
• Sociology of Language/ social Linguistics
• Sociology of Markets
• Sociology of Mental Health
• Sociology of Work
• Stratification/ Mobility
• Urban Sociology
• Visual Sociology
his convenience. Culture has made such an adaptation and modification possible and easier by providing man the necessary skills and knowledge. Culture preserves knowledge and helps its transmission from generation to generation through its element that is language. Language helps not only the transmission of knowledge but also its preservation, accumulation and diffusion. On the contrary, animals do not have this advantage, because, culture does not exist at sub-human level.

3. Culture provides behavior patterns
Culture directs and confines the behavior of an individual. Culture assigns goals and provides means for achieving them. It rewards his noble walk and punishes the immoral ones. It assigns him status and roles. We see, dream, aspire, work, strive, enjoy, according to the cultural expectation. Culture not only controls but also liberates human, energy and activities. Man, indeed, follows his culture in every path of his life.

4. Culture defines attitudes, values and goals
Attitudes refer to the tendency to feel and act in certain ways, values are the measure of goodness or desirability. Goals refer to the attainment which our values define as worthy. It is culture which conditions our attitudes towards various issues such as religion, morality, science, family planning, prostitution, and so on. Our values concerning private property, fundamental rights, representative governments etc. are influenced by our culture. Our goals of winning the target, understanding others, attaining salvation, being respectful and obedient to elders and teachers being patriotic, loyal etc. are set forth by our culture. We are being socialized on these models.

5. Culture models personality
Culture exercises a great influence on the development of personality. No child can develop human qualities in the absence of a cultural environment. Culture prepares man for group life and provides him the design of living. It is culture that provides opportunities for the development of personality and sets limits on its growth. As Ruth Benedict has pointed out, every culture will produce its, special type or types of personality. This fact has been stressed by her in her “Patterns of Culture” an analysis of the culture of three primitive societies. Yet another anthropologist by name Margaret Mead has stated that a culture shapes the character and behaviors of individual living in it.... This fact she has established in her “Sex and Temperament in Three Primitive Societies- A study of New Guinea tribal life.

6. Culture decides our career
What career, we are likely to pursue is largely decided by our culture. Whether we should become a politician, a social worker
a doctor, an engineer, a soldier, a farmer, a professor, an industrialist, a religious leader and so on is decided by our culture. Culture sets limitations on our choice to select different careers. Individuals may develop, modify or oppose the trends of their culture but they always live within its framework. Only a few can find outlet in the culture.

We can conclude that the individual is exposed to and molded by the culture of the group into which he is born. But the culture provides not only for “universals” but also for “alternatives”. There is not only conformity in cultural learning but also variations. Every individual is unique in any culture. The uniqueness may be based on individual differences in ability, aptitude and learning. The impact of culture on the individual is not always identical in every case. Every individual is soon on later exposed to influences which are not completely determined by culture. Traveling, books, radio, cinema, television, newspaper, exposes an individual to many influences outside the culture. Various biological and social factors bring about uniqueness of the individuals in any culture.

Check Your Progress

1. State the importance of culture in moulding personality of an individual
2. What are the various functions of culture?

3.5 CHARACTERISTICS OF CULTURE

Most definitions of culture emphasizes certain features. Namely, culture is shared, it is acquired not in born, the elements make up a complex whole, and it is transmitted from one generation to the next. Culture, can be said to be concept as all that human beings learn to do, to use, to produce, to know and to they grow to maturity and live out their lives in the social groups to where they belong. Culture is basically a blueprint for living in a particular society.
5. Culture is continuous and cumulative

Culture exists as a continuous process. In its historical, growth it tends to become cumulative. Culture is a “growing whole” which includes in itself, the achievements of the past and the present and makes provision for the future achievements of mankind “culture may thus be conceived of as a kind a stream flowing down through the centuries from one generation to another”. Hence some sociologists like Linton called culture “the social heritage” of man. As Robert Bierstedt writes, culture is the memory of the man race”. It becomes difficult for us to imagine what society would be like without this accumulation of culture, what our lives would be without it.

