



INDIAN SCHOOL AL WADI AL KABIR  
TERM 1: Chapter 5- Culture & Socialization  
(GRADE XI) Question Bank & Answer Key  
NCERT Solutions

## Culture and Socialisation

Class 11 Sociology Chapter 4 NCERT Textbook Questions Solved

Question 1.

How does the understanding of culture in social science differ from the everyday use of the word 'culture'?

Answer:

Culture refers to widely shared customs, beliefs, values, norms, institutions and other products of a community that are transmitted socially across generations.

In social perspective culture refers to the products of socialisation with an organised group, society or nation and involves a set of rules, norms and customs that are agreed by the members of that group.

In general terms, culture refers to acquiring etiquettes of society and liking for fine arts like music, painting, folk songs, folk dances etc. Therefore, basic term is used as people being cultured or uncultured.

For a sociologist, the culture of a society is the way of life of its members, the collection of ideas and habit which they learn, share and transmit from generation to generation. It is a complex whole which includes knowledge, belief, art, morals, laws, customs and other capabilities and habits acquired by man as a member of the society.

Question 2.

How can we demonstrate that the different dimensions of culture comprise a whole?

Answer:

Culture has many dimensions, parts and units but they are interrelated and interdependent. They can't emerge or function in vacuum, instead all the dimensions function as an organisation.

Culture maintains a balance. Culture has three components i.e., cognitive, normative and material. Cognitive part is related to understanding and information; e.g. books and documents. Normative component is the customs, convention and folkways and material component of culture is linked with man-made part of the environment. i.e. dams, roads, electric and electronic gadgets, automobiles etc. All the above-mentioned components are complementary to each other and coordinate to function as a whole.

### Question 3.

Compare two cultures with which you are familiar. Is it difficult not to be ethnocentric?

Answer:

We are quite aware of eastern particularly Indian and Western cultures. Both the cultures are quite different from each other. Indian culture is based on agriculture and people are dependent on each other. This is a collectivistic society and emphasises on socialization.

In collectivistic societies the boundaries between self and the group are flexible and people can intrude/interfere in each other's life.

In such type of societies various concepts are different e.g. human body is determined by natural elements and criteria of being intelligent is very comprehensive e.g. It requires cognitive, social, emotional and entrepreneurial competencies.

Whereas western culture is technologically advanced and is individualistic society. This is based on urbanisation, schooling and child rearing practices. They emphasise on individual liberty.

The boundaries between self and group are rigid. They believe that body is a fully functioning machine. Their criteria of being intelligent demands only the cognitive competence.

Ethnocentrism refers to the use of our own ethnic group as basis for judgements about other ethnic group. There is a tendency to view the beliefs, customs and behaviours of our own group as 'normal' and those of other ethnic groups as 'strange' or 'deviant'. There is the implicit assumption in all of this that own ethnic group is somehow superior to the others that we are judging it against.

Ethnocentrism is a natural social process because we all affiliate our behaviour with a larger group. For reassurance that my behaviour is right, to maintain consistency in behaviour and a belief that majority is always right we conform to the group norms. Gradually we become conditioned to the prevailing group norms in their in-group. We develop an in-group bias. But it is not difficult to reduce ethnocentrism i.e. in-group bias.

These can minimise opportunities of learning prejudices, changing negative attitudes, de-emphasising a narrow social identity based on the in-group and discouraging self-fulfilling prophecy, positive attitude, objectivity and empathy we can reduce ethnocentrism.

### Question 4.

Discuss two different approaches to studying cultural change.

Answer:

- Changes in religion, art, language or literature in turn effect interest and faith which in turn effect social relationships.
- Cultural change is primarily responsible for new discoveries, inventions and change in cultural activities.
- Scope of cultural change is large.
- Cultural changes influence social change.

- *Cultural changes can be categorised as natural changes and revolutionary changes.*
- **Natural changes** can bring absolute change in any society. Natural calamities like earthquake, tsunami, flood, famine, earthquake etc. may bring physical changes.
- **Revolutionary changes** bring quick changes in the values and economy of a particular place. These changes come due to political interference and significantly bring changes in the society e.g. Islamic influence on Indian culture or Western influence on Indian culture due to invaders.

### ***Class 11 Sociology Chapter 4 Very Short Answer Type Questions***

Question 1.

What are folkways?

Answer:

The customs which are not very strict and if disobeyed the punishment, is not severe. Folkways are customary ways of behaviour, e.g., you have to wish/greet people when you see them.

Question 2.

What are mores?

Answer:

If a person disobeys mores, the punishment can be ostracism (complete boycott). E.g. Marrying outside the caste; boycotted from village, not limited. Usually in rural areas, close knit community, don't disobey mores.

