




# Sociology\_V3\_Unit 1.docx

-  Sociology\_BBA\_3
-  Sociology\_BBA\_3
-  ATLAS SkillTech University

---

## Document Details

**Submission ID**

trn:oid::3618:127363284

**Submission Date**

Feb 2, 2026, 1:37 PM GMT+5:30

**Download Date**

Feb 2, 2026, 2:59 PM GMT+5:30

**File Name**

Sociology\_V3\_Unit 1.docx

**File Size**

141.3 KB

22 Pages

4,651 Words

28,762 Characters

## 0% detected as AI

The percentage indicates the combined amount of likely AI-generated text as well as likely AI-generated text that was also likely AI-paraphrased.

**Caution: Review required.**

It is essential to understand the limitations of AI detection before making decisions about a student's work. We encourage you to learn more about Turnitin's AI detection capabilities before using the tool.

### Detection Groups



0 AI-generated only 0%

Likely AI-generated text from a large-language model.



0 AI-generated text that was AI-paraphrased 0%

Likely AI-generated text that was likely revised using an AI-paraphrase tool or word spinner.

#### Disclaimer

Our AI writing assessment is designed to help educators identify text that might be prepared by a generative AI tool. Our AI writing assessment may not always be accurate (i.e., our AI models may produce either false positive results or false negative results), so it should not be used as the sole basis for adverse actions against a student. It takes further scrutiny and human judgment in conjunction with an organization's application of its specific academic policies to determine whether any academic misconduct has occurred.

### Frequently Asked Questions

#### How should I interpret Turnitin's AI writing percentage and false positives?

The percentage shown in the AI writing report is the amount of qualifying text within the submission that Turnitin's AI writing detection model determines was either likely AI-generated text from a large-language model or likely AI-generated text that was likely revised using an AI paraphrase tool or word spinner.

False positives (incorrectly flagging human-written text as AI-generated) are a possibility in AI models.

AI detection scores under 20%, which we do not surface in new reports, have a higher likelihood of false positives. To reduce the likelihood of misinterpretation, no score or highlights are attributed and are indicated with an asterisk in the report (\*%).

The AI writing percentage should not be the sole basis to determine whether misconduct has occurred. The reviewer/instructor should use the percentage as a means to start a formative conversation with their student and/or use it to examine the submitted assignment in accordance with their school's policies.

#### What does 'qualifying text' mean?

Our model only processes qualifying text in the form of long-form writing. Long-form writing means individual sentences contained in paragraphs that make up a longer piece of written work, such as an essay, a dissertation, or an article, etc. Qualifying text that has been determined to be likely AI-generated will be highlighted in cyan in the submission, and likely AI-generated and then likely AI-paraphrased will be highlighted purple.

Non-qualifying text, such as bullet points, annotated bibliographies, etc., will not be processed and can create disparity between the submission highlights and the percentage shown.



## Unit 1: Introduction to Sociology

### Learning Objectives

1. Describe sociology and explain its approach to understanding human society.
2. Understand the founding figures and ideas of the discipline.
3. Recognize C. Wright Mills and the sociological imagination.
4. Discuss the contemporary and historical evolution of sociology in the West and India.
5. Think about the importance of sociological thought in today's society.

### Content

- 1.0 Introductory Caselet
- 1.1 What is Sociology?
- 1.2 Foundations of Sociology
- 1.3 C. Wright Mills and Sociological Imagination
- 1.4 Emergence of Sociology in the West
- 1.5 Emergence of Sociology in India
- 1.6 Summary
- 1.7 Key Terms
- 1.8 Descriptive Questions
- 1.9 References
- 1.10 Case study

#### 1.0 Introductory Caselet

“Ravi’s Curiosity About Society: Discovering the World of Sociology”

Background:

Ravi is in his first year of college in Delhi. Why did people behave differently in similar circumstances?

situations. His parents are traditional and conservative in the privacy of their homes and his friends at college are modern attitudes.

lifestyles. He observes in his locality that some families strictly follow the caste-based practices, while

others challenge these norms.

One day at college, when Ravi is attending his class, his professor starts off with Sociology. The professor explains that

' sociology lets us in on why people do the things that they do, why societies are organised this way and not another.

and how culture, custom and institutions shape people's lives."

Curious, Ravi begins looking around the room more closely. He acknowledges that much of the difficulty

people suffer—inequality, unemployment, or discrimination—are not private problems but are

shaped by larger social structures. He also realises that festivals, family systems and education are not

only private affairs but part of the larger social fabric that binds people.

Through this perspective, Ravi is not society as these separate individuals but as an

interconnected system. Sociology provides him with a fresh point of view— it helps him formulate the real questions

about change, diversity, and justice.

Critical Thinking Question:

If you were Ravi, how would you critically compare and contrast traditional practices at home and conservative practices in the local Lutheran church from a worldview perspective?

and modern values among friends? Do you believe Sociology can help people in decreasing conflicts among

tradition and modernity? How?

### 1.1 What is Sociology?

Sociology is the scientific study of society, including patterns of social relationships, social interaction, and culture. In simple words,

and it enables us to see how human beings live together, have relationships with one another, make rules and develop culture. It is

not just of individuals but of the patterns that form when people gather in.” 5 Bush was, indeed, a pivotal point.

groups.

Key Takeaways in Simple Words:

o

Study of Society:

Sociology examines the formation of society, its operation, and its development (parameter though PUB ).

time.

o

o

For instance, it examines how urbanization alters people’s lives or how technology

affects relationships.

Human Interactions:

It studies how people relate to one another in families, schools, workplaces and communities.

o

o

For example, it investigates teacher-student relationships, friendships, and work and professional relationships.

hierarchies.

Social Institutions:

Institutions such as family, religion, education, politics and economy are formative in..... shaping..... shaping the individual.

people’s lives.

o

o

Sociology can provide insights into the reasons why these institutions exist, how they function, and what kind of impact they might have.

people's thoughts and actions.

Culture and Norms:

Each society has its own culture (language, customs, values and beliefs).

o

o

WHY DO YOU AND I EAT DIFFERENTLY: SOCIOLOGY Explains Devinder Sharma This is the fourth in a series of weekly columns There are sociological explanations for traditions that evolved and were followed by people from one region but not another.

another.

Social Issues and Change:

Sociology focus in problems like poverty, gender inequality or caste discrimination when unemployment.

o

It also describes how societies change — why revolutions occur and why movements emerge and

how modernization changes old traditions.

Scientific Approach:

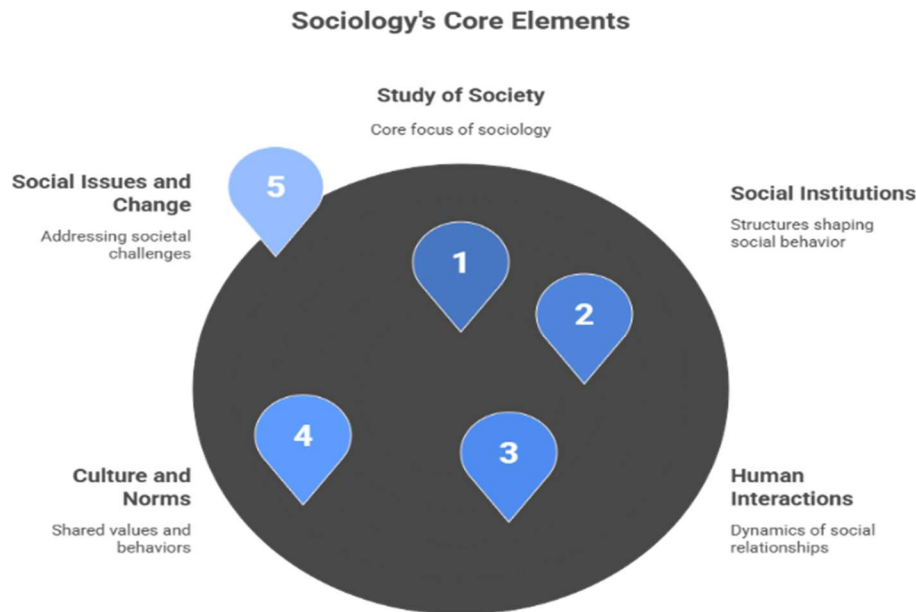
o

It's not all just sociology. It employs observations, surveys interviews and theoretical domains.

approaches for a systematic investigation of social behavior.

In other words, sociology allows us to look beyond our own individual experiences and understand that, in fact, those experiences are a product of the social world.

societies and how greater forces shape individual lives.



**Figure 1.1**

## Definition and Nature of

Sociology Definition:

Sociology is the science or study of origin, development, organization and functioning of human society; the science of fundamental laws of social relations, institutions and processes; a subject which treats them in a positive manner.

Think of it as a lens through which we can observe how people relate to one another, form groups and shape institutions (like family, education, religion or government) that structure our lives.

Prominent sociologists have each explained it somewhat differently. For example:

The father of sociology, Auguste Comte, formulated the field as an area that focuses on social order and change.

Emile Durkheim focused on the “social facts,” which he described as values, norms and structures that shape our lives.

Nature of Sociology:

**Social Science:** It is about human society not about natural things like physics or chemistry.

**Abstract Science:** Sociology does not study individual persons, but patterns of relationships and behavior.

**Generalizing, Not Particularizing:** It addresses general features of social life — family systems, for example — not a particular family.

Discipline Indigenous: Though related to history, economics or political science the sociology is possessed to its own concepts and methods.

Objective Study: It attempts to describe society in terms of facts and evidence, not personal opinions.

Dynamic Nature: Sociology is about change – how societies move from tradition to modernity, how tech changes our lives etc.

### 1.1.2 Sociology as a Science of Society

A name is sociology because it uses scientific methods of investigations similar to other sciences, i.e. natural sciences. But rather than nature, it studies society.

Why Sociology is a Science:

Observation: Sociologists also study how people behave within a group, community or in an organization.

Experiments and Surveys: They gather data through questionnaires, interviews, or in field studies.

Analysis: They analyze the collected data to identify patterns and potential wellspring paying for social behavior.

Theories: Sociology uses a set of theories to explain why and how social events occur (for example, why poverty exists or why a certain problem brings about inequality).

Prediction: Occasionally we can predict trends sociologically, using research—for example, how urbanization might increase in the future or how technology will impact family systems.

In that way, sociology is a scientific study of society as it uses scientifically-logical, methodical and factual methods to investigate social life.

### 1.1.3 Distinction between Sociology and Other Social Sciences

While indebted to the methodologies of other social sciences, sociology has developed distinctive approaches and scopes.

Sociology vs. History:

The study of history involves examining the past events, in a specific sequence.

Sociology examines lasting social patterns and institutions across cultures of the past and present.

Sociology vs. Political Science:

Political science concentrates on institutions of government, political power and governments.

Sociology examines politics as a part of society, but also examines family, economy, culture and religion.

**Sociology vs. Economics:**

The economics is the production, distribution and consumption of goods and wealth.

Sociology examines economic activity in relationship to society — such as how poverty influences education or social class determines occupation.

**Sociology vs. Psychology:**

Individual mind and behavior are the purview of psychology.

Sociology examines group behavior and life in groups. For example, psychology studies a person's stress, and what sociology looks at is patterns of stress in the society.

**Sociology vs. Anthropology:**

Anthropology researches ancient civilizations, cultures and the evolution of human being.

The concern of sociology is primarily with modern, complex societies.

In few words, sociology offers a broad perspective of society, in comparison to other sciences that emphasize on specific things.

#### **1.1.4 Relevance of Sociology in Contemporary Society**

Nowadays, sociology is very important considering that we are facing more complexity in terms of interconnected society and developments.

**Key Areas of Relevance:**

**Understanding Social Problems:** Sociology enables us to understand poverty, unemployment, problems related to caste system gender discrimination, and crime through their social roots.

**Social Change and Development:** It describes that modernization, globalization, and technology not only bring change in family, education and culture.

**Policy Creation:** Governments and organizations too rely on sociological research to create the social programs, laws, and reforms that will better society.

**Establishment and Organizational Life:** Handling of industrial relations, problems of labor and teamwork in the industries are made workable by sociology.

**Globalization:** In the world as it is today, cultures and economies are connected. Sociology allows us to see these phenomena more clearly: migration, cultural diversity, global inequalities.

**Social Integration:** Sociology helps to understand and pick individuals together across the regions, faiths and casts.

**Awareness of Rights and Duties:** It informs citizens about their role in democracy, rights, obligations towards society.

So sociology is not just an academic discipline but a way to make sense of and intervene in contemporary live

## 1.2 Foundations of Sociology

Definition:

The foundations of sociology are the fundamental concepts and theories on which this discipline is based. These are the fundamental building blocks (such as society, culture, norms, and values), the organizing structures of people (like groups, institutions, and organizations) and the processes that structure social life (such as stratification and change). Knowing this fundamentality allows us to analyze how societies work, grow, and respond to challenges.

### 1.2.1 Key Concepts: Society, Culture, Norms, and Values

Society (Definition):

A society is made up of a people living within defined territorial frontiers, interacting with each other and sharing a culture.

Example: Indian society, American society.

A society isn't only its people, but also the systems and relationships that connect them.

Culture (Definition):

Culture is the cumulative deposit of knowledge, experience, beliefs, values, attitudes, meanings, hierarchies, religion (that one doesn't need to be religious to receive wisdom from it), stratifications and material objects acquired by a group of people in the course of generations through individual and group striving.

Example: Observing Diwali in India, Thanksgiving in the United States.

Culture is that which gives identity and sustains the continuity of society.

Norms (Definition):

Norms are collective rules or expectations of action in society.

Illustration: Standing in a line, treating elders well, driving on the left (in India).

“Activity”

**Instruction to Student:**

Observe your neighborhood for one full day. Make two lists:

1. **Norms** you notice (rules people follow in daily life, such as traffic discipline, queuing, or greeting elders).
2. **Values** behind those norms (for example, respect, discipline, equality). Prepare a one-page write-up explaining how these norms and values shape social harmony in your community.