6. Culture is consistent and integrated

Culture in its development has revealed a tendency to be consistent. At the same time different parts of culture are interconnected. For example, the value system of society is closely connected with its other aspects such as morality, religion, customs, traditions, beliefs, and so on.

7. Culture is dynamic and adaptive

Though culture is relatively stable it is not altogether static. It is subjected to slow but constant change. Change and growth are latent in culture. There have been many changes and growth from the vedic times to the present times. Culture is therefore dynamic. Culture is responsive to the changing conditions of the physical world. It is adaptive. It also intervenes in the natural environment and helps man in his process of adjustment. Culture assists us to survive and adapt to the changes.

8. Culture is gratifying

Culture provides proper opportunities and prescribes means for the satisfaction of our needs and desires. These needs may be biological or social in nature. Our need for food, shelter, and clothing on the one hand and our desire for status, name, fame, money etc. are all for example, fulfilled according to the cultural ways. Culture determines and guides the varied activities of man. In fact, culture is defined as the process through which human beings satisfy their wants.

9. Culture varies from society to society

Every society has a culture of its own. It differs from society to society. Culture of every society is unique to itself. Cultures are not uniform. Culture elements such as customs, traditions, morals,
discrete population segments within a society. The term is primarily
applied to the culture of ethnic groups as well as to social classes.

Several groups have been studied at one time or another by
sociologists as examples of sub cultures. These can be classified
roughly as follows

1. **Ethnic sub cultures**

   Many immigrant groups have maintained their group
identities and sustained their traditions while at the same time
adjusting to the demands of the wider society. Example America’s
newest immigrants, Korea, India, Japan, Taiwan, have maintained
their values by living together in tight knit communities in New York,
Los Angeles and other large cities while at the same time
encouraging their children to achieve success by American terms.

2. **Occupational sub culture**

   Certain occupation seems to involve people in a distinctive.
lifestyle even beyond their work. Construction workers, police,
entertainers, and many other occupational groups involve people in
distinctive sub cultures. New York’s Wall Street is not only the
financial capital of the world; it is identified with certain values such
as materialism or power.

3. **Religious sub culture**

   Certain religious groups though continuing to participate in the
wider society nevertheless practice lifestyle that set them apart.
These include Christian groups, Muslim, Jews and many religious
groups. Sometimes the lifestyle may separate the group from the
culture as the whole as well as the sub culture of its immediate
community.

4. **Political sub culture**

   Small marginal political groups may so involve their
members in such a way that their entire way of life is an expression
of their political conviction. Often these are so called left-wing and
right-wing groups that reject much of what they see in American
society, but remain engaged in society through their constant
efforts to change it to their liking.

5. **Geographical sub culture**

   Large societies often show regional variation in culture. The
United States has several geographical areas known for their
distinctive sub culture. For eg, the south is known for its leisurely
3.11 QUESTIONS

1. Define culture, write the function of culture?

2. Write a detailed note on the characteristic of culture?

3. Define Sub culture and highlight the different types of sub culture.

4. Distinguish between subculture and counter culture.
CULTURE EDHNOCENTRISM, CULTURAL RELATIVISM, XENOCENTRISM, COMPONENTS OF CULTURE.

Unit Structure
4.0 Objectives.
4.1 Cultural Universals and Cultural Variability
4.2 Ethnocentrism
4.3 Cultural Relativism.
4.4 Xenocentrism.
4.5 Cultural Change.
4.6 Components of Culture.
4.7 Knowledge.
4.8 Normative.
4.9 Material Culture and Non-Material Culture
4.10 Towards a Global Culture.
4.11 Summary.
4.12 Suggested reading.
4.13 Questions.

4.0 OBJECTIVES

- To make students acquaint with various aspects of culture.
- To highlight the components of culture.