Question 3.

What are traditions?

Answer:

Old customs e.g.; Diwali, Holi, Dussera. All activities we do during these festivals, transmitted from generation to generation; e.g. any foreign leader visiting India is taken first to Rajghat before their work.

Question 4.

What do you understand by sanctions?

Answer:

Sanctions are rewards and punishments. They come into play in regard to norms. Sanctions are the rewards and punishments for following or not following a norm.

- **Rewards or Punishment:** Both help the individual to confer/follow the norms.
- Children learn cultural norms not only through clear instructions given by the family, but also by observing others and mixing to them.
- For adults, abiding or following the norm become part of their behaviour pattern.

Question 5.

Taking an example where you state the situation, value, norms, belief, custom and sanctions.

Answer:

August Assessment-Situation

Honesty-on cheating-Value

Norm-We have to keep our eyes open. .

Belief-Lucky pen etc.

Custom-Praying before the exam.

Sanction-Zero for cheating-Reward from parents for doing well:

Question 6.

What is material culture?

Answer:

- Tangible, concrete, physical, can be replaced.
- Anything materialistic – money.

Question 7.

What is culture?

Answer:

It is a complex whole which includes our life styles, behaviour, patterns, religion, education, customs, traditions, beliefs, art etc. that an individual acquires as a member of the society.

- Question 8.

Discuss socio-cultural shaping of behaviour.

Answer:

The hormones play an important role in regulating human physiology, but they do not completely control human behaviour.

Our behaviour is more complex than the behaviour of animals. A major reason for this complexity is that unlike animals, human beings have a culture to regulate their behaviour.

- ***Class 11 Sociology Chapter 4 Short Answer Type Questions***

- Question 1.

What do you mean by customs?

Answer:

Customs: Lightening a diya is a custom. Everyone does it. It is the action. But belief is that good will happen to you if you light a diya.

- Usually related to supernatural stuff.
- Custom: Taking off shoes before entering a temple or mosque or church.
- Belief: For cleanliness/bringing in pollution to the house and goddesses' disrespect etc. Custom is the religious habit which continues from generation to generation.

- They are behaviour acquired in a society over a period of time and they differ from area to area and culture to culture.  
Customs are social habits as they are done in a group.
- People can be pressurized by society to follow customs. They are concerned with the individual or family's behaviour. Pressure from family, friends, teachers, ~ society.
- You want that person to behave in accordance with that custom whether they like it or not.

There is no homogeneity-everyone has his own customs.

Custom strengthens your relationships and keeps you in touch with your culture and makes you different from others.

Question 2.

Why do we need custom/culture?

Answer:

We need material culture for survival (clothes, food) etc. Material culture refers to the basic conditions which generally include material culture that the members of the society have and are (car, science/technology/food etc.) as they are instruments of production, communication and transportation.

- It is important to increase the production which leads to a good standard of living.
- Both material/non material cultures are important.
- If we do not have material culture we will become like primitive man and have no status in society.
- N.M.C is required as the need to have certain standards, values, discipline etc. otherwise there will be homogeneity in society.

Drawbacks of Material Culture

It creates distinction between people that leads to 'ethnocentrism'. Sometimes it leads to status symbols and brings a feeling of superiority and inferiority.

Question 3.

How culture is related to identity?

Answer:

Culture and Identity

"Your identity is shaped by your culture".

Culture influences the way we behave, it influences the personality of individuals.

- Personality can be shaped both by 'nature' and 'nurture'.

- Each person has status in the society and has corresponding roles which are played as per the culture of that society.
- Carrying out the role is not as important as the society accepting and acknowledging that particular role.
- Each group has its own culture which differs from place to place, society to society.
- They create their own codes, rules etc. which have a certain meaning to that particular group.

Question 4.

What is culture?

Answer:

Culture includes behavioural products of others who preceded us. It indicates both substantial and abstract particulars that have prior existence in one form or another. Thus, culture is already there as we begin life. It contains values that will be expressed and a language in which to express. It contains a way of life that will be followed by most of us who grow up in that context. Social and cultural contexts within which human development takes place vary widely over time and place. For example, some twenty years ago children in India would not have known several products that are now part of a child's world. Similarly, an Adivasi living in a remote forest or hilly area would not have "pizza" or "sandwich" as breakfast.

Question 5.

What is cultural transmission?

Answer:

- As human beings we are both biological and socio-cultural creatures. As biological creatures, we have certain vital needs. Their fulfilment enhances our chances of surviving.
- In fulfilling these needs we use most of our acquired skills. We also have a highly developed capacity to benefit from experiences of our own and those of others. No other creature has learning capacity to the same extent as we have. No other creature has created an organized system of learning, called education, and none in this universe wants to learn as much as we do.
- As a result, we display many forms of behaviour that are uniquely human, and creations of what we call culture. The processes of enculturation and socialization make us cultural beings.