**1.3 . Wright Mills and Sociological Imagination****Definition:**

C. Wright Mills (1916–1962), an American sociologist, introduced the concept of **sociological imagination**. It is the ability to connect personal experiences with larger social and historical forces. In other words, it helps us see that individual problems are often linked to broader issues in society.

**1.3.1 Concept of Sociological Imagination****Definition:**

Sociological imagination is the ability to transcend personal experiences and realize that influences at work are often what live below the surface of events (Vissing, 2011.) It's...  
Show More "Personal Problem and Public Issues" Personal Problems & Public Issues When I talk about the difference between public issues and private troubles.

**Explanation in Easy Words:**

Most would consider their problems personal, but Mills said the majority are social in nature.

Example: Someone who is out of work may blame themselves. But the sociological imagination asks us to see bigger things — such as economic depression, deindustrialization or jobs lost due to automation.

It involves thinking about the "bigger picture" and not just one's personal situation.

**Key Point:**

It's supposedly the intertwining of biography (the individual) and history (societal context).

### Did You Know?

“C. Wright Mills introduced *sociological imagination* in 1959, and it was so revolutionary that it changed the way social sciences connected individuals with society. Before Mills, many people thought personal problems were just individual failures, but Mills showed that even something like unemployment or divorce often has social causes.”

#### 1.3.2 Personal Troubles vs Public Issues

Definition:

Personal troubles are private problems which affect individuals and Public issues affect a group of individuals on a larger scale.

Explanation with Examples:

Personal Troubles:

An individual being in debt.

A student failing an exam.

Public Issues:

Unemployment that spreads throughout a nation as a result of economic collapse.

Inadequate education system resulting in mass failures at the schools.

Difference:

A personal trouble can usually be sensed as a private matter: If husband and wife fight or kids get into trouble, the conflict among them is witnessed by neighbors who hear the screams and the cries, and various friends.

It becomes public when such a problem impacts many people, and is associated to social structures (economy, politics or culture).

Key Point:

Individual problems are often symptoms of a larger social problem.

#### 1.3.3 Application of Sociological Imagination in Everyday Life

Definition:

The application of sociology's perspective can be seen in everyday decision-making, such as selecting a place to eat or how to behave around people with whom we may not be familiar.

Examples in Everyday Life:

Unemployment: It ain't all your fault, you can see how labor markets, technology and government policy determine opportunity for success.

Obesity: It can seem like an individual issue but access to fast food, places for exercise and advertising all shape what people eat.

Education: A child's poor performance may be a result of social class, ill-equipped educational establishments or language.

Mental Health: Escalating stress and anxiety can be regarded not simply as individual weakness but as the products of competitive lifestyles, economic pressure and social isolation.

Key Point:

To do this we use our sociological imagination; to avoid reducing problems and instead understand what. [emfpositive.com](https://www.emfpositive.com) 09 Dec The Envelope 73 explains: the factory production of plastic, where it is sold and of whom.

The life of society is combined with individual life.

## **1.4 Emergence of Sociology in the West**

Definition:

The Origins of Western Sociology Theorizing in the West in the 18th and early 19th centuries Europe, which initiated sociology as a rationalistic endeavor to study social behaviour and guide humanity. [ngabaysupplements.com.ng](https://www.ngabaysupplements.com.ng) Political science has been influenced by many disciplines like a Economics, History, Psychology etcetera. The changes that were ushered in by the Enlightenment and the Industrial Revolution produced their own social problems that needed to be understood and explained scientifically.

### **1.4.1 Historical Context: Industrial Revolution and Enlightenment**

Enlightenment (18th Century):

Time of an awakening intellect in Europe.

Highlighted reason, logical thought and human advancement.

Philosophers such as Voltaire, Rousseau and Montesquieu believed that society could be investigated and improved using rational means.

It rejected blind faith in tradition and religion, and advocated for freedom, equality and democracy. Industrial Revolution (18th–19th Century):

Started in Britain, was followed in Europe and elsewhere.

View from farming to industry, factories and cities.

Invented new classes (workers, capitalists).

Led to problems such as dangerous working conditions, childhood labor, poverty, overpopulation, crime and inequality.

These problems of the society led thinkers to understand that new science was necessary to study the society in systematic manner, then came sociology.

### Did You Know?

“During the Industrial Revolution, child labor was extremely common in Britain. Children as young as 5 years old worked in factories for 12–16 hours a day under unsafe conditions. This social crisis was one of the reasons sociologists began to study society more systematically, to find solutions for such widespread exploitation.”

#### 1.4.2 Contributions of Auguste Comte, Emile Durkheim, Karl Marx, and Max

Weber Auguste Comte (1798–1857):

So called Father of Sociology.

Coined the term Sociology.

Thought society should be studied scientifically, akin to the natural sciences.

Propounded the Law of Three Stages:

Theological (religion explains everything).

Metaphysical (philosophy explains things).

Scientific/Positive (science explains society).

Promoted positivism — the utilization of observation and scientific techniques within sociology.

Emile Durkheim (1858–1917):

Concerned with social facts — values, norms and institutions that mold individuals.

Researched division of labor, religion and suicide.

Emphasized social solidarity with the community (the ties that bind people together in society).

Demonstrated that even private acts (such as suicide) are socially conditioned.

Karl Marx (1818–1883):

Centered on the struggle of one class, the bourgeoisie (owners) and proletariat (workers).

Believed economic structures shape society.

Foretold that capitalism would enslave workers, create inequality and end in revolution.

His thoughts would serve as the base from which conflict theory grew in sociology.

Max Weber (1864–1920):

Stressed the significance of ideas, beliefs and values in molding society.

Noted for the idea of “The Protestant Ethic and the Spirit of Capitalism,” demonstrating how religion shaped economic behavior.

Introduced the verstehen method (when you understand through means of people).

Researched bureaucracy, authority and rationalization in modern societies.

### 1.4.3 Rise of Sociology as an Academic Discipline

Sociology took a long time to become an academic discipline.

Europe:

Comte conceived of sociology as the science of society.

Durkheim founded the first French university department of sociology at the University of Bordeaux, France (1895).

Germany:

Sociological theory and methodology were also developed by Max Weber and his colleagues.

Britain & USA:

Industrial and urban developments spurred the development of sociology departments where these issues were investigated.

Osborne and John McKenzie, the University of Chicago developed as a major center for sociological research (see also Chicago School).

Key Point:

Sociology as an academic discipline had developed to the point that it was practiced on a regular basis, offered in courses, and taught methods of study and research.

## 5. 1.5 Emergence of Sociology in India

**Definition:**

The emergence of sociology in India refers to how the discipline developed during the colonial period and after independence. It involved

studying Indian society's unique features—such as caste, religion, village life, and modernization—through both Western theories and indigenous perspectives.

### 1.5.1 Colonial Context and the Study of Indian Society

Sociology also began to flourish in India during the rule of British Raj.

Indian society was being read primarily in order for British administrators, missionaries and Orientalists to better govern and control it. They concentrated on caste, customs and religions.

They offered something ethnographic, descriptive rather than analytical.

After independence, Indian sociologists attempted to develop the discipline of sociology in order to chart social change and modernization and its impact on largely agrained society.

Key Point: The early study of Indian society was influence by colonialism, with a distinct indigenous perspective in Indian sociology emerging later.

### 1.5.2 Contributions of Pioneers: G.S. Ghurye, M.N. Srinivas, Andre Béteille

G.S. Ghurye (1893–1983):

Father of Indian sociology.

Founded first sociology department of University of Bombay in 1919.

Researched caste system, race relations, tribes and the Indian culture.

Blended Indological (text and traditions) scholarship with fieldwork.

M.N. Srinivas (1916–1999):

Noted for ideas of Sanskritization (handicapping with the practices of upper castes to move up social latter) and Dominant Caste.

Looked closely at Indian villages and demonstrated how caste and politics function in rural life.

Encouraged fieldwork-based sociology not to be based purely on texts.

Andre Béteille (1934– ):

Researched inequality, caste and class in Indian society.

Demonstrated it is not only caste that we have to confront when dealing with inequality in India but also class and power.

By linking Indian realities to global theories, his works skyscaped Indian 1 sociology in terms of international sociology4.

### Did You Know?

“M.N. Srinivas coined the concept of *“Sanskritization”* after observing a village in Karnataka. He found that lower castes adopted the rituals, customs, and practices of higher castes to improve their social standing—a process that continues in many parts of India even today.”

#### 1.5.2 Themes in Indian Sociology (Caste, Village, Religion, Development)

Caste:

Central theme in Indian sociology.

Significant attention is paid to the phenomena of caste hierarchy, caste mobility and the “caste politics” which are seen in contemporary India.

Sample: Writings of Ghurye and Srinivas.

Village:

Villages were the “heartbeat” of India.

Research looked at village economy, caste relations, leadership and social change.

Example: Srinivas’s village studies in Karnataka.

Religion:

Consider the impact of religion on values, holidays, rituals and social identity.

Also researched the interface of religion and modernization/secularization.

Development:

After independence, sociologists have studied modernization, industrialization urbanization and social movements post-independence.

Illustration: Research on agrarian reforms, Green Revolution, urbanization.

#### 1.5.3 Contemporary Relevance of Indian Sociology

Understanding Diversity: Explains India’s plural society of castes, religions and languages.

Dealing with Social Issues: Helps in understanding problems such as casteism, patriarchy, communalism, poverty and regional diversities.

Policy Making: Sociology research has been guiding government policies on education, health, rural development and social justice.

Globalization: Examines the ways in which global economic and cultural forces impact Indian society, including family systems that are changing or migration trends.

**Social Movements:** Focuses on Dalit movements, women's movements, environmental movements and their significance for democracy.

**Focus:** Indian sociology remains relevant to academic research and practical policy formulation as it links the distinctive traditions and history of India with contemporary issues.

### “Activity”

#### Instruction to Student:

Select a current social issue in India (such as gender inequality, digital divide, unemployment, or caste-based discrimination). Collect three recent newspaper articles or online reports about it.

- Identify whether the issue is a **personal trouble** or a **public issue** using sociological imagination.
- Explain how Indian sociology can help in understanding and addressing the issue. Submit a short analysis (300–400 words) linking theory with practice.

### Knowledge Check 1

#### Choose the correct option:

1. Who is known as the *Father of Sociology*?
  - A. Max Weber
  - B. Auguste Comte
  - C. Emile Durkheim
  - D. Karl Marx
2. Which of the following is an example of a **value** in society?
  - A. Standing in a queue
  - B. Respecting elders
  - C. Honesty
  - D. Wearing a school uniform
3. According to C. Wright Mills, sociological imagination connects:

- A. Psychology and biology
  - B. Personal troubles and public issues
  - C. Economics and politics
  - D. Tradition and religion
4. Which sociologist studied suicide as a social fact?
- A. Karl Marx
  - B. Auguste Comte
  - C. Max Weber
  - D. Emile Durkheim
5. Who introduced the concept of **Sanskritization**?
- A. Andre Béteille
  - B. M.N. Srinivas
  - C. G.S. Ghurye
  - D. Max Weber

## 1.6 Summary

Sociology Sociology is the study of society, social relationships and institutions.

It allows us to see how the personal meets the larger social scene.

The building blocks of sociology are things like society, culture, norms, values, groups, institutions, organizations, social stratification and social change.

C. Wright Mills Several decades ago brought the term sociological imagination into focus by demonstrating how personal troubles coincide with public issues.

The West gave birth to sociology as a result of the Enlightenment and the Industrial Revolution, developed by Frenchman Comte (1798-1857), Englishmen Durkheim (1859-1917) and Marx (1818-1883), and German Weber.

IN INDIA Sociology Myopia was a colonization era product, and it expanded under G.S. Ghurye and M.N. Srinivas, A Béteille with major focus on caste, village religion and development became the main themes here in sociology.

Even now, sociology is pertinent to the study of diversity, social problems, policy development and globalization/social movements.

## 1.7 Key Terms

Sociology – Systematic analysis of society and social interaction.

Society- A community of people who live together with a shared culture and organized ways.

Culture – The way of life of a group, including the group's traditions, values and beliefs.

Norms - A set of rules and expectations that are established in society.

Values – Beliefs about what is good or important that inform someone's attitudes.

Group – An assembly of people with similar motivations and common identity.

Institution – Structured sectors of society (family, religion, education, politics).

Organization – Structure of formal groups within which are completed this plan to pursue objectives.

Social Stratification – The separation of society into levels on the basis of employment, wealth, politics, education or religion.

Social Change – The modification of social and cultural structures across time.

Sociological Imagination – A way to link our personal experiences with society at large.

Personal Troubles – Issues which can be personal in nature.

public issues- problems that are resulted common and associated with structural forces.

Positivism – The application of the scientific method to society (Comte).

Sanskritization – A phenomenon where the lower castes emulate the life patterns of the higher castes (MASrinivas).

## 1.8 Descriptive Questions

Describe sociology and it's nature?

Differentiate sociology from other social sciences.

What is the sociological imagination with real examples?

Explain the difference between personal troubles and public issues.

Explain the historical background in which sociology has evolved in Western societies.

Discuss the contributions of Auguste Comte, Emile Durkheim, Karl Marx and Max Weber.

Discuss the colonial background of sociology in India.

Critically examine the contributions of G.S. Ghurye, M.N. Srinivas and Andre Béteille.

Describe the major themes of Indian sociology-caste, village, religion and development.

Discuss the present-day significance of sociology in society.

### 9. References

- Comte, Auguste. *Positive Philosophy*.
- Durkheim, Emile. *The Division of Labour in Society*.
- Marx, Karl & Engels, Friedrich. *The Communist Manifesto*.
- Weber, Max. *The Protestant Ethic and the Spirit of Capitalism*.
- Ghurye, G.S. *Caste and Race in India*.
- Srinivas, M.N. *Village, Caste, Gender, and Method*.
- B eteille, Andre. *Caste, Class and Power*.
- Bottomore, T.B. *Sociology: A Guide to Problems and Literature*.
- Johnson, Harry M. *Sociology: A Systematic Introduction*.