4.1 CULTURAL UNIVERSALS AND CULTURAL VARIABILITY

Culture is an abstraction, most of its elements cannot be seen or touched, we can only describe what people do and the explanations they give for their conduct. This chapter is entitled “The Cultural Context” to convey the idea that culture provides a blueprint or framework for social arrangements that regulate daily life and that meet personal and collective needs.
Every social group has its own specific culture, its own way of seeing, doing, and making things, its own tradition. Some cultures are quite similar to one another, others are very different. When individuals travel abroad to countries with cultures that are very different from their own, the experience can be quite upsetting. Meals are scheduled at different time of day, “Strange” or even “repulsive” foods are eaten, and the traveler never quite knows what to expect from others or what others in turn may expect. Local custom may seem charming or brutal. Sometimes travelers are unable to adjust easily to a foreign culture, they may become anxious, lose their appetites, or even feel sick. Sociologists use the term Culture Shock to describe the difficulty people have adjusting to a new culture that differs markedly from their own.

Culture shock can also be experienced, within a person’s own society. Example the army recruits having to adapt to a whole new set of behaviors, rules and expectations in basic training a new cultural setting.

Among many anthropologists who use term culture to refer not only to values and ideas but also to social structure. The simplest unit or element of culture is called a culture trait. American culture traits includes the practices of attending church, using a fork, wearing a jacket and tie, and shaking hands, together with the belief in efficiency, the two-party political system, and individualism. A countless number of such culture traits exist in every culture but most are contained within a small number of culture complexes clusters of interrelated culture traits that function as distinct and separable units in a society. Some examples of culture complexes in the United States are the automobile complex, Christmas, football, Southern Baptists and the national political conventions. Cultural units can have both functional and day functional characteristics.

Functionalism points up the fact that a culture is not simply a random collection of traits but an intricate system in which the different parts must fit together for proper functioning. Family life, economic procedures, laws, defense measures, and the various other social activities or culture complexes are closely intermeshed with one another, a change in one of these activities of complexes may effect changes in each of the others. This fitting together of cultural units into a cohesive whole is known as Cultural Integration.

Ignorance about the cultural integration of societies has created many problems in dealing with Third World Nations. For example, in nation where people raise large herds of unhealthy cattle, programs introducing selective breeding to upgrade the quality of livestock have sometimes field to consider that an individual’s status may be determined by the size of his herd, not its
adoption. In some parts of India people still refuse vaccinations against polio and measles. In many cities people who use to pull manual rickshaws have changed over to auto rickshaws. Changes in technology bring about changes in occupation and lifestyles.

Check Your Progress

1. Define ethnocentrism
2. Differentiate between cultural relativism and ethnocentrism
3. Cultural universal is a important prerequisite elaborate on this
4. What is xenocentrism

4.6 COMPONENTS OF CULTURE

Culture is often described as the blueprint for living of a group (or society) whose members share a given language and territory, and who recognize their shared identity. Culture consists of:

1. solution to the problem of survival
2. ideal and values that shape of conduct and
3. tools, weapons and other human made objects (artifacts, or material sculpture.)

We become functioning members of a society as we learn the content of its culture. Another way of looking at culture is to emphasize the way in which it shapes how we perceive the world and interpret out experience.

Any culture may be divided, for purposes of study and analysis, into three main components.

4.7 KNOWLEDGE

The cognitive component of culture consists of definition of what exists, or the reality of the world. Knowledge of one part of cognitive culture, refers to ideas and information that can be shown to have empirical, that is objective and factual support. The most highly refined knowledge comes from the physical sciences.
Families and kinship as social institutions tend to lose their importance. The family lost many of his functions. It no longer remained as a producing unit but has to be content with as a unit of consumption. It lost the main responsibility of educating the young ones. Kinship ties are weakened. Kinship does not play an important role in unifying and controlling people.

Religious institutions are no longer paying an important role in controlling the behaviour of the people. People hold many different and competing values and beliefs. The world no longer remains as the God–centred world for it is looked upon as the man-centred one. Various technological and scientific development have made religion lose its hold as an unquestioned source of moral authority.

For the first time, science emerges out as a new and very important social institution. Science looked upon as a promising and an effective means of socio-economic progress. Similarly education has evolved in to an independent and distinct institution. Any industrial society for that matter requires a literate population to understand and make use of the modern technological innovations. For the first time, formal education becomes a compulsory thing for majority of people rather than a luxury for the few.