Question 6.

What is enculturation?

Answer:

1. Enculturation refers to all learning that takes place without direct, deliberate teaching. We learn certain ideas, concepts, and values simply because of their availability in our cultural context.

2. Enculturation refers to all learning that occurs in human life because of its availability in our socio-cultural context. The key element of enculturation is learning by observation.

3. “Vegetable” and what is “weed” or what is “cereal” and what is “non-cereal” is defined by what is already there, previously labeled as “vegetable” or “cereal” and agreed upon by people at large. Such concepts are transmitted, both directly and indirectly, and are learned very well because they are an integral part of the life of a cultural group, and are never questioned. All such examples of learning are called “enculturation”.

Question 7.

What is socialisation?

Answer:

‘ Socialisation is a process by which individuals acquire knowledge, skills and dispositions, which enable them to participate as effective members of groups and society’.

- It is a process that continues over the entire life-span, and through which one learns and develops ways of effective functioning at any stage of development.
- Socialisation forms the basis of social and cultural transmission from one generation to the next.
- The probability of our behaving in a particular way is greatly affected by people who relate to us. Anyone who possesses power relative to us can socialise us. Such people are called “socialisation agents”.
- The process of socialisation is not always a smooth transition between the individual and the socialisation agent. It sometimes involves conflicts.
- In the case of socialisation, the learning involves deliberate teaching. In the case of enculturation, teaching is not necessary for learning to take place. Enculturation means engagement of people in their culture.

Question 8.

What is culture?

Answer:

Culture: Literally, the human-made part of the environment. In its simplest definition, it refers to the products of socialisation within any organized group, society or nation and involves a set of rules, norms and customs that are agreed by the members of that group. It is also used to describe the people that make up that group. In this sense it is more appropriate to think of culture as an active rather than a passive thing. Each of us contributes to the culture of the next person, and in turn are affected by them.

Question 9.

What is cultural relativism?

Answer:

Cultural relativism: The view that patterns of understanding and behaviour found in different cultures are as good as each other. One of the implications of this view is that it is impossible to judge the superiority of a particular set of values outside the specific cultural context in which

they are set. Likewise, judgements of normality or abnormality depend very much on the cultural experiences and biases of the person doing the judging.

Question 10.

What is cultural diversity?

Answer:

Cultural diversity: A term which implies recognition that the members of different cultures, ethnic groups, socio-economic groups and genders are socialized to behave in ways that are considered 'culturally correct' for those groups of people. Recognizing the importance of cultural diversity in psychology is vital if we really understand the complexities of not that in many eastern cultures, the 'group' appears to have priority over the individual in motivating behaviour. In most Western cultures, however, individual needs tend to be emphasized over group needs.

Question 11.

What is cultural bias?

Answer:

Cultural bias is the interpretation of other cultures using the perspective of one's own culture. Cultural bias occurs when people of one culture makes assumptions about the behaviour of people from another culture based on their own cultural norms and practices. Cultural bias occurs in different areas of psychology, including the diagnosis of abnormal behaviour, the construction and interpretation of intelligence tests, and our understanding of interpersonal relationships.

Question 12.

What is cultural anthropology?

Answer:

Cultural anthropology: Normally distinguished from physical anthropology (the study of human kind from a biological or evolutionary perspective), cultural anthropology is concerned with the different social systems that make up communities, societies and nations.

The concept of cultural lag was propounded by Ogburn and Nimkoff. This concerns the difference that arose between material and non-material cultures. Things like tools, utensils, machines, manufactured goods, transport belong to the material culture. On the other hand, family, religion, elites, education come under non-material culture. When change occurs in society due to rapid and new inventions the change in material cultures is fast and quick whereas in comparison the speed of change in non-material culture is very slow and due to this there is a 'Lag' between these two. This phenomena is called cultural lag.

Main features of Cultural Lag it has the following features:

- The material cultural changes occur more rapidly than the non-material culture.
- The distinction between material and non-material culture is not scientific because of the slow speed in non-material. The resistance and slow speed of change causes



that advancement of material culture and the lagging behind of non-material culture.

Question 13.

What are the features of culture?

Answer:

Culture is acquired/man made.

- Learnt through observation and interaction.
- It is transmitted from generation to generation e.g., traditions, values etc.
- Culture has adaptive qualities. ,
- New people adapt, adjust and adopt the new culture.
- We retain our own qualities too.
- Society and individuals change but culture doesn't.
- Super organism and super individual.