## Answers to Knowledge Check

Knowledge Check 1

B) Auguste Comte

C) Honesty

B) Personal troubles and public issues

D) Emile Durkheim

B) M.N. Srinivas

## 1.10 Case Study

### Ravi's Curiosity About Society: Tradition and Modernity

#### Introduction

Sociology refers to the study of society, social relationships and institutions. It also helps people understand how larger social forces shape personal experience. This caselet is about Ravi, a college going guy, who found it hard to reconcile the conservative values upheld by his family with that of his modern friends. His story is an example of how the sociological imagination enables us to understand our personal troubles in the context of public issues and see them as part of a larger social drama.

#### Background

Ravi is a middle-class boy, brought up in Delhi to adopt traditional values. At home, he sees caste-based norms, religious rituals and conservative gender roles. But at the college, he confronts modern concepts such as gender equality, freedom of choice and cultural diversity. Puzzled by these dichotomies, Ravi starts to ask himself why societies are structured in a different manner and how tradition converges with modernity. In his Sociology class, he finds that the confusion in him is a microcosm of the larger society towards globalization, urbanization and education.

#### Problem Statement 1 – The Confrontation between Tradition and Modernity

Ravi is pulled between tradition and modernity. This inner battle causes disillusion and strain in his personal life.

**Answer :** Sociology develops an analytical mind. By employing the sociological imagination, Ravi can discern that his struggle is not an isolated one but rather symptomatic of a cultural shift in Indian society. It's something that allows him to honor his family traditions, without becoming a caricature and still fully embracing modern perspectives.

#### MCQ:

What is the best way for Ravi to come to terms with his conflicting views of tradition and modernity?

Completely reject traditions

Blindly follow modern practices

Use sociological imagination to see the bigger picture.

Avoid questioning social norms

**Answer:** C) Use sociological imagination to place in larger context

Answer: sociological imagination The sociological imagination allows for a fuller understanding of how personal problems are connected to widespread changes in society, helping people to decrease confusion and find balance.

2: Seeing the Personal Trouble as Public Issue.

At first, Ravi believes his difficulties are strictly a personal problem. But there are many more peers who feel the same way, indicating that it is a collective social problem.

Answer: Through application of sociological imagination, Ravi will come to know that such tension between tradition and modernity is generic and can be found in countries like India going through the transition. This realization will leave him less isolated and more open to dialogue.

MCQ:

What does Ravi discover when he comes to view his predicament as a broader social problem?

He is to blame by personality

That he is one of many people in the same boat

That traditions must always dominate

That's just the modernity!

Answer: B) That other people have had similar experiences

Explanation: The ability to see personal troubles as public issues enables people to grasp the social source of their sufferings.

Problem 3: Weighing Identity in a Shifting Society

Ravi fears losing his identity by pursuing modern values. Along the way, he worries further that following tradition strictly will lead to his isolation from peers.

Solution: Sociology instructs that identity is malleable and influenced both by personal decisions and social context. Ravi understands that he does not need to shed its traditions completely if it can coexist with modern values where needed.

MCQ:

How is Ravi to keep his identity in a world that's changing?

By rejecting all modern influences

By ignoring traditions completely

51 And settle in the balance of old ways and new values

By avoiding social interactions




Answer: C) By mixing old traditions with new value systems

Explanation: Sociology tells us that identity is not static and one can adopt a fluid approach to help manage social change.

Conclusion

This caselet demonstrates how a sociological perspective can help people to link the incidents of their personal lives to larger societal patterns. The tug-of-war between tradition and modernity in Ravi's life is really about the larger social transformation within Indian society. By deploying sociological imagination, he comes to interpret cultural difference, comprehend social transition and negotiate his identity. So sociology allows us to be critical thinkers, or consider diversity and adjust to the changing world.

# Sociology\_V3\_Unit 2.docx

-  Sociology\_BBA\_3
-  Sociology\_BBA\_3
-  ATLAS SkillTech University

---

## Document Details

**Submission ID**

trn:oid::3618:127363287

**Submission Date**

Feb 2, 2026, 1:37 PM GMT+5:30

**Download Date**

Feb 2, 2026, 2:59 PM GMT+5:30

**File Name**

Sociology\_V3\_Unit 2.docx

**File Size**

200.2 KB

**21 Pages**

**3,664 Words**

**23,082 Characters**

## 0% detected as AI

The percentage indicates the combined amount of likely AI-generated text as well as likely AI-generated text that was also likely AI-paraphrased.

**Caution: Review required.**

It is essential to understand the limitations of AI detection before making decisions about a student's work. We encourage you to learn more about Turnitin's AI detection capabilities before using the tool.

### Detection Groups



0 AI-generated only 0%

Likely AI-generated text from a large-language model.



0 AI-generated text that was AI-paraphrased 0%

Likely AI-generated text that was likely revised using an AI-paraphrase tool or word spinner.

#### Disclaimer

Our AI writing assessment is designed to help educators identify text that might be prepared by a generative AI tool. Our AI writing assessment may not always be accurate (i.e., our AI models may produce either false positive results or false negative results), so it should not be used as the sole basis for adverse actions against a student. It takes further scrutiny and human judgment in conjunction with an organization's application of its specific academic policies to determine whether any academic misconduct has occurred.

### Frequently Asked Questions

#### How should I interpret Turnitin's AI writing percentage and false positives?

The percentage shown in the AI writing report is the amount of qualifying text within the submission that Turnitin's AI writing detection model determines was either likely AI-generated text from a large-language model or likely AI-generated text that was likely revised using an AI paraphrase tool or word spinner.

False positives (incorrectly flagging human-written text as AI-generated) are a possibility in AI models.

AI detection scores under 20%, which we do not surface in new reports, have a higher likelihood of false positives. To reduce the likelihood of misinterpretation, no score or highlights are attributed and are indicated with an asterisk in the report (\*%).

The AI writing percentage should not be the sole basis to determine whether misconduct has occurred. The reviewer/instructor should use the percentage as a means to start a formative conversation with their student and/or use it to examine the submitted assignment in accordance with their school's policies.

#### What does 'qualifying text' mean?

Our model only processes qualifying text in the form of long-form writing. Long-form writing means individual sentences contained in paragraphs that make up a longer piece of written work, such as an essay, a dissertation, or an article, etc. Qualifying text that has been determined to be likely AI-generated will be highlighted in cyan in the submission, and likely AI-generated and then likely AI-paraphrased will be highlighted purple.

Non-qualifying text, such as bullet points, annotated bibliographies, etc., will not be processed and can create disparity between the submission highlights and the percentage shown.



## Unit 2: Basic terms and concepts in Sociology

### Learning Objectives

1. Explain the meaning and characteristics of social groups, and differentiate between primary and secondary groups with examples.
2. Analyze systems of social stratification such as caste, class, race, and gender, and discuss how these affect opportunities and life chances.
3. Distinguish between natural and social inequality, and examine how social inequality is constructed and maintained in different societies.
4. Identify and evaluate the impact of stereotypes, social stigma, and discrimination, and explain how these practices create barriers to social inclusion.
5. Understand the concept of hegemony, and explore how dominant groups maintain power and control through cultural and social means.
6. Apply sociological concepts to real-life situations, such as inequality in education, workplace discrimination, or community group dynamics.
7. Critically reflect on ways to reduce inequality and discrimination, promoting equity, social justice, and inclusive practices in contemporary society.

### Content

1. Introductory Caselet
1. Social Groups
2. Systems of Social Stratification and Mobility
3. Natural and Social Inequality
4. Stereotypes, Social Stigma, Discrimination, and Hegemony
5. Summary
6. Key Terms
7. Descriptive Questions

8. References
9. Case Study

### Introductory Caselet

#### “Ritu’s Search for Belonging: Understanding Social Groups”

##### Background:

Ritu, an MBA first year student had recently moved in from a small town to a big cosmopolitan city. At home, she was very attached to her family and local friends who encouraged her choices. In college, she now mingles with classmates from a variety of backgrounds, joins a debate club, and works on group projects.

She notices that the way she interacts changes depending on which group she is with. For her family, the connection is emotional and forever. She is less bitter toward her debate club; there, it’s more of a formal give-and-take. She’s deeply attached to her old friends but knows she must conform to her new peers if she wants to succeed in college.

In her sociology class, Ritu discovers that these various kinds of relationships—including the closeness among family members as well as among friends, the bonding between teammates or colleagues at work, organizations with a formal structure (like schools or companies)—are all examples of social groups. They all contribute to who she is – the type of person, the values and the career aspirations she will have.

##### Critical Thinking Question:

If you were in Ritu’s place, how would you navigate this tension of your deep emotional connection to your family and creating new professional networks in the city? Do you consider one type of group more important than the other? Why?

### 2.1 Social Groups

##### Definition:

(n.) A social group is two or more humans who interact with one another, share similar characteristics, and collectively have a sense of unity.

##### Explanation in Easy Words:

Man is a social animal and he cannot pass his life in solitude. Social groups are the arena in which people interact, communicate and collaborate.

Groups are not the same as chance collections. For instance, a group is not made up of passengers waiting at a bus stop because they do not maintain relationships or work towards goals. But classmates studying together are a group.

Characteristics of Social Groups:

Interaction: Members talk to one another and influence each other.

Goals & Causes: People join for like objectives.

Sense of Belonging: Individuals feel an attachment to and association with the group.

Norms and Rules: Groups develop behavior guidelines.

Continuity: Groups outlast ad-hoc groupings of people.

Types of Social Groups:

Primary Groups:

Small, close, personal, and long-lasting.

Example: Family, close friends.

These groups mould emotions, values and identity.

Secondary Groups:

Larger, formal, and goal-oriented.

Example: Work teams, political parties, other organizations/fire companies.

Many of the relationships are short-term and task-oriented.

Formal Groups:

Rules and roles need to be in writing.

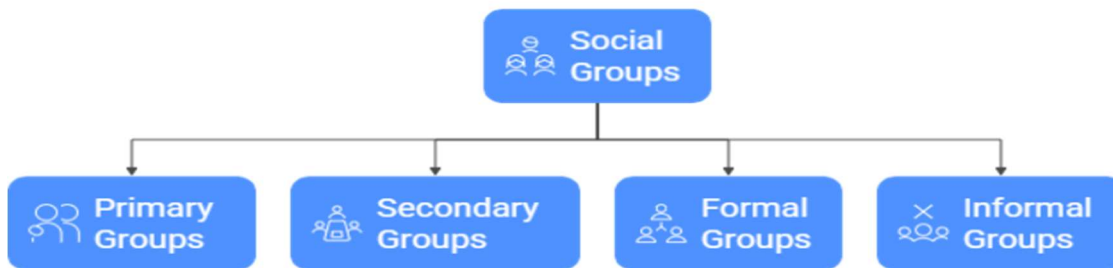
Example: A corporation, a university, a union.

Informal Groups:

Form naturally without written rules.

Example: Friendship circles, neighborhood chats.

## Types of Social Groups



### 2.1.1 Definition and Characteristics of Social Groups

Groups Social Groups:

Members have frequent interactions and a common identity and sense of belonging.

Example: A sports team, a classroom or a family.

Aggregates:

A group of individuals assembled in the same locale, but without interaction.

Example: passengers at a bus stop, people in a shopping mall.

Quasi-Groups (or Potential Groups):

Here, a group of people who have some things in common or interests in common but who are not arranged and do not regularly interact.

Example: All the youth of a city, all doctors in any country. Organized groups can come later.

Key Difference:

Groups = growth + belonging.

Aggregates = physical closeness; no social ties.

Quasi-groups = some traits in common but no formal structure as yet.

### Classification of Social Groups: Primary and

Secondary Primary Groups:

Small, intimate, and long-lasting.

Strong emotional bonds.

Informal communication.

Example: Family, childhood friends.

Significance: Influences personality, values, and emotional support.

Secondary Groups:

Large, impersonal, and goal-oriented.

Relationships are formal and temporary.

Communication, often through rules or hierarchy.

Example: Work teams, political parties, clubs or associations.

Importance: it assists to accomplish, capacity for task and does particular work.

Comparison:

Primary = personal and emotional.

Secondary = formal and practical.

### “Activity”

Make two lists of groups you are part of:

1. **Primary Groups** – close-knit, personal, emotional (e.g., family, close friends).
2. **Secondary Groups** – formal, goal-oriented, larger in size (e.g., sports club, classroom, workplace).

For each group, write 3–4 sentences describing:

- How you interact with the group.
- Whether relationships are based on emotions or tasks.
- What role the group plays in shaping your identity.

Submit your write-

up comparing how your experiences differ between primary and secondary groups.

#### 2.1.4 Functions of Social Groups in Society

Socialization:

It is groups that socialize individuals into norms, values, and customs.

Example: Family teaching etiquette, schools teaching respect.

### Emotional Support:

Individuals are nurturing, loving and supporting.

Example: Friends who are there for you in hard times.

### Social Control:

Satisfaction Groups uphold norms and rules to keep order.

Example: Peer groups discouraging misbehavior.

### Cooperation and Unity:

Groups gather people for shared work.

Example: Factory workers planning production.

### Identity Formation:

Among the other characteristics of groups is that they provide me with a perception of who I am.

Sample Item: Groups based on religion or culture influencing identity.