State which assumed the central power in the industrial society is more known for its welfare activities than for the regulative functions. State is increasingly involved in the economic, educational, medical, military and other activities.

Industrialism is normally associated with the emergence of the two social classes the rich and the poor between whom sharp inequalities are found. They are referred to by Marx as the haves and the have-nots.

Industrial societies give rise to a number of secondary group such as corporation, political parties, business houses, government bureaucracies, cultural and literary associations and special purpose organisation of various kind. New life styles and values created a much heterogeneous culture which spread its influence far and wide.

5.2.5 POST INDUSTRIAL SOCIETY

The concept of Post Industrial Society was first formulated in 1962 by Daniel Bell and subsequently in his seminal work (Coming of post industrial Society – 1974). It described the economic and social changes in the late twentieth century. According to Bell in the economy this is reflected in the decline of goods production and manufacturing as the main form of economic activity, to be replaced
sense that they provide support, information, friendship and acceptance between strangers.

One of the most pervasive types of virtual community include social networking services, which consist of various online communities. Virtual communities are used for a variety of social and professional groups. It does not necessarily mean that there is a strong bond among the members.

7.2 TYPES OF VIRTUAL COMMUNITIES

Internet message boards

An online message board is a forum where people can discuss thoughts or ideas on various topics. Whenever the user revisits the message board, he/she can make a response. Unlike a conversation, message boards do not have an instantaneous response and require that users actively go to the site to check for responses.

Anyone can register to participate in an online message board. A message board is unique because people can choose to participate and be apart of the virtual community even if they choose not to contribute their thoughts or ideas. Registered users can simply view the various threads or contribute if they choose to. Message board can also accommodate an almost infinite number of users, something a chat room is limited to.

Online chat rooms

Shortly after the rise of interest in message boards and forums, people started to want a way of communicating with their “communities” in real time. The downside to message boards was that people would have to wait until another user replied to their posting, which, with people all around the world in different time frames, could take a while. The development of online chat rooms allowed people to talk to whoever was online at the same time they were. This way, messages were sent and online users could immediately respond back.

Users can communicate as if they are speaking to one another in real life. This “like reality” attribute makes it easy for users to form a virtual community, because chat rooms allow users to get to know one another as if they were meeting in real life.

Virtual worlds

Virtual worlds are the most interactive of all virtual community forms. In this type of virtual community, people are
SOCIAL INSTITUTIONS: CONCEPT AND SIGNIFICANCE.

Unit Structure:

8.0 Objectives
8.1 Social institution: Meaning
8.2 Social stratification
  8.2.1 Systems of stratification.
  8.2.2 Functions of stratification
8.3 Religion
  8.3.1 Elements of religion
  8.3.2 Types of religious organization
  8.3.3 Functions of religion
8.4 Summary

8.0 OBJECTIVES:

- To understand the concept of social institution.
- To understand the meaning and functionality of social stratification.
- To critically look at the concept and significance of religious institution.

8.1 SOCIAL INSTITUTION: MEANING.

A social institution is a complex, integrated set of social norms organized around the preservation of a basic societal value. MacIver defines institution as the established forms or conditions of procedure characteristic of group activity. The recognized established set of rules, traditions and usages of every organization is referred to as institutions. Institutions are means of controlling individuals with set rules and are there to satisfy the primary needs of man.
The child gets his first lessons in co-operation, tolerance, love and affection in the family. The family has tremendous influence on the character and morality of the person.

The self concept of an individual depends to a large extend on one’s family. The child develops his sense of self through observing the reactions of his parents. He learns to define himself as his parents define him. The family acts as a mediator between the individual and the other agencies of socialization. Even though there are other agencies like school, work place, media etc; it is the family that determines how the individual comes to be influenced by these agencies. For e.g. which school the child goes to, which friends he has contacts with etc...