Question 14.

How values of contemporary India are different from ancient India?

Answer:

List of values in Contemporary India:

Liberty, justice, equality, freedom of thought, expression, integrity, efficiency, brotherhood, tolerance, affection, generosity, kindness, patience, work ethics.

List of values in ancient India:

- All of the above and Karma – Fate and destiny.
- What you did in this life you may have to pay for it in the second life.
- Moksha and dharma are main features of values in ancient India.
- Dharma means moral duty – what you supposed to do. e.g. as a daughter I need to respect my parents, take care of them etc.
- Moral duty of a particular status.
- Moksha – Salvation – Nirvana
- Stopping of the cycle of birth and death.

Question 15.

What are beliefs?

Answer: Beliefs: Something you believe in individual e.g.; lucky pen for exams.

Personal and individualistic differ from person to person.

For persons who have beliefs, what they believe is reality to them.

Ideas that are accepted as a reality to that person which may or may not be true. Beliefs may become habits e.g.; lighting the diya in front of God-belief-becomes a habit overtime.

Every society has its own system of beliefs provided by the culture of society, e.g.; doing Lakshmi pooja on Diwali is auspicious.

Many aspects in every culture are connected to the belief system and are different from person to person.

Question 16.

How superstitions are different from beliefs?

Answer:

Superstition: It is a belief or way of behaving that is based on fear of the unknown and faith in magic or luck; a belief that certain events or things will bring good or bad luck. It results from ignorance and is absolutely an irrational object, attitude of mind toward the supernatural, nature, or God resulting from superstition. For example, when a black cat passes your way something bad happens. There is a negative connection, passed down through generations.

Belief: It is a state or habit of mind in which trust or confidence is placed in some person or thing. On your own – For the good. You believe that if you do this, something good happens. Everyone has his own beliefs. It is usually connected to God or supernatural stuff. If a certain belief comes true for a person that person starts believing in it too and that becomes a belief for the person.

Question 17.

What do you mean by norms in sociology?

Answer:

Norms are unwritten rules.

- Accepted criteria developed by individuals, groups and society so that everyone behaves in an acceptable way.
- They are present to regulate the behaviour of members in a society.
- They are as important as written rules.
- They are prescriptions which have to be followed by society.
- If they aren't followed it can lead to chaos and disorder in society.

Question 18.

Discuss the sources of culture.

Answer:

Sources of culture:

Internal (Endogenous cause)

- Inner pressure, stress and conflicts
- Conflict between ideals and realities
- Change in individual
- Planning

External (Exogenous cause)

- Urbanisation
- Industrialisation
- Migration
- Attack

- War
- Domination
- Trade
- Means of communication
- Movements of their societies

#### Physical Environment

- Drought
- Woods
- earthquake
- Deforestation
- Pollution
- Destruction of wildlife
- Ecological changes.

#### *Class 11 Sociology Chapter 4 Long Answer Type Questions*

Question 1: Discuss dimensions of culture.

Answer:

Cognitive-Ideas and beliefs

Normative-Norms (Value, norms, sanctions).

Customs or normative something is right or wrong-not an idea of something. Cognitive, myths, superstition, belief, customs, stories (mostly not true)

- Ideas etc. which refer to the thinking of the people, our understanding, how we absorb all information we get from the society. ‘
- Little tradition: It is transmitted orally from generation to generation in the form of songs/plays, stories (folklores) etc. It moves in illiterate and rural societies.
- Great tradition: It is transmitted from generation to generation through written work. Usually in literate societies ideas are recorded, written down and are available to us in the form of books etc.
- It is the cognitive dimension of culture which helps us to comprehend and relate to the societies.
- Little and great tradition can be converted into each other.
- Universalisation—converting great to little tradition.

Normative

It deals with controlling people’s behaviour by rules, norms, customs, values. It is basically different ways of controlling deviant behaviour.

To make society disciplined, to behave in a particular way etc.

Question 2.

How laws are different from norms?

Answer:

Laws may be formal and written exercised by institutions e.g.; Parliament, police.

Laws are explicit-very clear on paper and are the same for everybody in that society. They also provide severe, specific, unchangeable punishment. Rewards in forms of citations, medal, honor, cash prize, Bharat Ratna. Formal laws are the same everywhere and depend upon societal requirement.

Norms: Norms are informal and unwritten. They are exercised by the primary group which includes family and friends.

Laws are:

- Implicit: Ambiguity can be there, depends upon the people and situations.
- Punishment given in indifferent contexts.
- Informal reward like pat on back etc. hug etc.
- Differs from person to person, place to place, based on values/cultures of society.

Question 3.

What do you mean by cultural lag? Discuss its main features.