### Social Change and Progress:

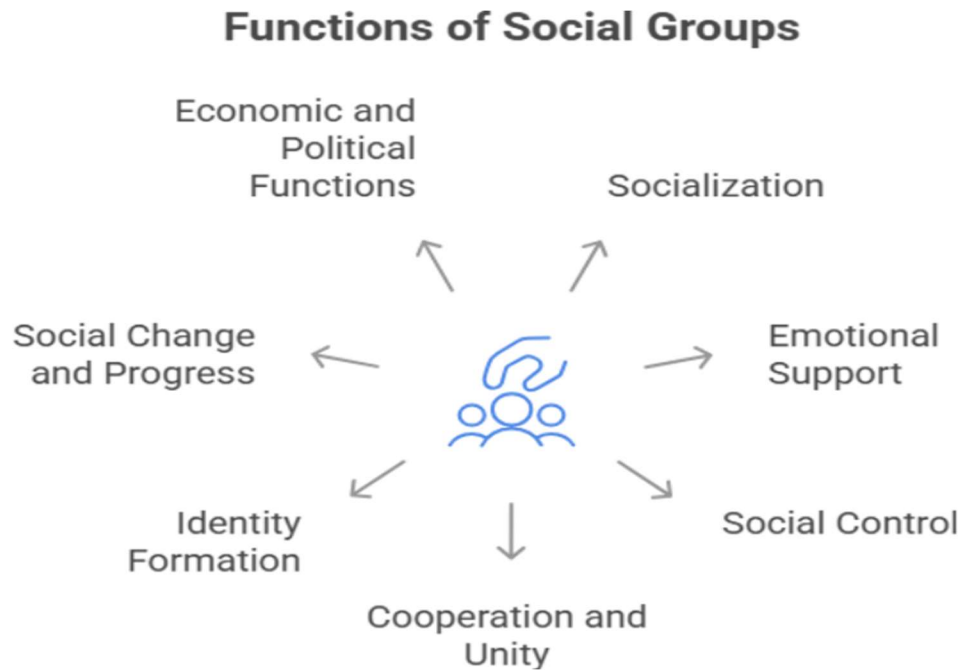
So, groups can offer reform and innovation.

Model: Social movements (womens'/enviro groups).

### Economic and Political Functions:

Groups mobilize themselves for labor, trade unions, political parties etc.

Example: Rights negotiations of the farmers' associations 3.



**Figure 2.2**

## 2.2 Systems of Social Stratification and Mobility

### Definition:

Social stratification is the difference people make on other people according to their social position and basis (wealth, power, status) of which they are seen later when in production, distribution and consumption of resources. It is a system that systematically prioritizes the allocation of resources, opportunities and privileges unequally.

Stratification is universal (there is stratification in every society) and form varies (caste in India, class in industrial societies, race contextually). Mobility relates to the way people or groups rise above or fall below one another in this hierarchy.

### 2.2.1 Definition of Social Stratification

#### Definition:

Social stratification: a system by which society ranks categories of people in a hierarchy, individuals are placed at different levels and receive unequal rewards.

#### Explanation:

Inequality is a factor of every society.

Some are natural (age, strength), but most are social (caste, class, gender).

Stratification is systematised order but also helps to instigate conflict, when the inequalities it creates turn unjust.

Examples:

In India: caste pyramid (Brahmins, Kshatriyas, Vaishyas, Shudras).

In the US: class by wealth and job.

### 2.2.2 Caste, Class, and Status Groups

Caste:

By birth; strict and inheritable.

Social mobility is very limited.

Example: Traditional Indian caste system.

Class:

According to economic status (wealth, occupation, or income).

More flexible; mobility possible.

Example: Upper class, middle class and working class.

Status Groups (Max Weber's idea):

Prestigious, honorable, and lifestyle-designating groups of men — not just rich.

For example A teacher may not make a lot of money, but is highly respected in society.

Key Point:

Caste = rigid, birth-based.

Class = flexible, achievement-based.

Status group = based on prestige and lifestyle.

#### Did You Know?

"In India, the word *caste* comes from the Portuguese word *casta*, meaning "race" or "pure breed."

Portuguese travelers used it in the 16th century to describe the rigid social divisions they observed, and the term has remained in use ever since."

### 2.2.3 Types of Social Mobility

Definition:

**Social Mobility:** Refers to the movement of human beings or groups within a society from one social hierarchy level to another.

Types:

**Vertical Mobility:**

Social elevation or descent.

Example: A farmer's kid becoming a doctor (upward) or a businessman going broke (downward).

**Horizontal Mobility:**

Fluctuation from society to society without changing status.

Example: A teacher going from one school to another; a bank employee being assigned different branches.

**Intergenerational Mobility:**

Inter-generation Micro Mobility within the family.

Example: The daughter of a taxi driver becoming an engineer.

**Intragenerational Mobility:**

Mobility within one's own lifetime.

Example: A single person who begins as a clerk and becomes a manager.

#### **2.2.4 Factors Affecting Social Mobility**

**Education:**

An education beyond high school raises the odds of upward mobility.

Sample: Village scholars entering engineering/medical courses.

**Occupation:**

Prestigious professions (doctor, lawyer, engineer) tend to result in a higher status.

**Economic Development:**

Industrialisation and globalization open up new jobs and promote upward mobility.

**Urbanization:**

There is greater access to jobs, education, and experience in cities.

**Legislation and Policies:**

Reservations, welfare schemes of govt are to facilitate social mobility.

Social Networks:

Access to better jobs and opportunities is also often influenced by contacts and relationships.

Family and Caste Background:

Social progress may be putting an end to the days where being a traditionalist limited your choices.

Skills and Merit:

Between personal talent, the ability to innovate and entrepreneurialism we can attain upward mobility.

### 3. 2.3 Natural and Social Inequality

**Definition:**

Inequality refers to the **unequal distribution of opportunities, rights, resources, and privileges** among individuals or groups in society. It can be natural (arising from physical or biological differences) or social (constructed and maintained by society).

#### 2.3.1 Distinction Between Natural and Social

inequalities Natural Inequalities:

These are contrasts that contrast because of physical or biological causes.

Examples: age, strength, intelligence, physical incapacity.

They come instinctively not by choice by the free will of a human decision.

Social Inequalities:

These are social constructs, just like we learned when it comes to race.

For instance: caste, class, gender roles, ease of access to education or discrimination.

They are human-made and frequently unjust.

Key Distinction:

Natural = inevitable, biological, not by preference.

Social = created by man, cultured, institutional & can be changed.

#### 2.3.2 Economic, Gender, and Racial

Inequalities Economic Inequality:

Imbalance in wealth, income, and property rights.

Illustration: Rich-poor gap, riches accumulated by some handful of industrialists.

Gender Inequality:

Disparate treatment of men and women.

Example: Pay disparities between men and women, lack of women in leadership.

Racial Inequality:

Race-or-ethnicity-based discrimination, disadvantage.

Example: Racial segregation in the US history, caste-discrimination in India as parallel form.

Key Point:

These disparities restrict access and pose obstacles for wide parts of the population.

### 2.3.3 Structural Inequalities in Modern Societies

Definition:

Hardships: Structural inequality – This includes historic and established patterns of disadvantage embedded within the social, economic or political structures.

Examples:

Education: Elite schools present better opportunities than that of government schools.

Jobs: Access to premium jobs can hinge on connections, family background or caste/class.

Healthcare: Rich folks are suddenly getting better healthcare and the poor remain in a struggle for basic services.

Technology: The digital divide distinguishes between those who have access to modern technology and those who do not.

Explanation:

But even in advanced, democratic societies inequalities linger not because institutions discriminate but because they tilt toward the already favoured.

#### Did You Know?

“Studies show that children from wealthier families are more likely to attend elite schools, which leads to better university admissions and jobs — creating what

sociologists call the *cycle of privilege*. This means inequality doesn't just exist at one point in time, it often passes from one generation to another."

### 2.3.4 Inequalities and Social Justice Debates

Social Justice:

The equality, equity and afaarde principle of the society.

Debates:

**Affirmative Action/Reservations:** Advocates claim backward communities require certain assistance (such as caste-based reservations in India). Critics say it could dilute meritocracy.

**Wealth Redistribution:** Some say the rich should be taxed to reduce inequality, while others favor a free-market approach.

**Gender Rights:** Questions of equal pay, maternity leave and political representation.

**Minorities:** Protecting Religious, racial or ethnic minorities  
**Men:** Valuing men's work  
Useful Language 63 Suggested Position Parties 'at the table'.

Key Point:

Social justice discussions raise a tension between equality and the principle of fairness (should everyone be treated equally, or corrected for disadvantage)?

#### "Activity"

Choose one social issue in India (e.g., gender pay gap, caste-based reservation, or digital divide). Collect two news articles presenting **different viewpoints** about this issue.

- Identify whether each article argues for equality through **fairness** (everyone treated the same) or **equity** (special support for disadvantaged groups).
- Write a short reflection (250–300 words) explaining which viewpoint you find more convincing and why.

Submit your reflection with the two article links or references attached.

### 2.4 Stereotypes, Social Stigma, Discrimination, and Hegemony

**Definition:**

These are concepts that describe how societies often create unfair or unequal treatment of individuals and groups. Stereotypes are oversimplified ideas, stigma marks people as “different,” discrimination is unfair action, and hegemony explains how dominant groups maintain power by shaping culture and beliefs.

#### 2.4.1 Nature and Impact of Stereotypes

Definition:

A stereotype is an oversimplified, often exaggerated belief about a particular group of people.

Nature:

They are inflexible and slow to adapt.

Is often biased, based on little information or prejudice.

Can be positive (“Asians are good at math.”) or negative (“Women are bad drivers”).

Impact:

Molds attitudes and behavior towards others.

Makes opportunities less available by unfairly labelling people.

Creates prejudice, misunderstandings, and inequality.

Example:

Thinking all rural people are uneducated or all rich people are arrogant.

#### 2.4.2 Social Stigma: Goffman’s Perspective

Definition:

Stigma was famously characterized by Erving Goffman as an attribute that is “deadly” and disqualifies a person from being fullfledged in a particular status.

intact, typical individual to an infected, discounted one.”

Types of Stigma (Goffman):

Physical stigma: associated with physical deformities, disabilities and appearance.

Stigma (Character): Linked to belief in stigma of character which values internal features such as willpower, motivation, normative behavior and personal responsibility for health.

Tribal: Associated with race, lineage, creed, religion or ethnicity.

Impact:

People who are stigmatized may experience alienation, embarrassment and discrimination.

Restricts involvement in typical social life.

Example:

An HIV/AIDS infected patient who is receiving or will receive social rejection, not because of the virus itself but due to prejudice against it.

### **2.4.3 Discrimination: Forms and Consequences**

Definition:

Stigma was famously characterized by Erving Goffman as an attribute that is “deadly” and disqualifies a person from being fullfledged in a particular status.

intact, typical individual to an infected, discounted one.”

Types of Stigma (Goffman):

Physical stigma: associated with physical deformities, disabilities and appearance.

Stigma (Character): Linked to belief in stigma of character which values internal features such as willpower, motivation, normative behavior and personal responsibility for health.

Tribal: Associated with race, lineage, creed, religion or ethnicity.

Impact:

People who are stigmatized may experience alienation, embarrassment and discrimination.

Restricts involvement in typical social life.

Example:

An HIV/AIDS infected patient who is receiving or will receive social rejection, not because of the virus itself but due to prejudice against it.

### **2.4.4 Gramsci's Concept of Hegemony and Its Relevance**

Definition:

hegemony Antonio Gramsci, a Marxist thinker in Italy, actually brought out this very concept of hegemony which means the1-103 reality.

“the dominant minority,” to use the title of a standard work on this subject) over another, not by force but through ideas, culture and values. Explanation:

The ruling class holds power by making its worldview appear “natural” and “common sense.”

They do so because schools, media, religion and culture influence people.

Relevance Today:

Consumerist ads make a materialistic lifestyle seem normal.

Reporting on the media often reflects what is heard, while silencing others.

Elites are the only ones who toggle through their systems of social accounting to reinforce the status difference between fine and popular culture.

Example:

To accept inequality as “normal” or “natural” (to believe, for instance, that the poor are lazy and that’s why they’re impoverished) is to embrace a worldview reflecting these ruling ideas.

### Did You Know?

“Antonio Gramsci developed the concept of *hegemony* while he was imprisoned by Mussolini’s fascist government in Italy. Despite being jailed, his writings on cultural dominance became some of the most influential works in sociology and political theory.”

### Knowledge Check 1

Choose the correct option:

1. Which of the following is a **primary group**?
  - A. A company’s sales department
  - B. A close circle of friends
  - C. A political party
  - D. A trade union
2. The caste system in India is an example of:
  - A. Social mobility
  - B. Social stratification
  - C. Social networks
  - D. Structural mobility
3. Who introduced the concept of **status groups** in sociology?

- A. Karl Marx
  - B. Max Weber
  - C. Emile Durkheim
  - D. M.N. Srinivas
4. When a farmer's son becomes a doctor, it is an example of:
- A. Horizontal mobility
  - B. Intergenerational mobility
  - C. Intragenerational mobility
  - D. Structural inequality
5. Which of the following is an example of **natural inequality**?
- A. Unequal wages between men and women
  - B. Poverty due to lack of education
  - C. Physical differences like age or strength
  - D. Discrimination against lower castes

## 2.5 Summary

Social (Informal) groups are numbers of people who socialize and interact regularly with one another. They can be primary (family, close friends) or secondary (workplace, political parties).

Social stratification is the categorization of people based on caste, class and status or race. Mobility (vertical, horizontal, intergenerational and intragenerational) indicates how people or groups move within the structure.

Inequality can be natural (biological differences) or social (class, caste, gender, race). Inequities in the structures of contemporary societies are maintained in through institutional domains (e.g., education, economy, and health care).

Stereotyping is a simplified, but often untrue or unfair description stereotyping of a group; stigma identifies people as socially unfit; discrimination is the unequal treatment of individuals: and hegemony (from Gramsci) outlines how dominant groups keep control through their culture and ideas.

Sociology enables us to interrogate these inequalities and consider how we might work towards a more just and equal society.

## Key Terms

Social Group - A group of people that interrelate and feel a sense of unity.

Immediate group - small intimate closely related (e.g. family).

Secondary Group- A big and highly organized group which is goal oriented (i.e. A team at work)

Social Stratification – Ranking of people in order of their wealth, caste, or status.

Social Mobility – The ability of an individual or group to move up and down the social hierarchy.

Vertical Mobility – Movement to a higher or lower status.

Vertical Mobility – Moving up or down from one social position to another.

Intergenerational Mobility – Movement from one status to another between generations.

Intragenerational Mobility- the movement across a persons lifetime.

Physical Inequality — Disparities as a result of biology (age, strength, intelligence).

Social Inequality – Disparities produced by society (caste, class, gender, race).

Structural Inequity – A disadvantage that is reinforced in an institution.

Stereotype – A simplistic belief about a group.

Stigma — label/rating that influences society's response to a person (Goffman).