**Peer Groups :**

Peer group refers to people of almost the same who share similar interests. They also help in the development of personality. The first peer group is the neighbourhood play group; children who hang out together in the neighbourhood and play different games. They begin to spend more time together than in their own families. They play games like cricket together, or just hang out. Participation in such groups gives the child important social roles such as a team player, leader, or shy person. The first neighbourhood playgroups are breeding grounds for leaders. Children also learn the rules of the game here, their first exposure to rules of the society.

Later in life, peer groups become more influential in school and the workplace. Unlike the neighbourhood playgroups, in the school the child gets to choose his own friends. Friends may be chosen on the basis of physical attraction, common interests, or shared backgrounds. They share similar interests in sports, music, movies, fashion, and even ideologies. The first taste of alcohol or the first act of smoking may be peer-induced. Young adults who grow up in crime-ridden localities are drawn into deviant subcultures.

The influence of the peer group continues in the workplace. The office norm, or the unwritten rules of behaviour, is a product of peer socialization. For example, in an industry or in a government office, there is often this shared understanding that a honest day's work is not necessary, and the peers frown upon people who are eager to complete the task in a timely fashion. At the same time friends in the workplace can help individuals tide over many life crises such as domestic problems, divorce, accidents, and death.

**The School :**

The school is considered to be an important formal setting where the child spends many hours together with friends and
obviously presenting an identity. So although they are performing some roles there, they are doing so less self consciously.

The chief architect of the dramaturgical analysis is Erving Goffman. The world is a theatre in which we are the actors. The theatre has a front region, where the performances are done and a back region, where rehearsals appear. At the back region, the behavior and actions are less deliberate and there is less presentation of self, an individual’s effort to create specific impressions in the minds of others.

He adds that it is through the impression management technique that they present themselves on the stage. For eg: Waiters at expensive restaurants are acutely aware of being on stage and act in a dignified manner when they are at service. Once in the kitchen, however, they don’t act in the same manner.

11.4 SUMMARY

The Development of the Self continues throughout our lives which helps the individual to grow into an adult person and be an accepted member of the society. Values, norms, beliefs are taught to the individual so that the person follows the norms of the society. Individuals acquire the culture of their society through participation in a variety of groups and institutions. From their family the child learns the first words of language, religion and several other roles. But the family cannot teach everything. At every stage of life we learn of new and behavioural patterns as we interact with others.

Check your Progress
1. Define socialization and explain the agents of socialization.
2. Explain the development of Self according to Cooley
3. Explain the development of Self according to Mead

11.5 REFERENCES

1. Erickson, E. 1963
   Childhood and Society, New York: W.W. Norton.
2. Freud, Sigmund. 1930

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prevents an individual from ever functioning effectively in the outside world again.

Resocialization is also evident in individuals who have never been "socialized" in the first place, or who have not been required to behave socially for an extended period of time. Examples include feral children (never socialized) or inmates who have been in solitary confinement.

Socialization is a lifelong process. Adult socialization often includes learning new norms and values that are very different from those associated with the culture in which the person was raised. This process can be voluntary. Currently, joining the military qualifies as an example of voluntary resocialization. The norms and values associated with military life are different from those associated with civilian life.

Goffman also developed the concept of dramaturgy, the idea that life is like a never-ending play in which people are actors. Goffman believed that when we are born, we are thrust onto a stage called everyday life, and that our socialization consists of learning how to play our assigned roles from other people. We enact our roles in the company of others, who are in turn enacting their roles in interaction with us. He believed that whatever we do, we are playing out a role on the stage of life.

12.3 GENDER SOCIALIZATION

A baby is born, the doctor looks at the proud parents or parent and says three simple words: "It's a boy," or "It's a girl!" Before a newborn child even takes his or her first breath of life outside the mother's womb, he or she is distinguishable and characterized by gender. The baby is brought home and dressed in clothes that help friends, family and even strangers identify the sex of the child.

Baby boys are dressed in blue and baby girls are dressed in pink. The baby boy may be dressed in a blue jumpsuit with a football or a baseball glove on it. The baby girl may wear a bow in their hair and flowered pajamas. As the boy begins to grow, he is given a miniature basketball and a hoop to play with. The girl is given dolls and doll clothes to dress them up in. Even going further, eventually the boy may play with Legos and Lincoln Logs and the girl gets a Play School oven and a plastic tea set with which to play house.