Answer: Cultural lag: When the material culture is moving ahead and fast with times, but the non-material culture is not able to keep up with the fast pace of material culture propounded the theory a cultural lag.

Question 4.

Explain the concept of culture.

Answer:

Concept of culture

Human behaviour is fundamentally social. It involves relationships with other people, reactions to their behaviour, and engagement with innumerable products made available to us by our predecessors. Although many other species are also social like us, human beings are cultural as well.

In the simplest terms, culture refers to “the man-made part of the environment”. It comprises diverse products of the behaviour of many people, including ourselves. These products can be material objects (e.g., tools, sculptures), ideas (e.g., family, school). We find them almost everywhere. They influence behaviour, although we may not always be aware of it.

Let us look at some examples. The room you might be in now is a cultural product. It is the result of someone’s architectural ideas and building skills. Your room may be rectangular, but there are many places where rooms are not rectangular (e.g., those of Eskimos).

You might be sitting on a chair that some people designed and built some time ago. Since sitting in a chair requires a particular posture, this invention is shaping your behaviour. There are societies without chairs. Just try to think how people in those societies would be sitting in order to do some reading.

Much of our life as human beings involves interacting with various cultural products and

behaving in accordance with them. This means that culture shapes our behaviour in a significant manner.

#### Question 5.

How culture and society are related to each other?

Answer:

The terms 'culture' and 'society' are often considered to carry similar meaning. Let us note at this point that they are not the same thing. A society is a group of people who occupy a particular territory and speak a common language not generally understood by neighbouring people. A society may or may not be single nation, but every society has its own culture. It is culture that shapes human behaviour from society to society. Culture is the label for all the different features that vary from society to society. It is these different features of society whose influences psychologists want to examine in their studies of human behaviour. Thus, a group of people, who manage their livelihood through hunting and gathering in forests, would present a life characterised by certain features that will not be found in a society that lives mainly on agricultural produce or wage earnings.

#### Question 6.

Discuss various socialisation agents of society.

Answer:

Socialisation agents of society:

- A number of people who relate to us possess power to socialise us. Such people are called "socialisation agents".
- Parents and family members are the most significant socialisation agents.
- Legal responsibility of child care, too, lies with parents. Their task is to nurture children in such a manner that their natural potentials are maximized and negative behaviour tendencies are minimized or controlled.

#### Parents

- Parents have most direct and significant impact on children's development. Children respond in different ways to parents in different situations.
- Parents encourage certain behaviours by rewarding them verbally (e.g., praising) or in other tangible ways (e.g., buying chocolates or objects of child's desire). They also discourage certain behaviours through non-approving behaviours.
- They also arrange to put children in a variety of positive experiences, learning opportunities, and challenges. While interacting with children parents adopt different strategies, which are generally known as parenting styles.
- A distinction is made between authoritative, authoritarian and democratic or permissive parenting styles.
- Studies indicate that parents vary enormously in the treatment of children in terms of their degree of acceptance and degree of control.
- The conditions of life in which parents live (poverty, illness, job stress, nature of family) also influence the styles they adopt in socialising children.

## School

- School is another important socialising agent. Since children spend a long time in schools, which provide them with a fairly organised set up for interaction with teachers and peers.
- Nowadays school is being viewed as a more important agent of child socialisation than parents and family. Children learn not only cognitive skills (e.g., reading, writing, doing mathematics) but also many social skills (e.g., ways of behaving with elders and age mates, accepting roles, fulfilling responsibilities).
- They also learn and internalise the norms and rules of society.
- Several other positive qualities, such as self-initiative, self-control, responsibility and creativity are encouraged in schools.

## Peer Groups

- Friendship acquires great significance in this respect.
- It provides children not only with a good opportunity to be in company of others, but also for organising various activities (e.g., play) collectively with the members of their own age.
- Qualities like sharing, trust, mutual understanding, role acceptance and fulfilment develop in interaction with peers.
- Children also learn to assert their own point of view and accept and adapt to those of others.
- Development of self-identity is greatly facilitated by the peer group. Since communication of children with peer groups is direct, process of socialisation is generally smooth.

## Media influences

- In recent years media has also become the medium of socialisation.
- Through television, newspapers, books and cinema the external world has made/ is making its way into our home and our lives.
- While children learn about many things from these sources, adolescents and young adults often derive their models from them, particularly from television and cinema.
- There is a need to use this agent of socialisation in a better way in order to prevent children from developing undesirable behaviours.

## Question 7.

What is acculturation?

Answer:

Culture is determined by dynamic and evolving process. It is not static. Cultural changes occur due to acculturation and diffusion.