Discrimination – Undeserved differential treatment based on caste, class, race or sex.

Hegemony—Cultural and ideological dominance (Gramsci).

## 2.7 Descriptive Questions

Define and give examples of social groups. Describe the difference between primary and secondary groups.

What is social stratification? Talk about Caste, class and status groups as systems of stratification.

Distinguish between those inequalities which are natural and social. Give suitable examples.

Discuss different forms of social mobility and provide some examples.

Explain the character and significance of stereotypes in society.

Discuss Goffman's theory on social stigma and with examples.

How does discrimination take place? Explain their consequences.

Assess the usefulness of Gramsci's theory of hegemony in the present times.

Why do social style of structural inequalities persist in the modern world?

Describe the link between inequalities and social justice discussions.

### References

1. Ghurye, G.S. *Caste and Race in India*.
2. Srinivas, M.N. *Village, Caste, Gender and Method*.
3. Béteille, Andre. *Caste, Class and Power*.
4. Durkheim, Emile. *The Division of Labour in Society*.
5. Weber, Max. *Economy and Society*.
6. Marx, Karl. *Class Struggles in France*.
7. Goffman, Erving. *Stigma: Notes on the Management of Spoiled Identity*.
8. Gramsci, Antonio. *Selections from the Prison Notebooks*.
9. Johnson, Harry M. *Sociology: A Systematic Introduction*.
10. Bottomore, T.B. *Sociology: A Guide to Problems and Literature*.

### Answers to Knowledge Check

#### Knowledge Check 1

1. B) A close circle of friends
2. B) Social stratification
3. B) Max Weber
4. B) Intergenerational mobility
5. C) Physical differences like age or strength

#### Case Study

### Caste-Based Discrimination and Social Mobility in Contemporary India

#### Introduction

Even with constitutional protections, caste-based discrimination is still one of the most significant influences on opportunities and life prospects in India. This case demonstrates

the ways in which caste impacts on education, employment, opportunity and social mobility and yet also captures some of the positive change visits upon it through reform and enlightenment.

### Background

A bright student of a Scheduled Caste background in Bihar, Ramesh had to suffer discrimination during school days. Other teachers shunned him, and peers teased him. While facing the daunting hurdles, he got into a government engineering college through reservation. But he did, however, experience some of the more nuanced kind of bias later when he was interviewing for jobs — questions about his “background” and recruiters who were a little hesitant. He managed to get a job in a multi-national company eventually but the struggle was much harder than that of his peers from upper-caste, urban backgrounds.

This suggests that, although law and education allow for upward mobility, entrenched social attitudes often hinder true equality.

**Issue 1: Ongoing Discrimination** The Reality Permanent discrimination is shown by constant discriminatory attitudes and/or behaviour exhibited by individuals or ensembles in a given climate.

Ramesh experienced open and covert discrimination in terms of education and employment.

**Solution:** Rigorous implementation of anti-discrimination laws, sensitization campaigns and training in schools and workplaces.

**Issue 2: Minimal Vertical Movement** Cause: Without official new title Center Parcs found little in the way of upward trajectory.

Ramesh thrived academically, he floundered with cultural barriers and dearth of social connections.

**Solution:** Mentoring programs, nonexclusive policies, and supportive communities that ensure mobility is not personal but collective.

### Problem Statement 3: Social Stigma

Ramesh’s identity was constantly suspect because of caste assumptions.

**Solution:** I even bring about a cultural change through education, media and social movements that would challenge caste prejudices.

### MCQs:

What is the nature of inequality that Ramesh’s example illustrates?

Natural inequality

Social inequality

Biological inequality

None of the above

The Reservations in India are intended to achieve following:

Economic growth

Social mobility and justice

Industrialization

Privatization

What sociological term can be used to account for continued presence of the ideology of a dominant caste in a society?

Stigma

Hegemony

Mobility

Natural inequality

Answers:

B) Social inequality

B) Social mobility and justice




B) Hegemony

Conclusion

The case underscores the fact that although policies and opportunities allow for upward mobility, caste-based discrimination and stigma continue to act as powerful impediments. Inequality is not only about laws but also cultural shifts and collective action.



# Sociology\_V3\_Unit 3.docx

-  Sociology\_BBA\_3
-  Sociology\_BBA\_3
-  ATLAS SkillTech University

---

## Document Details

**Submission ID**

trn:oid::3618:127363285

**Submission Date**

Feb 2, 2026, 1:37 PM GMT+5:30

**Download Date**

Feb 2, 2026, 2:58 PM GMT+5:30

**File Name**

Sociology\_V3\_Unit 3.docx

**File Size**

234.7 KB

**17 Pages**

**3,193 Words**

**19,587 Characters**

## \*% detected as AI

AI detection includes the possibility of false positives. Although some text in this submission is likely AI generated, scores below the 20% threshold are not surfaced because they have a higher likelihood of false positives.

### Caution: Review required.

It is essential to understand the limitations of AI detection before making decisions about a student's work. We encourage you to learn more about Turnitin's AI detection capabilities before using the tool.

### Disclaimer

Our AI writing assessment is designed to help educators identify text that might be prepared by a generative AI tool. Our AI writing assessment may not always be accurate (i.e., our AI models may produce either false positive results or false negative results), so it should not be used as the sole basis for adverse actions against a student. It takes further scrutiny and human judgment in conjunction with an organization's application of its specific academic policies to determine whether any academic misconduct has occurred.

## Frequently Asked Questions

### How should I interpret Turnitin's AI writing percentage and false positives?

The percentage shown in the AI writing report is the amount of qualifying text within the submission that Turnitin's AI writing detection model determines was either likely AI-generated text from a large-language model or likely AI-generated text that was likely revised using an AI paraphrase tool or word spinner.

False positives (incorrectly flagging human-written text as AI-generated) are a possibility in AI models.

AI detection scores under 20%, which we do not surface in new reports, have a higher likelihood of false positives. To reduce the likelihood of misinterpretation, no score or highlights are attributed and are indicated with an asterisk in the report (\*%).

The AI writing percentage should not be the sole basis to determine whether misconduct has occurred. The reviewer/instructor should use the percentage as a means to start a formative conversation with their student and/or use it to examine the submitted assignment in accordance with their school's policies.



### What does 'qualifying text' mean?

Our model only processes qualifying text in the form of long-form writing. Long-form writing means individual sentences contained in paragraphs that make up a longer piece of written work, such as an essay, a dissertation, or an article, etc. Qualifying text that has been determined to be likely AI-generated will be highlighted in cyan in the submission, and likely AI-generated and then likely AI-paraphrased will be highlighted purple.

Non-qualifying text, such as bullet points, annotated bibliographies, etc., will not be processed and can create disparity between the submission highlights and the percentage shown.

## Unit 3: Classical Western Social Thinkers-1- Karl Marx

### Learning Objectives

1. Explain Karl Marx's conflict perspective, focusing on how societies are shaped by struggles between competing groups.
2. Describe the principles of historical and dialectical materialism, and analyze how economic structures influence social change.
3. Understand Marx's theory of capitalism, including how surplus value, exploitation, and alienation affect workers.
4. Discuss the concept of class struggle, and examine how conflicts between bourgeoisie (owners) and proletariat (workers) drive historical development.
5. Differentiate Marx's conflict perspective from other sociological perspectives (e.g., functionalist or consensus perspectives).
6. Apply Marxist concepts to contemporary issues, such as inequality, labor rights, globalization, and corporate dominance.
7. Critically evaluate the relevance of Marx's theories in modern society, considering both their contributions and limitations.

### Content

1. Introductory Caselet
1. Conflict Perspective with Karl Marx
2. Historical and Dialectical Materialism
3. Theory of Capitalism and Class Struggle
4. Summary
5. Key Terms
6. Descriptive Questions
7. References
8. Case Study

### 3.0 Introductory Caselet

## “A Worker’s Dilemma: Struggles in the Garment Industry”

Background:

Anita, who works at a garment factory in Bengaluru where clothes are stitched for international brands. She works 10 to 12 hours a day, sewing shirts, but earns just enough for rent and food each month. And the factory owners are pocketing a fortune selling the clothes for high prices to the West – leaving workers like Anita barely able to scrape by. Anita observes that while management speaks of “teamwork,” decisions are always made by owners and supervisors. Safety regulations are routinely sidestepped to cut corners and save money. There’ll be more of the whispering campaigns that the workers will be left in the lurch if they ask for better pay, and maybe we should just move it to where they can find cheaper labour.

In her sociology class, Anita discovers Karl Marx’s conflict perspective and theory explaining why these disparities exist. Marx contended that society is split into classes with opposed interests – the bourgeoisie (the owners) who own and control production, and the proletariat (the workers) who sell their labour for a wage. Their fight is what shapes the society we live in.

Critical Thinking Question:

How would you explain the situation using Karl Marx’s conflict perspective if you were Anita? Do you think labor strikes, or workers’ unions are important to curb exploitation in an industry like that?

### 3.1 Conflict Perspective with Karl Marx

Definition:

The conflict perspective, attributed to Karl Marx, sees society as a system of inequality and perennially disputing groups that struggle with one another for power over other groups and resources. If functionalist (society as stable, with members united toward realistic prospects) stressed how social change moves in the direction of struggles between a dominant and subordinate group?

Core Ideas of Conflict Perspective:

Society is Divided into Classes:

Marx thought that the economic form of society (who owns what and who works for whom) determines social structure.

The relations between the bourgeoisie (factory and land owners) and the poverty-stricken class of the proletariat.

### Conflict, Not Harmony, Drives Change:

Functionalism emphasizes cooperation, but as Marx insisted, it is tension and struggle that drive societies to change.

Example: A radical workers' movement demands rights and wins labor laws.

### Power and Exploitation:

The rulers don't just possess wealth, but also ideas and culture and institutions to keep their way of rule going.

For example, Media or education might be representational of ruling class interests.

### Inequality is Structural:

Poverty or unemployment is not something that reflects individual failure — they are inbuilt into the system of capitalism.

### Change Through Revolution:

Marx believed that if exploitation persisted, workers would one day join together and overthrow the capitalist system to create a society with no classes.

### Example in Modern Context:

Gig workers (such as delivery drivers and app-based workers) are commonly paid very little, not given job security — and work long hours so that tech companies can make huge profits. This is in line with Marx's belief that owners are privileged relative to workers, who are still exploited.

## 3.1.1 Origins of the Conflict Perspective

### Definition:

Drawing from 19th-century analysis of capitalist society in the Industrial Revolution, the conflict perspective developed as a good complement to Karl Marx's theories.

### Explanation:

Marx noted that cities expanded with the growth of industry and led to enormous disparities between the capitalists (the bourgeoisie) who owned the factories and the workers (proletariat), who were forced to sell their labor.

He insisted that society is not a community of agreement, but a battle-ground of competing interests and power groups vying for mastery.

And indeed Conflict, not stability, was the motor of historical and social development.

Example:

Strikes of workers during the Industrial Revolution brought a chasm between owners and people who worked for them into sharp focus, defining the foundations of conflict theory.

Definition: Marx's Concept of Structured Societies Premised on Inequality With the above notion in mind, return to Marx and think about it like this.

Marx viewed society as being essentially organised by economic inequalities, which determined the domination of one class over another.

Explanation:

The means of production (land, factories, wealth) are owned by the bourgeoisie.

The workers possess nothing but their labor power, which they must sell to exist.

This lopsided relationship leads to exploitation: Workers generate wealth and it's owners who profit.

Inequality isn't an accident — it's built into the very structure of society.

Example:

A worker who earns a small wage and whose company owner earns millions from the same labor is just one example of how inequality is baked into capitalism.

Activity

Write down 5 professions of your local community ( eg factory worker, teacher, shop keeper, IT engineer or doctor )

List and re-rank them by income, then list them and re-rank according to social respect/prestige?

Compare those two lists: Is income always equal to social respect?

Write a brief note (200 – 250 words) commenting on how Marx's idea about inequality helps you to understand why this discrepancy exists between economic location and social honor.

### 3,1.3 Role of Economic Base and Superstructure

Literally, Marxism says that everything makes sense according to base and superstructure. Explanation:

Economic Base (Infrastructure):

Refers to the economic system — means of production and relations of production.

This base sets the pace for how society is arranged.

Superstructure:

Refers to systems such as politics, jurisprudence, education, religion and culture.

They serve to bolster and rationalize that base by disseminating the ideas of the ruling class.

Key Point:

The base determines the superstructure, but so does the superstructure support the base.

Example:

Base: Capitalist system in which workers are exploited by owners.

Superstructure: On the one hand, the education creates discipline and obedience; on the other hand, media builds up an image of hard work as the only way for success – both serve to bolster capitalist system.

### Did You Know?

“Karl Marx wrote that religion is the *“opium of the people”* because he believed it was part of the superstructure that comforted the oppressed while keeping them from challenging inequality.

This doesn't mean Marx dismissed faith entirely — rather, he argued it reflected real suffering caused by economic systems.”

#### 3.1.4 Relevance of Conflict Theory in Contemporary

Society Explanation:

Even though Marx's work was written in the 19th century, his conflictual perspective on society is still very much relevant today.

Examples in Modern Context:

Economic Inequality:

We have a small number of billionaires who own most of the world's wealth and millions are living in poverty.

Labor Rights:

Gig workers, delivery drivers and factory workers often labor long hours with minimal economic security — a scenario Marx would describe as exploitation.

### Social Movements:

Demands for gender equity, racial justice, or environmental safeguard underscore persistent fights between majorities and minorities.

### Globalization:

Balanced development of low-cost labor in underdeveloped countries with cheap prices for multinational corporations and poor conditions for workers.

### Key Point:

The conflict theory tradition is of course useful not only in understanding class inequality, but also how race, gender (or sex), environment, and politics are contested throughout our modern world.

## 2. 3.2 Historical and Dialectical Materialism

### Definition:

Historical and dialectical materialism are **core principles of Karl Marx's philosophy**. They explain how human history is shaped by material (economic) conditions and how change occurs through contradictions and conflicts within society.

### 3.2.1 Concept of Historical

#### Materialism Definition:

Historical materialism is Marx's idea that the economy — economic production, and the material conditions of life more generally — undergird society and propel historical change.