As illustrated in the not-so-fictional scenario above, gender socialization begins very early in life. Society has accepted such
Social scientists are trying to understand the process of social change, the direction of social change & various factors that bring this social change. The word change refers to anything that is done differently. It does not necessarily mean the social change, because all the changes cannot be regarded as social changes.

13.2 MEANING & DEFINITION

If we say that, society is a complex network of relationship then social change would mean change in social relationship. Different sociologists have tried to explain social change by defining it in different ways.

According to T. B. Bottmore “social change refers to change occurring in social structure or in institution or in the relationship between the institutions.”

According to Kinsley Davis “social change is change which occurs in the social organization i.e. its’s structure & function.”

Social change may be defined as the process in which is discernible significant alteration in the structure & functioning of a particular social system.

Thus, social change is an universal phenomenon. It is a process that also implies continuity. Social change is thus inevitable & a demand of time.

13.3 THEORIES OF CHANGE

The theories of social change are of four types. Some show the existence of more or less general & irreversible trends. Second type takes the form of conditional & structural laws. The third type deals with the forms of change & the fourth type deals with causes or factors of change. The details are discussed in the following table:-
about it. It is the desire for stability that makes people resist change.

7. **Suspicion** – When people suspect that a given change is harmful, anti-social or irreligious, they resist it. Those who believe that taking vaccine against smallpox is to arouse the wrath of goddess ‘Mata’ refuse to take inoculation. Superstitions, religious beliefs & prejudices often contribute to the suspicion that illiterate, ignorant, tradition bound people entertain against any innovation.

These are some of the stumbling blocks in the process of acceptance of social change. However, with education, persuasion, deliberation it is possible to prepare the people mentally to accept the change, if it is meant for their well-being & welfare of the society at large. Attitudes of the people can not be changed with the stroke of a pen, by passing laws or by any other forcible, drastic measures. When attitudes change favorably, the speed of social change is accelerated.

### 13.6 CONCLUSION

All societies change continuously. The world in which we live, the physical environment, people and culture undergo changes. Society is not static. It is dynamic in the sense that alterations of various forms & dimensions are continuously taking place in it. Every moment of our life, we encounter some change or the other. There are changes of style & fashion, of technology, of market conditions, of systems, of education, of forms of government, of likes & dislikes and of individual and group preferences & so on.

Thus social change is change in the social relationship. This implies that it refers to changes in the social structure and social relationships of the society.

### 13.7 QUESTIONS

1. What do you understand by social change?
2. Discuss any one theory of social change in detail?
3. Explain the factors responsible for accelerating the process of change?
4. Discuss the impact of social change on our environment?
5. Which are the factors that hinder social change?
ENVIRONMENT, SUSTAINABLE DEVELOPMENT AND SOCIAL CHANGE

Unit Structure:

14.0 Objectives
14.1 Introduction
14.2 What is environment?
14.3 Sustainable Development
14.4 Impact of social change on environment
14.5 Conclusion
14.6 Questions
14.7 References

14.0 OBJECTIVES

- To understand the meaning of environment.
- To understand what is sustainable development.
- To make the students know the impact of social change on environment.

14.1 INTRODUCTION

People are dependent on the natural environment for meeting all their needs & therefore the interactions between people & environment can not be separated. What is important, is to study the impacts of using resources & how best to manage these, so that human & environmental needs can be met now in the future.