- Acculturation refers to cultural and psychological changes resulting from contact with other cultures.
- Contact may be direct (e.g., when one moves and settles in a new culture) or indirect (e.g., through media or other means).
- It may be voluntary (e.g., when one goes abroad for higher studies, training, job, or trade) or involuntary (e.g., through colonial experience, invasion, political refuge).
- In both cases, people often need to learn (and also they do learn) something new to negotiate life with people of other cultural groups. For example, during the British rule in India many individuals and groups adopted several aspects of British lifestyle.
- Acculturation can take place any time in one's life. Whenever it occurs, it requires re-learning of norms, values, dispositions, and patterns of behaviour.
- For any acculturation to take place contact with another cultural group is essential. This often generates some sort of conflict. Since people cannot live in a state of conflict for a long time, they often resort to certain strategies to resolve their conflicts.
- Studies carried out with immigrants to western countries and native or tribal people in different parts of the world have revealed that people have various options to deal with the problem of acculturative changes. Thus, the course of acculturative change is multidirectional.
- Changes due to acculturation may be examined at subjective and objective levels. At the subjective level, changes are often reflected in people's attitudes towards change. They are referred to as acculturation attitudes. At the objective level, changes are reflected in people's day-to-day behaviours and activities. These are referred to as acculturation strategies.

#### Question 8.

Discuss differences between social change and cultural change.

Answer:

Malinowski, Gillin and Gillin and others gave their same opinions regarding social and cultural changes.

However Prof. Davies has pointed out some difference between the two. According to him, change in social structure only represents social change.

Some important differences between social and cultural changes are:

Social Change:

- Change in social relations
- Change in social structure and relationship is a must.
- Scope of social change is limited.
- Social change effects culture.
- Society has its roots in the present, hence change in it has relative implications.

Cultural Change

- Changes in religion and art, language or literature which in turn effect social relationships.
- Cultural change is primarily responsible for new discoveries, inventions and change in cultural activities.
- Scope of cultural change is large.
- Cultural change effects social change.
- As culture has got its roots in their past, hence change in it has relatively less implications.

If society is a tributary while culture is the main river, cultural changes are more relevant. Still both the changes cannot be taken independently from each other as they effect mutually.

Question 10.

How is material culture different from non-material culture?

Answer:

Material Culture: Anything paid for stuff or money related is example of material culture.

Material culture is tangible, concrete, physical, quantified and can be replaced. Non-material

Culture: Values, respect, honesty, consideration, gratitude etc. are non-material culture.

Values are basically morals.

Values are those which are concerned with the morals of human beings. They are either right or wrong. They guide us as to how we are supposed to behave in society.

They define, what is proper and improper for an individual in order to reach his/her goal as per societal norms.

Non-material culture is standard of social life. Certain values which everyone has to follow in social life are: honesty, respect, integrity, responsibility.

## SUPPORT MATERIAL EXTRA QUESTIONS

### **Qs-Explain the stages of socialization**

Stages of Socialization:

The process of socialization is operated not only in childhood but throughout the life. It is a process which begins at birth and continues till the death of the individual.

According to Prof. Johnson, there are four stages of socialization:

- Oral Stage: A child is born with some inborn physical and mental capacities. The mother is the first of the parents who begins the process of socialization. It is from her that the earliest social stimuli to which a child is subjected to learn. He responds to the stimuli by imitating them. Generally, this stage continues till about one and a half years.
- Anal Stage: This stage starts from one and a half year and continues till three years. In this stage the main source of socialization of the child is the family. In the



family he starts to learn many things like speaking, walking, eating, etc. He also learns toilet training and starts recognizing family relations.

- **Latency Stage:** Generally, this stage continues from 3-4 yrs to 12-13 yrs. The child requires something from his equals which he cannot get from a person in authority. From them he acquires the co-operative mentality and some of the informal aspects of culture like folkways, praises, facts, secrets, forbidden knowledge etc.
- **Adolescent Stage:** This is the most important stage of socialization. It starts from 14 -15 yrs till 18-19 yrs. During this stage the individual is more attracted towards the classmates and friends. He gets interested more into recreation, fashion, clubs, sports etc.

Factors of the process of Socialization:

There are four factors of the process of learning. These are:

- **Imitation:** It is copying by an individual the actions of another. This may be conscious or unconscious, spontaneous or deliberate, perceptual or ideation. Imitation is the main factor in the process of socialization of a child. Language and pronunciation are also required by the child.
- **Suggestion:** It is the process of communicating information which has no logical or self-evident basis. Suggestion influences not only behavior with others but also one's own private and individual behavior. Propaganda and advertising are based on the fundamental principles of suggestion.
- **Identification:** In the early years, the child cannot make any distinction between his self and the environment. Most of his actions are random. As he grows in age, he comes to know about the nature of things which satisfy his needs. Such things become the object of his identification. The spread and area of identification increase with the advancement in age. Through identification he becomes sociable.
- **Language:** It is the medium of social interactions. It is the means of cultural transmissions. At first the child utters some random syllables which have no meaning but gradually he comes to learn his mother tongue. The mother tongue moulds the personality of the individual from infancy.