#### Explanation:

Human beings need to create food, shelter and goods in order to survive.

The organization of production in a society — who owns what, who works where, how wealth (i.e., power) is distributed — molds laws, politics, religion and culture.

History is not made of ideas alone, but also of material struggles and economic formations. Example:

This transition from feudalism to capitalism was not only a revolution of liberty; it was connected with changes in the economic modes of exchange (for example, trade), production (for example, industrialization) and settlement forms (for example, urbanization).

### 3.2.2 Stages of Social Development (Primitive Communism to Capitalism)

Primitive Communism:

As primitive human beings we were tribal, sharing resources, with no private property.

Slave Society:

Emergence of private property.

Propertied class owned slaves and the land.

Feudalism:

The aristocrats owned land, the peasants worked on that land.

Hierarchical and rigid.

Capitalism:

Means of production are owned by bourgeoisie (capitalist class).

Proletariat (working class) is wage earners.

Driven by profit, rivalry and inequality.

Socialism (Future Stage):

Workers gain control of production.

Less inequality in wealth and resources.

Communism (Final Stage):

Classless and stateless society.

No private property, full equality.

## Social Development Pyramid



### Key Point:

Each stage ends due to internal conflicts (class struggles) and leads to a new system.

### Did You Know?

“Marx predicted capitalism would collapse quickly, but instead it adapted. Reforms like labor laws, trade unions, and welfare states helped reduce worker discontent — delaying the revolutionary change Marx foresaw.”

### 3.2.3 Dialectics: Thesis, Antithesis, and Synthesis

Definition:

Dialectics is about that through which something changes -contradictions. It was an idea that Marx borrowed from Hegel, but which he grounded in materialism.

Explanation:

Thesis: The system of society as it now exists (i.e., feudalism).

Opposition\_Functions. 注 Antithesis: Forces that work against it (e.g., a growing merchant class).

Synthesis: A new system is created (capitalism, etc.).

Key Point:

History advances by reconciliation of contradictions from opposite principles which form the new social order.

Example:

Thesis: Feudalism (landlords).

Contrast: Middle class growing (tradesmen, merchants).

Synthesis: Capitalism (bourgeoisie and proletariat).

### 3.2.4 Critiques and Limitations of Marx's Materialist Approach

#### 1. Economic Determinism:

- Critics argue Marx gave too much importance to the economy and ignored culture, religion, and individual agency.

#### 2. Over-Simplification of Classes:

- Modern societies have more than just two classes (owners vs. workers). Middle classes play a large role.

#### 3. Failed Predictions:

- Marx predicted capitalism would collapse quickly, but it adapted and survived through reforms, welfare policies, and technology.

#### 4. Neglect of Gender and Race:

- Marx's analysis mainly focused on class, overlooking other inequalities like gender, caste, or race.

#### 5. Rigid Historical Stages:

- Not all societies have followed the same sequence from primitive communism to capitalism.

## Understanding Limitations of Materialist Approach

- Economic Determinism**  
Ignores other influences
- Class Over-Simplification**  
Reduces social complexity
- Inaccurate Predictions**  
Theory doesn't match reality
- Gender and Race Neglect**  
Overlooks key inequalities
- Rigid Stages**  
Lacks historical flexibility



### 3.3 Theory of Capitalism and Class Struggle

Definition:

Marx's theory of capitalism elucidates the manner in which the economic system functions and why it fails to create an even playing field, instead produces inequality, conflict, and eventually class struggle between the bourgeoisie (the owners) and the proletariat (workers).

Nature of Capitalism: Commodities, Surplus Value and War The following are the DVDs in this series. War Commodity:...-Commodities, -Surplus Value & Alienation Conclusion – Analysis vs. Irrationality!

Under a capitalist system, commodities are not produced for individual use but rather for commercial exchange.

Everything — and labor, even human labor — becomes a commodity.

Surplus Value:

Workers create value beyond what they receive in wages.

This additional value (profit) is pocketed as a surplus by capitalists — it's called exploitation.

Example: It costs employers ₹500 to pay a worker for a day of work, but products they make are sold for ₹2000.

The remainder goes to the owner.

Alienation:

Workers are separated (alienated) from:

What we each produce (we don't own our work).

The work process (controlled by machines, bosses).

Their colleagues (competition rather than collaboration).

Their own potential (creativity is killed in the mode of work).

### 3.3.2 Bourgeoisie vs Proletariat: The Class Divide

Bourgeoisie (Capitalist Class):

Owns factories, land and technology that allows them to produce goods.

Controls wealth, resources, and institutions.

Proletariat (Working Class):

Owns only their labor power.

Has to work all hours for payment due, doesn't determine profits or control production.

Class Divide:

Relationships are exploitative: owners gain, workers pay.

This division causes conflict and friction, resulting in class warfare.

Example:

This is ever so clear when we look at our modern corporations—where CEOs earn millions but workers barely make wage.

### 3.3.3 Class Consciousness and Revolution

Class Consciousness:

Understanding among workers of their exploitation and common interests.

Without it, workers end up blaming themselves instead of the system.

False Consciousness:

But workers might "believe the system is not oppressive and/of fair for they are brought to accept inequality through dominant ideologies that diffuse (media, religion, education)".

Revolution:

Marx claimed that once workers became class conscious, they would unite to overthrow capitalism.

The upshot would be socialism, which finally turns into communism — a classless society.

Example:

Trade unions and strikes are an embryonic stage in the development of class consciousness among workers.

### 3.3.4 Capitalism in the 21st Century: Inequality and Globalization

Relevance Today:

Capitalism has undergone some transformation, but Marx's analysis is still relevant to contemporary forms of inequality.

Examples:

Wealth Inequality:

And a few billionaires' wealth now exceeds the combined assets of billions of people.

Gig Economy:

Delivery people, ride-share drivers and freelancers are cut off, barely paid and without benefits — alienated and exploited.

Globalization:

Companies send work to low wage countries and share the bad consequences though the world.

Workers in developing countries who produce goods for the global market are paid very little.

Consumerism:

It urges those who can pay to buy — even into debt, which is part of how capitalism survives.

Key Point:

Marx's diagnosis of the workings of capitalism and class struggle still explains why inequality has remained in place despite economic expansion.

#### Knowledge Check 1

**Choose the correct option;**

1. Karl Marx believed that society changes primarily through:

- A. Cooperation and consensus
  - B. Class conflict and struggle
  - C. Religious transformation
  - D. Technological inventions alone
2. Which of the following best defines **historical materialism**?
- A. History shaped by great leaders
  - B. History driven by material and economic conditions
  - C. History determined by religious beliefs
  - D. History based only on wars and revolutions
3. In Marx's theory, the **base** of society refers to:
- A. Culture, law, and religion
  - B. Economic system and relations of production
  - C. Political institutions
  - D. Ideologies and values
4. Which stage came immediately before capitalism in Marx's stages of social development?
- A. Primitive communism
  - B. Slave society
  - C. Feudalism
  - D. Socialism
5. Surplus value in capitalism means:
- A. Profit retained by workers
  - B. Extra value created by workers but appropriated by capitalists
  - C. Additional wages given to workers
  - D. Value of commodities in the market

### 3.4 Summary

**Conflict Perspective (Marx):** Society is based on conflict and inequality, not consensus. Social change results from conflict between the ruling class (bourgeoisie) and working class (proletariat).

**Historical Materialism:** The economy (the base) creates politics, law, culture, and ideas (the superstructure). History moves through material conditions, not abstract ideas.

→Primitive Communism: the early “stage of development” of what will become society; a non-indentured, co-operative society and way of life →Slavery system: people away to war are made slaves if unlucky enough. Contradictions and class struggles inevitably bring about the end of each stage.

**Dialectical Materialism:** Everything changes through contradiction — thesis, anti-thesis, synthesis.

**Capitalism and Class Struggle** Capital is a commodity; it contains surplus value; It alienates. The means of production are exploited leading to class struggle between the bourgeoisie and the proletariat.

**Relevance Today:** Inequality, globalization and the gig economy are examples of Marx's insights. Class remains indispensable to understanding the makeup of modern societies.

### 3.6 Key Terms

1. **Conflict Perspective** – Sociological view that society is driven by struggles between groups with unequal power and resources.
2. **Historical Materialism** – Marx's theory that material (economic) conditions shape history and society.
3. **Dialectical Materialism** – Process of change through contradictions and resolution (thesis, antithesis, synthesis).
4. **Means of Production** – Tools, land, factories, and technology used to produce goods.
5. **Relations of Production** – Social relationships between owners and workers.
6. **Base and Superstructure** – The base (economy) shapes the superstructure (law, politics, religion, culture).
7. **Commodities** – Goods produced for exchange in the market.

### Descriptive Questions

1. Explain the origins of the conflict perspective and Karl Marx's contribution to it.
2. What is historical materialism? How does it explain social development?
3. Discuss Marx's view of society as structured by inequality.
4. Differentiate between base and superstructure with suitable examples.
5. Outline the stages of social development according to Marx.
6. Explain the concepts of commodities, surplus value, and alienation in capitalism.
7. Who are the bourgeoisie and proletariat? How does their conflict shape society?
8. Define class consciousness. Why is it important for revolution?
9. How does dialectical materialism explain historical change?
10. Critically examine the relevance of Marx's conflict theory in today's world of globalization and digital capitalism.

## 8. References

- Marx, Karl & Engels, Friedrich. *The Communist Manifesto*.
- Marx, Karl. *Das Kapital*.
- Engels, Friedrich. *Socialism: Utopian and Scientific*.
- Bottomore, T.B. *Karl Marx: Selected Writings in Sociology and Social Philosophy*.
- Ritzer, George. *Sociological Theory*.
- Elster, Jon. *An Introduction to Karl Marx*.
- Coser, Lewis A. *Masters of Sociological Thought*.
- Giddens, Anthony. *Capitalism and Modern Social Theory*.

## Answers to Knowledge Check

1. B) Class conflict and struggle
2. B) History driven by material and economic conditions
3. B) Economic system and relations of production
4. C) Feudalism

## 5. B) Extra value created by workers but appropriated by capitalists

### 3.9 Case Study

#### Introduction

Europe was thrown into a frenzy by the Industrial Revolution of the 18th and 19th century, transitioning economies from agrarian to mass industrial. It ushered in technological advancements, but also built the beast for a working class emerged in even worse conditions than before, illustrating the class wars Marx predicted.

#### Background

Factory workers, women and even children, were forced to work extremely long hours in unsanitary conditions, for very low pay. The bourgeoisie (capital owners) became richer, whereas the proletariat (skilled labor) were left in poverty. Social divisions widened and urban sprawl surrounded the industrial cores. Marx's conflict theory was based on this background.

#### The first issue: The Exploitation of Workers

Great wealth was produced but only subsistence wages paid to the workers.

Solution: Marx believed that the exploitation would drive workers to band together and demand not just fairer wages, but also shorter hours, and better conditions.

#### Problem Statement 2: Alienation

The workers became alienated from their work, which was no longer an artisan's creation but a piece of repetitive labour on a machine.

Solution: Thus trade unions and worker cooperatives became possible, and workers acquired a sense of commonality as well as added bargaining strengths.

#### Problem Statement 3: Class Conflict

The disparity between the bourgeoisie and proletariat widened, precipitating strikes and labor movements.

Answer and Explanation: Marx believed that the result of these conflicts would become revolution, social change to end in socialism.

#### MCQs

The Industrial Revolution separated:

Farmers and soldiers

Bourgeoisie and proletariat

Teachers and students

Kings and priests

According to the thinking of Marx, what workers produced in excess is:

) Wages completely paid back to them

Appropriated by the capitalists as profit

Lost in production costs

Equally shared among all workers

Which idea best describes workers giving up control of their work during the Industrial Revolution?

Commodification

Alienation

Stratification

Mobility

Answers:

B) Bourgeoisie and proletariat




B) The profit taken by the capitalists

B) Alienation

Conclusion

The Industrial Revolution shows us how capitalism makes both progress and inequality. Marx's doctrine of the class struggle can still help us comprehend how workers are exploited, why labor movements arise and why inequalities persist in our economies.

# Sociology\_V3\_Unit 4.docx

-  Sociology\_BBA\_3
-  Sociology\_BBA\_3
-  ATLAS SkillTech University

---

## Document Details

**Submission ID**

trn:oid::3618:127361704

**Submission Date**

Feb 2, 2026, 1:37 PM GMT+5:30

**Download Date**

Feb 2, 2026, 2:59 PM GMT+5:30

**File Name**

Sociology\_V3\_Unit 4.docx

**File Size**

192.0 KB

**13 Pages**

**2,529 Words**

**15,654 Characters**

## 0% detected as AI

The percentage indicates the combined amount of likely AI-generated text as well as likely AI-generated text that was also likely AI-paraphrased.

**Caution: Review required.**

It is essential to understand the limitations of AI detection before making decisions about a student's work. We encourage you to learn more about Turnitin's AI detection capabilities before using the tool.

### Detection Groups



0 AI-generated only 0%

Likely AI-generated text from a large-language model.



0 AI-generated text that was AI-paraphrased 0%

Likely AI-generated text that was likely revised using an AI-paraphrase tool or word spinner.

#### Disclaimer

Our AI writing assessment is designed to help educators identify text that might be prepared by a generative AI tool. Our AI writing assessment may not always be accurate (i.e., our AI models may produce either false positive results or false negative results), so it should not be used as the sole basis for adverse actions against a student. It takes further scrutiny and human judgment in conjunction with an organization's application of its specific academic policies to determine whether any academic misconduct has occurred.

### Frequently Asked Questions

#### How should I interpret Turnitin's AI writing percentage and false positives?

The percentage shown in the AI writing report is the amount of qualifying text within the submission that Turnitin's AI writing detection model determines was either likely AI-generated text from a large-language model or likely AI-generated text that was likely revised using an AI paraphrase tool or word spinner.

False positives (incorrectly flagging human-written text as AI-generated) are a possibility in AI models.