People have inhabited India for ages & ages & have used the natural resources for food, shelter, energy & other needs. The ways humans have used & managed the environment have changed over the years, but in the last century the population has grown exponentially. Exponential population growth is not unique to India, however, in the light of this, there has been greater attention both nationally & internationally on 'sustainable development'. This
plumages with which wealthy women warked to adom they hats. The chino and tiger population suffered because some people believed that they bonus and somebody parts had aphrodisiac properties. Also, thousands of species of palants and animals are being lost each year to wars, pests, disease, climate change, urbanization, the global marketing of exotic breeding material and large state industrial agriculture; our planets biodiversity provides vast and varied sources of food. Just think of the world without the Bengal Tiger, Chinese panda, Australian Kangaroo, the African giraffe, of the magnificent exphants. About 12 percent of animal species including 41 percent of all recognized rish species live in the 1 percent of the earth’s surface that is fresh water. According to experts, at least one – fifth of all fresh water fish species have become extinct, threatened, or endangered in recent years and entire fresh water faunas have disappeared. The experience of Asia chicken formers who were forced to busy or incinerate millions & Chickens because of the avian true may foreshadow a larger epidemic on the horizon. Over ten thousand varieties of wheat used to be cultivated in China and the Philippines had thousands of variety of rice. Now there are only a few varieties lift in India, the Nayadanya movement is responding to the loss of biodiversity by protecting local varieties of wheat, rice, and other crops by cataloging then and declaring them common property. Nayadanya has also set up locally owned seed banks, seed supply stores and storage facilities, and has helped establish ‘Zones of freedom’ – villages that pledge to refuse chemical fertilizers and pesticides, generally engineered seeds and patents on life.

In the wards of Abramovtje (Brawn 1996-77).

We need to see the ecosystem in their entirely: rivers and lakes, along with their entire watersheds and all the physical, chemical and biological elements, all parts of complex integrated systems. Human inhabitants are also part of those systems and we need to learn to manage such system in ways that maintain their integrity. In such a flexible ecosystem – based approach, resources would be managed over large enough was to allow their species and ecological processes to remain intact while allowing human activity. On a social level, all stakeholders would be involved in defining issues, setting priorities, and implementing solutions.

### 14.3 SUSTAINABLE DEVELOPMENT

Sustainable development (SD) is the process which effect very balances the needs of development which concerns not the health of the environment. It is characterized by economic and social growth that does not exhaust the resources of a host country, that respect and safeguards the economic, cultural and natural environment; that involves grass roots participation and builds indigenous institutions, and that is nurtured by eco-friendly policies.
principles require the development and use of cheaper, cleaner and
renewable sources. Wind and solar power can be harnessed every
efficiently small communities may be encouraged to setup micro-
hydroelectric plants from streams and livers.

It is estimated that 36 million acres of forest are raced
annually and more than 11,000 species of plants and animals are
threatened with extinction. Only now we have come to realize the
perilus inherent in the prevailing models of development : the
atmosphere filled with toxins, oleano polluted and tishood to
exhaustion, rain forests chopped down water containinated and
wasted, soil eraded and truned bareen, and essential flora and
fauna lost forever. So there is a new urgency to follow the
fundamental principal of SD : balancing economic growth with
environmental protection. The programme of sustainable
development includes the following : use of indigenous technology,
grass roots participation in development, eco friendly agriculture
with organic manual and crop diversity, rain water conservation,
recycling waste material, use of renewable source of energy such
as solar and wind power, saving forests, minimizing all types of
pollution and preservalors of biodiversity. Time (August 2002 : 19
observes :

Those who protess to care about the environment and yet
soon the goal of development only undermine both causes for the
poorest members of the human family in particular, development
means the chance to feed, school and care for themselves and
their children. But development that takes like account of
sustainability is ultral itself – deteating. Prosperity built on the
desperation of the natural environment is no peroserity at all, only a
temporary reprieve from future disaster. The issue is not
environment vs. development or ecology vs. economy; the two can
be integrated. Nor is this a question of rich vs. poor; both have an
interest in sustainable development.

14.4 WHAT ARE THE IMPACTS OF SOCIAL CHANGE
ON THE ENVIRONMENT?

More people means more demand for resources. In 1996
domestic demand for water was 11% of the total. By 2030 it is
predicated that this demand will increase to 23% of the total.
Already alternative sources of fresh water such as desalination of
sea water & importing water from other countries are being
investigated to meet this demand, although these are currently
prohibitively expensive & may not be environmentally sustainable.
14.7 REFERENCES