**Qs-Explain the concept of different cultures in diverse settings**

Humans live in a variety of natural settings like in the mountains and plains, in forests and cleared lands, in deserts and river valleys, in islands and main lands. They also inhabit different

social densities like in villages, towns and cities. In different environments, people adapt different strategies to cope with the natural and social conditions. This leads to the emergence of diverse ways of life or cultures.

Disparities in coping mechanisms were evident during the devastating tsunami of 26 December 2004, which affected some parts of the Tamil Nadu and Kerala coast as well as the Andaman and Nicobar Islands in India. People on the mainland and islands are integrated into a relatively modern way of life. The

fisherfolk and the service personnel in the islands were caught unawares and suffered large scale devastation and much loss of life. On the other hand, the 'primitive' tribal communities in the islands like the Onges, Jarawas, Great Andamanese or Shompens who had no access to modern science and technology, foresaw the calamity based on their experiential knowledge and saved themselves by moving on to higher ground. This shows that having access to modern science and technology does not make modern cultures superior to the tribal cultures of the islands. Hence, cultures cannot be ranked but can be judged adequate or inadequate in terms of their ability to cope with the strains imposed by nature.

## Qs- Explain various dimensions of culture

Major characteristics of Culture:

- Culture is learned. It is an acquired behaviour.
- It is shared (cannot be possessed by an individual in isolation) and transmitted amongst the members of a society. It binds the members of a society.
- Culture is dynamic. It constantly changes. It makes each society and group unique or distinct.
- Major components of Culture:  
Two types:
  1. Non-material (Cognitive and Normative)
  2. Material
- **Non-material Culture:**  
It refers to the abstract or intangible elements of culture, such as the ways of thinking and patterns of behaviour. It includes the normative and cognitive dimensions of culture.

(A) Normative:

This dimension includes social rules and social expectations, i.e. the norms and values of a society. Norms are socially approved guidelines which direct behaviours of members of a society or a social group. In other words, they are the social expectations of proper behaviour.

Norms usually vary across societies and even within the same society across different social groups. A social norm is not necessarily actual behaviour. ('Unwritten rules') Most of human actions is norm-governed. There are different types of norms, depending on how strict they are.

- Folkways: It refers to traditional customary ways of thinking, feeling and behaving. Most people conform to folk ways out of habit. They are the lesser order of norms, as they are not as strictly enforced as mores or laws.
- Mores: Mores are higher order norms linked to the core values of a group. They are considered vital for the group and are expressed as 'must' or 'must not' behaviour. They are more strictly enforced as compared to folk ways. Violations of these are not taken lightly.  
Eg: Behaving in a decent manner when you go out; not eating non-veg when visiting religious places; maintaining silence in hospitals.
- Laws: Most formal definition of acceptable behavior. They are the formal standardized expressions of norms. (Laws are codified norms and have been given a sanction).

Usually those norms are qualified as laws about which society feels strongly about. Laws may be based on customs, but they are different from customs because:

- They are upheld by the authority of the state implied to all those accepting the authority of state.
- They are backed by penal sanctions. Laws are enforced by the courts.

In a few cases where laws are contrary to the folkways and mores, the enforcement of law becomes difficult.

**Social Values** are the standards that define what is good, desirable, worthwhile in society. They are the underlined principles guided by choices and actions.

Importance of Norms and Values:

- Shared values and norms bring commonality in the outlook between members of society binding them together.
- It makes social life orderly and predictable. E.g.: without norms, we would never know, whether to shake hands with a new acquaintance or give them an affectionate push.
- Norms are essential because they regulate the behaviour of numbers of society or group. Without norms there would be chaos and disorder.

(B) Cognitive Dimension:

The cognitive dimension of culture refers to ideas which include beliefs, knowledge, myths, superstitions etc. of a society.

- In literate society, ideas are transcribed in books and documents.
- But in non-literate societies ideas are in the form of legends and myths which are committed to memory and transmitted orally.
- In the contemporary world ideas are also reflected in audio-visual media [ads, films]

**Material aspect of Culture:**

It refers to the tangible, concrete products that members of society possess and make use of; e.g.- machines, buildings, jewellery, modes of transportation, technological gadgets.