AI detection scores under 20%, which we do not surface in new reports, have a higher likelihood of false positives. To reduce the likelihood of misinterpretation, no score or highlights are attributed and are indicated with an asterisk in the report (\*%).

The AI writing percentage should not be the sole basis to determine whether misconduct has occurred. The reviewer/instructor should use the percentage as a means to start a formative conversation with their student and/or use it to examine the submitted assignment in accordance with their school's policies.

#### What does 'qualifying text' mean?

Our model only processes qualifying text in the form of long-form writing. Long-form writing means individual sentences contained in paragraphs that make up a longer piece of written work, such as an essay, a dissertation, or an article, etc. Qualifying text that has been determined to be likely AI-generated will be highlighted in cyan in the submission, and likely AI-generated and then likely AI-paraphrased will be highlighted purple.

Non-qualifying text, such as bullet points, annotated bibliographies, etc., will not be processed and can create disparity between the submission highlights and the percentage shown.



## Unit 4: Classical Western Social Thinkers-1- Emile Durkheim

### Learning Objectives

1. **Explain the functionalist perspective** in sociology and understand how Emile Durkheim applied it to the study of society.
2. **Define and analyze Durkheim's concept of social facts**, including how they exist outside the individual and shape behavior.
3. **Understand the role of institutions (family, religion, education, law)** in maintaining social order and stability.
4. **Examine Durkheim's study of suicide** as an example of applying scientific methods to social issues.
5. **Apply Durkheim's functionalist approach** to contemporary issues such as crime, education, and religion.
6. **Differentiate Durkheim's perspective from Marx's conflict theory**, recognizing their contrasting views on social order and change.
7. **Critically assess the strengths and limitations of functionalism** in explaining modern societies.

### Content

1. Introductory Caselet
1. Functionalist Perspective with Emile Durkheim
2. Durkheim's Theory of Social Facts
3. Applications of Durkheim's Ideas
4. Summary
5. Key Terms
6. Descriptive Questions
7. References
8. Case Study

## 4.0 Introductory Caselet

### “Community Festival and the Bonds of Society”

#### Background:

Each year, a small town in Maharashtra holds a weeklong festival that has members of several caste communities, religious denominations and age groups coming together. The festival is celebrated with processions, cultural events, communal meals and rituals. It's a funny time in other ways as well: For these few weeks, all the old grievances are forgotten among newly united brethren.

Rohan, a sociology major who is watching the event for class research. He observes that despite the dissimilar occupation and lifestyle, people feel a sense of togetherness when they come together during rituals or celebrations. Traditions are handed down from older people to children, maintaining values.

In reading Emile Durkheim, Rohan discovers that festivals and rituals play a social role — they build relationships, help to keep the peace and nurture what Durkheim called social bonds. Through these activities as a community, people have sense of connection to the society.

#### Critical Thinking Question:

If you were Rohan, how would you justify the role of rituals and festivals in preserving social integration? Do you believe contemporary, urban life should still observe such practices?

## 4.1 Functionalist Perspective with Emile Durkheim

#### Definition:

The functionalist approach, created by Emile Durkheim, sees society as a system composed of interdependent parts (institutions, norms and values) that act together to promote solidarity, stability and social order.

#### Core Ideas of Durkheim's Functionalism:

#### Society as an Organism:

Just as the organs of a human body have separate functions but combine to survive, social institutions (family, religion, education and law) serve specialized roles that keep society functioning.

Social Solidarity:

Societies, Durkheim stressed, endure because of common beliefs, values and norms that hold people together.

Two types:

Mechanical Solidarity- In a traditional community, all members do similar work and think in much the same fashion.

Organic Solidarity: Found in industrial societies by division of labor (specialization); it is strength through differences.

Importance of Social Order:

Society would descend into chaos without shared norms and institutions.

Institutions prevent anomie (a breakdown of social norms to which people commit).

Focus on Stability Over Conflict:

Contrary to Karl Marx, Durkheim believed that society is fixed and held together by consensus, not perpetual class conflict.

Examples:

System of education: System that transmits knowledge and social values to ensure social order.

Religion: Makes life meaningful, binds community.

Law: Enforces discipline and controls activity.

Key Point:

Durkheim regarded society not as a area of conflict but as a complex system in which each part plays a role in supporting the system as a whole and keeping it stable.

#### **4.1.1 Foundations of the Functionalist**

Perspective Definition:

Functionalist perspective is a sociological perspective which sees society as a complex system whose parts work together to promote solidarity and stability.

Explanation:

Emile Durkheim is the father of functionalism in sociology.

he thought that each of the results for various social institutions (family, religion, education, law) was because it has a particular effect;

function necessary for society's survival.

It is also a bit over how to view the system conflict theory that views society as nothing but tension and strife, functionalism sees instead order, agreement and stable relations.

Example:

Family → is key to raising children and transmitting values.

Schools → job and citizenship preparation.

Religion → guidance and unity.

#### 4.1.2 Durkheim's View of Society as an Organism

Definition:

Durkheim pictured society as an organism, each part contributing its specialized function to maintain the viable system as a whole.

Explanation:

They emphasized that just as the heart, lungs and brain all serve different functions but after all work together for the health of the human body, so too do society's institutions fulfill different missions yet depend on one another.

If one institution collapses, it can throw the whole integrated system off-kilter.

Example:

The collapse of the education system has a ripple effect on employment, economy and law.

If you remove the family system, children no longer be socialized, and more likely to commit crimes.

Key Point:

Society is a complex and fragmented system, that can only be stable when its components cooperate.

#### Did You Know?

“Durkheim borrowed the idea of comparing society to an **organism** from biology.

He argued that just like the failure of one organ (like the heart) can disrupt the whole body, the failure of one institution (like education or law) can destabilize society.”

#### 4.1.3 Social Order, Solidarity, and

Cohesion Definition:

Durkheim maintained that societies are held together by solidarity (the forces that bind people to one another) and deviance.

shared norms and values. Types of Solidarity:

Mechanical Solidarity:

Found in traditional societies.

The one of which is similarity, similar in terms or shared beliefs and collective conscience.

Example: Villages full of farmers engaged in the same traditions.

Organic Solidarity:

Found in modern societies.

On the basis of mutualism, and division of labour.

Example: In a city, doctors, teachers, engineers all rely on the expertise of one another.

Importance of Social Order:

Staves off anomie (norms collapse and people feel lost).

Keeps civil society friendly and solid.

#### 4.1.4 Critiques and Relevance of Functionalism Today

Critiques:

Too Much Emphasis on Harmony: The critique is that it ignores inequality and conflict (Marxists argue that it masks class struggle).

Conservatism: Functionalism is more interested in supporting the existing social order as opposed to inspire social change.

Neglect of Power: It downplays the extent to which strong parties dominate weaker ones.

Relevance Today:

For all of its critics, functionalism is helpful in helping us understand how institutions such as schooling, religion, and the law create and maintain order.

Even today we find analyses that involve concepts such as social cohesion, solidarity, and the role of institutions for issues such as crime, changes within family structures, and the need to maintain collective values in contemporary societies.

Example:

Small: Though it was an impossible ask, various institutions (health care, the government, family, and education) had to work together in order to maintain some sort of stability for society — a reflection of Durkheim's functionalist perspective during the COVID-19 pandemic.

## 2. 4.2 Durkheim's Theory of Social Facts

### Definition:

Emile Durkheim introduced the concept of **social facts** to explain how society influences individual behavior. Social facts are the **norms, values, laws, and institutions** that exist outside the individual but guide and sometimes control their actions.

### 4.2.1 Definition of Social

Facts Definition:

Social facts are also patterns of acting, thinking, and feeling that exist outside the individual and exert social control over them.

Explanation:

These are not personal decisions but social facts.

Example: Language, religion, laws, customs.

Whether people realize it or not, social facts exist and have an impact on behavior.

Example:

Marriage is a sociological fact. Regardless of how we personally feel about something, it's a norm in society.

### Features of Social Facts: External, Coercive, Collective

External:

Social facts exist outside individuals.

Example: A traffic rule is not made by one driver but for all.

Coercive:

Those in favor push for conformity from people.

Example: Laws penalize crime; social norms compel us to dress appropriately.

Collective:

They are societal, in other words, not belonging to one person in particular.

Example : Observing national festivals, use of common language.

#### 4.2.3 Types of Social Facts: Material and Non-Material

##### 3. Material Social Facts:

- Tangible, visible structures and institutions.
- Examples: Law, government, educational systems, religious organizations.

##### Non-Material Social Facts:

- Intangible norms, values, beliefs, and culture.
- Examples: Morality, collective conscience, customs, traditions.

##### Key Point:

Both material and non-material social facts shape individual behavior and maintain social order.

#### 4.2.4 Methodological Rules for the Study of Social Facts

14 Durkheim suggested that social facts should be the objects of scientific study with objective procedures:

Treat Social Facts as Things:

Study them as objective, real truths — not merely personal opinions.

Example: Approach the study of crime rates as objective data, not moral judgment.

Look for General Patterns:

Social facts should be analyzed at the level of the group, not individual instances.

Example: Rates of suicide in a society, not one person's suicide.

Be Objective and Neutral:

Don't let your feelings override; research the facts with detachment.

Discover Occasions in Other Social Facts:

Social facts should be accounted for by other social facts, not by individual psychologizing.

Example: High rates of suicide are not accounted for by personal sadness, but by social isolation (anomie).

### 3. 4.3 Applications of Durkheim's Ideas

Durkheim applied his theories to explain how societies hold together, why individuals act the way they do, and how shared beliefs and institutions create unity. His studies of **division of labor, suicide, and religion** became foundational for sociology.

#### 4.3.1 Division of Labor and Social

Integration Definition:

Division of labor is how work and tasks are divided among society.

Explanation:

Durkheim maintained that specialization is not merely economic, but also social, because it unites individuals.

Simple societies (mechanical solidarity): everyone does the same thing, unity is based on similarities.

In modern societies (organic solidarity): everyone has their own niche, so you depend on people to live.

Hence, specialization of work enhances social solidarity through interdependence.

Example:

In a city, one person grows food, another teaches students and "another doctor treats patients. Local community interdependence ensures that people are cooperating.

#### 4.3.2 Study of Suicide as a Social

Fact Definition:

Durkheim's 1897 book, *Suicide*, was one of the earliest scientific sociological studies and proves suicide is not just an individual act but socially influenced.

Types of Suicide (Durkheim):

Egoistic Suicide:

Caused by too little integration.

Example: Single people with loose social connections.

Altruistic Suicide:

Caused by too much integration.

Example: Soldiers dying for the group.

Anomic Suicide:

Result of normative collapse (anomie).

Example: In financial crises or times of rapid change, when rules break down.

Fatalistic Suicide:

Caused by excessive regulation.

Sample: Prisoners Who Have No Hope equally as often you go.

Key Point:

Suicide rates change with social conditions, not only individual psychology — showing suicide is a social fact.

### Durkheim's Types of Suicide

#### Fatalistic Suicide

Arises from excessive regulation and oppression.



#### Egoistic Suicide

Occurs when individuals are not integrated into society.



#### Anomic Suicide

Results from a lack of social norms and regulation.



#### Altruistic Suicide

Happens when individuals are overly integrated into society.



### 4.3.3 Religion and Collective Conscience

Definition:

Religion was central to Durkheim's theories as one of the primary concepts he believed creates social cohesion and solidarity and is maintained through rituals.

Explanation:

Religion is the collective conscience of society — shared beliefs and values that bind a people.

Rituals and ceremonies reinforce cohesion by making explicit the linkage of an individual with his group.

For Durkheim, the sacred is society itself, not supernatural power.

Example:

In national festivals, religious assemblies and memorials he sees what he describes as “civil religious” occasions that bring people together regardless of their private beliefs.

#### 4.3.4 Functionalist Legacy in Modern Sociology

##### Durkheim's Contributions:

- Made sociology a **scientific discipline** by emphasizing the study of social facts.
- Showed how institutions (family, religion, law, economy) contribute to **social order and cohesion**.
- Inspired later functionalists like Talcott Parsons and Robert K. Merton.

##### Modern Relevance:

- Functionalist ideas are used to study **education, crime, media, and law**.
- Example: Schools are studied as systems that transmit culture and maintain stability.
- Even critiques of functionalism (for ignoring inequality and conflict) show its importance as a foundation of sociological thought.

#### 4.4 Summary

Functionalist Perspective (page 13) Durkheim – society is like an organism, each part contributing to its overall well being and stability.

Social facts are external, coercive and collective forces which shapes the behavior of an individual such as laws, norms and traditions.

Durkheim demonstrated how division of labor, social solidarity and institutions were central to generating cohesion.

His landmark study of suicide demonstrated that intimate, individual behaviors are themselves shaped by social conditions.

Religion was described as providing shared beliefs of a collective conscience that bring people together.

Functionalism still has an impact on sociology today, but it is also criticized for ignoring inequality and conflict.

#### 4.5 Key Terms

Functionalism – A view of society as having a system with each part serving a purpose.

Social Facts – Patterns of acting, thinking, and feeling that exist outside any one individual, but that exert social control over each person.

Mechanical Solidarity: Based on likeness and shared traditions (primitive societies).

Organic Solidarity – Unity based on mutual dependence and specialization of work (modern societies).

Anomie – A condition in which the norms no longer control the members.

Collective Conscience – Common tenets and values that hold society together.

Egoistic Suicide – Brought about by less integration.

Altruistic Suicide – Due to a high amount of integration.

Anomic Suicides – Resulting from breakdown of norms.

Fatalistic Suicide – Brought about by irrational over-regulation providers.

#### Descriptive Questions

2. Define social facts and describe their main features.
3. Differentiate between material and non-material social facts with examples.
4. Discuss the types of solidarity according to Durkheim.
5. Explain how division of labor contributes to social integration.
6. Describe Durkheim's study of suicide and its sociological significance.
7. What role does religion play in creating social solidarity?
8. Critically evaluate the functionalist perspective in today's context.

#### 4.7 References

- Durkheim, Emile. *The Division of Labour in Society*.
- Durkheim, Emile. *Suicide: A Study in Sociology*.
- Durkheim, Emile. *The Elementary Forms of Religious Life*.
- Giddens, Anthony. *Capitalism and Modern Social Theory*.
- Ritzer, George. *Sociological Theory*.
- Coser, Lewis A. *Masters of Sociological Thought*.