We need material culture for survival (clothes, food) etc. Material culture refers to the basic conditions which generally include material culture that the members of the society have and are (car, science/technology/food etc.) as they are instruments of production, communication and transportation.

All the above-mentioned components are complementary to each other and coordinate to function as a whole.

## **Qs-Identities are not inherited but fashioned by both by the individual and the group.**

Someone rightly said that “Your identity is shaped by your culture”. I agree with this statement as this is evident in the way culture influences the how we behave; it also influences the personality of individuals.

While it is true that Personality can be shaped both by ‘nature’ and ‘nurture’, the social context within which one is born plays an important role in the shaping of ones personality.

- Each person has status in the society and has corresponding roles which are played as per the culture of that society.
- Carrying out the role is not as important as the society accepting and acknowledging that particular role.
- Each group has its own culture which differs from place to place, society to society.
- The groups create their own codes, rules etc. which have a certain meaning to that particular group.

According to Gillin and Gillin, “By the term socialisation we mean a process by which an individual develops into a functioning member of the group according to its standards, conforming to its mode, observing its traditions and adjusting himself to the social situations.”

### Characteristics of Socialization:

- **Process of learning:** Socialization is a matter of learning and not of biological inheritance. In the socialization process the individual learns the folkways, mores, sanctions and other patterns of culture as well as skills ranging from language to manual dexterity.
- **Lifelong process:** The process of socialization starts right from the time of birth and continues till the death of the individual.
- **Process of cultural assimilation:** An individual not only learns the folkways, mores, sanctions, norms and values but he imbibes and assimilates the culture of his society.
- **Process of becoming a functional member of society:** Socialization consists of teaching the person the culture which we must acquire and share. It makes him a participating member in the society and in various groups.
- **Process of cultural transmission:** Socialization is a process through which society transmits the cultural heritage from one generation to another.

### Importance of Socialization:

- It makes transmission of culture possible over generations.
- It helps individuals to perform their social roles.
- It transforms individuals from a biological being to a social person.

## Phases of Socialization

There are two broad phases:

- **Primary phase:** It occurs from infant to late childhood. During this stage, family is the most important agency of socialization. The child learns the language and the basic behavior pattern during this phase, which forms a foundation for later learning.
- **Secondary phase:** It extends from late childhood to maturity. During this phase other agents of socialization also play a role e.g. : peer group, school, media etc.
- **Adult Socialization:** Socialization, however, is a lifelong process. Individuals throughout their lives are learning new roles associated with different stages of life which extend even beyond the stage of attaining maturity.

Thus, one can talk about adult socialization. It takes place when individuals enter roles in which primary and secondary socialization has not prepared them fully.

As an individual enters a new life and a new group, he/she learns the roles associated with the new status. Agencies of Socialization include: Family, peer group, mass media etc.

Thus, we can say that Identities are not inherited at birth, but fashioned by both by the individual (as a member of various groups and playing various roles) and by the larger group of which he is a part.

### **Important terms:**

- **Ethnocentrism:** It is the application of one's cultural values in evaluating behaviour and beliefs of people from other culture.
- **Little tradition:** It consists of the cultural traits or traditions which are oral in nature. It operates at the village level.
- **Great Tradition:** The cultural traits or traditions which are generally written make great traditions. Such kind of cultural traditions is popular among the elites of a society who are educated and learned.
- **Estates System:** It was a system of ranking in feudul Europe. Occupation of the people was the base of this system. The nobility clergy and the third state were the three estates of this system. The third estates generally consisted of chiefly professional and idle class people. Each class had his own representative but the peasants and labourers did have regret to hope.
- **Sub-culture:** A group of people within a large culture represents sub-culture. They borrow from or often distant, exaggerate or invent the symbols, values and beliefs of the people.
- **Social Roles:** Social roles signify rights and responsibilities associated with a person's social position or status.
- **Self Image:** The image of a person expressed in the eyes of others.

- Cultural Evolution: It is a theory of culture. According to this theory, just like natural species, culture also evolves through variation and natural selection.
- Cognitive aspect of culture: It refers to how we learn to process what we hear, so as to give it a proper meaning.
- Normative aspect of culture: It refers to rules of conduct like not opening other people's letters, performing rituals at death.
- Acculturation: It comprehends those phenomena which result when groups of individuals having different cultures come into continuous first-hand contact with subsequent changes in the original cultural pattern of either or both of groups.
- Socialization: It means the process of inducting the individual into the social and cultural world of making him a participant member in the society and its various groups and inducing him to accept the norms and values of that society.
- Conformity: It is action that is oriented to a social norm (or norms) and falls within the bank of behaviour permitted by the norm.
- "The social looking glass is the group or society in which persons imagine how others see them."