## 4.8 Case Study

### Durkheim's Study of Suicide – Understanding Social Facts in Practice

#### Introduction

The first sociological work to use scientific methods — his *Suicide* (1897) was much less dependent on the louche heurism of empiricism. He considered suicide — more typically perceived as a personal, psychological problem — to be a social fact that was shaped by larger conditions.

#### Background

Durkheim studied rates of suicide in several European nations. What he discovered were not differences in the suicide rates that were related to personal causes, but those relating social integration and regulation. He put forth four other types of suicide: ego-centric, altruistic, anomic and fatalistic. It was proof that in every detail of even the most personal acts, we are creatures of society.

#### Research Problem 1: The Dilemma of Individual vs. Social Explanations

Suicide has long been viewed as a failure of character or morality.

Solution: Durkheim demonstrated that suicide levels are a product of social conditions, such as strong family bonds, religious beliefs or stable employment.

#### PS2: Effects of Norms and Integration

The rapidity of the changes coverturing society (industrialized economy, economic crises) account for suicide rates on weakened norms anomie.

Solution: Strengthening societal integration via community, religion, and institutions decreases anomie.

#### Problem 3: Science Structure toward Society

It was a time when many believed the scientific study of sociology wasn't possible.

Answer: Durkheim employed data and statistics, therefore demonstrating that sociology is also capable of providing an objective explanation of human behavior.

MCQs

Durkheim treated suicide as:

A moral issue

A psychological disorder

A social fact

A legal problem

"Suicide-murder due to weak Social Ties" is referred to:

Egoistic

Altruistic

Anomic

Fatalistic

What theory accounts for increased suicide during economic depression?

Collective conscience

Alienation

Anomie

Solidarity

Answers:

C) A social fact




A) Egoistic

C) Anomie

Conclusion:

(Durkheim's research into suicide made the point that one can't divorce individual behavior from social forces in general.) Analyzing suicide patterns, he demonstrated that sociology can reveal hidden social causes behind people's most personal actions. This case illustrates the potential and limitations of social facts in forming life, and is considered a classic research work in sociology.

# Sociology\_V3\_Unit 5.docx

-  Sociology\_BBA\_3
-  Sociology\_BBA\_3
-  ATLAS SkillTech University

---

## Document Details

**Submission ID**

trn:oid::3618:127363282

**Submission Date**

Feb 2, 2026, 1:37 PM GMT+5:30

**Download Date**

Feb 2, 2026, 2:59 PM GMT+5:30

**File Name**

Sociology\_V3\_Unit 5.docx

**File Size**

54.1 KB

**15 Pages**

**2,962 Words**

**18,418 Characters**

## \*% detected as AI

AI detection includes the possibility of false positives. Although some text in this submission is likely AI generated, scores below the 20% threshold are not surfaced because they have a higher likelihood of false positives.

### Caution: Review required.

It is essential to understand the limitations of AI detection before making decisions about a student's work. We encourage you to learn more about Turnitin's AI detection capabilities before using the tool.

### Disclaimer

Our AI writing assessment is designed to help educators identify text that might be prepared by a generative AI tool. Our AI writing assessment may not always be accurate (i.e., our AI models may produce either false positive results or false negative results), so it should not be used as the sole basis for adverse actions against a student. It takes further scrutiny and human judgment in conjunction with an organization's application of its specific academic policies to determine whether any academic misconduct has occurred.

## Frequently Asked Questions

### How should I interpret Turnitin's AI writing percentage and false positives?

The percentage shown in the AI writing report is the amount of qualifying text within the submission that Turnitin's AI writing detection model determines was either likely AI-generated text from a large-language model or likely AI-generated text that was likely revised using an AI paraphrase tool or word spinner.

False positives (incorrectly flagging human-written text as AI-generated) are a possibility in AI models.

AI detection scores under 20%, which we do not surface in new reports, have a higher likelihood of false positives. To reduce the likelihood of misinterpretation, no score or highlights are attributed and are indicated with an asterisk in the report (\*%).

The AI writing percentage should not be the sole basis to determine whether misconduct has occurred. The reviewer/instructor should use the percentage as a means to start a formative conversation with their student and/or use it to examine the submitted assignment in accordance with their school's policies.



### What does 'qualifying text' mean?

Our model only processes qualifying text in the form of long-form writing. Long-form writing means individual sentences contained in paragraphs that make up a longer piece of written work, such as an essay, a dissertation, or an article, etc. Qualifying text that has been determined to be likely AI-generated will be highlighted in cyan in the submission, and likely AI-generated and then likely AI-paraphrased will be highlighted purple.

Non-qualifying text, such as bullet points, annotated bibliographies, etc., will not be processed and can create disparity between the submission highlights and the percentage shown.

## Unit 5: Classical Western Social Thinkers-1- Max Weber

### Learning Objectives

1. Explain Max Weber's interpretive approach (Verstehen) and how it differs from positivist methods in sociology.
2. Define and analyze Weber's concept of social action, showing how individuals attach meaning to their behavior.
3. Differentiate between types of authority (traditional, charismatic, legal-rational) and evaluate their role in shaping power structures.
4. Understand Weber's study of the Protestant ethic and how religious beliefs influenced the rise of modern capitalism.
5. Compare Weber's ideas with those of Karl Marx and Emile Durkheim, recognizing similarities and differences in their approaches to society.
6. Apply Weber's theories to contemporary contexts such as bureaucracy, leadership, religion, and economic development.
7. Critically assess the strengths and limitations of Weber's perspective, especially in the study of modern organizations and global capitalism.

### Content

1. Introductory Caselet
1. Interpretive Sociology (Verstehen)
2. Power and Authority
3. Protestant Ethic and the Spirit of Capitalism
4. Summary
5. Key Terms
6. Descriptive Questions
7. References
8. Case Study

## 5.0 Introductory Caselet

### “Understanding Actions Beyond Numbers: A Case of Online Learning”

Background:

Ananya, a researcher, is working to understand how and why college students favor online learning platforms as opposed to traditional classrooms. She starts by collecting numbers — enrollment figures, completion rates, average grades. And while this provides her a macro view of what is happening, she knows it doesn't answer why students make these choices.

She starts interviewing students. Some say that they choose online programs for convenience and flexible timing; others cite cost savings; a handful highlight peer pressure and the predominance of technology. In these exchanges Ananya learns the significance that students assign to their actions.

Later, reading Max Weber, she comes to know the idea of Verstehen (interpretive understanding). Weber argued that in studying society we cannot simply deploy statistics and external observation. We also need to know how people understand their own actions.

Critical Thinking Question:

If you were Ananya, would you look at only the numbers and data to understand why students opt for online learning or would you also try to make sense of their personal reasons and meanings? Why?

## 5.1 Interpretive Sociology (Verstehen)

Definition:

Interpretive sociology, which is traced to Max Weber, focuses on the way people act or behave and assumes that we can best understand their actions by understanding the meanings they attach to their behavior. MA levels of explanation for dasein's actions are semantics-bound; they aim at the understanding-of from out in the sense assumed by the terms understood and meaningful:  $\omega\zeta$ .

Explanation:

Unlike the positivist sociology (e.g., Durkheim) that concentrated more on social facts outside people, Weber contended that to study society, you need to find yourself in other people's "shoes" and perceive how they look at what they do.

There is always a social dimension to behavior — not just what people do but the reason why they are doing it.

Verstehen = observation + empathy + interpretation Verstehen is only an example of how the scientific process can be adapted to the subject matter. Example 1:

Two are studying late at night. One does it because he loves to learn, and the other because he's afraid of failing an exam. But the action (studying) is the same, with different meaning.

Example 2:

Voter behavior at the ballot box: A voter may vote because they feel that it is their civic duty; they may be loyal to a particular political leader and wish to support them; or fear of punishment for not being seen to support a regime. Verstehen helps uncover these motives.

Types of Social Action (Weber):

Instrumentally Rational Action: The premeditated action to reach the goal (i.e., investing in order to make money).

Value-Rational Action: Driven by belief in values (e.g., donating to charity for religious reasons).

Affective Action: Inspired by affect (e.g., yelling in anger, weeping with joy).

Customary Action : According to tradition (e.g., observing festivals).

Key Point:

Weber's interpretive sociology emphasizes that meanings determine human action. For want of motives, sociology would lose grip on social action itself.

### 5.1.1 Meaning and Scope of Verstehen (Interpretive Understanding)

Definition:

Verstehen is a German word that means "to understand" in the sense of interpreting social actions by understanding the meanings and motivations people put into them.

Explanation:

Sociology, Weber argued, must move beyond statistics to observe how people themselves interpret their actions. It is about empathetic understanding — seeing things from another's perspective.

Scope:

Extends to all aspects of social activity (economic, political, cultural).

It offers a window not just into what individuals do but why they do it.

Example:

Exploring their reasons behind fasting during festivals — of course, its religious significance but also a test of faith and discipline or as a means to bond with the community.

### 5.1.2 Weber's Methodology: Ideal Types and Causal

Analysis Ideal Types:

An instrument of analysis that Weber developed to understand intricate social phenomena.

Not reality as such, but a simplified account that picks out some key aspects of the situation.

Example: Bureaucracy as an "ideal type" — of rules, hierarchy and impersonality. Actual organizations may vary, but the model is useful for comparison.

Causal Analysis:

Weber stressed the search for causes in social life but, unlike the situation in natural sciences, he sought probabilistic causes not laws.

Example: The protestant ethic did not incite capitalism in and of itself, but it was one of the principal influences.

Key Point:

Weber's method has two components, the interpretive understanding (meanings) and causal explanation (factors connected).

### 5.1.3 Subjective Meaning and Social Action

Definition:

According to Weber, social action is that action of an individual to which he attaches subjective meanings, and these actions are in common with those of others.

Explanation:

Behaviour is not random, it is directed by intentions and meanings.

Weber divided types of social action into four:

Instrumental Rational Action – Done in order to accomplish ends.

Value-Rational: Action based on value / belief.

Action of Emotion- Performed by one's emotions.

Customary Action – Proceeding from usage or custom.

Example:

A physician serving patients: may be rational (earnings), values-based (ethics), emotional (compassion) or traditional (family heritage).

#### 5.14 Relevance of Interpretive Sociology in Contemporary Research

Explanation:

Weber's interpretive method is still very much relevant in the contemporary world for three reasons:

Qualitative Research Methods:

Verstehen is a methodological tool used in phenomenology, hermeneutics, qualitative sociology and anthropology that involves the critical assessment of underlying motives and meanings." Instead of assenting to or criticizing an event or behavior as Neutrino does we try to unpack (see debate on unpacking here) its meaning.. ... In-depth interviews, case study research and ethnography do apply Verstehen to uncover the meaning behind actions.

Cultural Studies:

Explains why people follow traditions, rituals or consumer goods.

Understanding Social Media Behavior:

"Likes, shares and posts can be understood by reference to motives such as identity expression, pressure to conform or express affinity," Sorgner explains.

Policy and Development Studies:

Looks beyond the numbers (such as poverty rates) to see how it feels to be poor.

Example:

A study of migration patterns doesn't just tally migrants, but probes their reasons — for survival, for family reunification, to follow their dreams or join social networks.

Key Point:

Interpretive sociology helps scientists measure the humanity of social behaviour in a world that is increasingly data driven.

#### 5.2 Power and Authority

**Definition:**

Max Weber made a key distinction between **power** and **authority**. While power is the ability to force others to do something (with or without consent), authority is **legitimate power** — power accepted as rightful and justified by society.

### 5.2.1 Definition of Power vs

Authority Power:

The power of one man or group to impose their will on others, even despite resistance.

On the force, coercion or some form of control on resources.

Example: A thief demanding someone get rid of money.

Authority:

Authority, power that is accepted as legitimate by those subjected to it.

Taken voluntarily — not just out of fear.

Example: Citizens obeying laws because they recognize the legitimacy of the government.

Key Point:

Authority = Power + Legitimacy.

### 5.2.1 Traditional Authority

#### 2. Definition:

Authority based on **customs, traditions, and long-established practices**. Features:

- Inherited or passed down through generations.
- People obey because “it has always been so.”
- Stable but resistant to change.

Examples:

- Kings and monarchs in feudal societies.
- Village elders in rural communities.
- Religious leaders whose authority comes from tradition.

### 5.2.3 Charismatic Authority

Features:

Submission originates from personal love and emotional attachment.

Tends to occur during times of turmoil, upheaval and crisis.

Precarious — can dissolve after leader’s death or loss of influence.

Examples:

leadership of Mahatma Gandhi in the Indian freedom movement.

Martin Luther King Jr. and the American civil rights movement.

Modern instances: Powerful political or religious leaders.

#### 5.2.4 Legal-Rational Authority

Definition:

Power derived from rules, laws, and formal procedures. Features:

Legitimacy derives from legal systems and institutions, not people.

Impersonal and bureaucratic.

Positions, not personalities, hold authority.

Examples:

The authority of a police officer under law.

A democratically elected government.

Organizations motivated by rule and procedure.

Three Kinds of Authority Compared (Summary):

Type of Authority

Basis of Legitimacy

Example

Traditional

Customs & traditions

Kings, elders

Charismatic

Leader's personal qualities

Gandhi, MLK Jr.

Legal-Rational

Laws & rules

Judges, bureaucrats

**“Activity: Analyzing Bureaucracy in Practice”**

Select one government office or organization (e.g., police department, court, university).

- Identify at least 3 features of **bureaucracy** (rules, hierarchy, division of labor, impersonality).
- Write a 200–250 word report explaining how these features reflect Weber’s model of **legal-rational authority**.
- Conclude by discussing whether bureaucracy in practice feels efficient or rigid (iron cage).

### 5.3 protestant ethic and the spirit of capitalism

Definition:

According to Max Weber, an important contribution was made in the field of innovation by the religious ideas including Protestant (Calvinist) ethic allowing for higher levels of voluntary-cooperation. His thesis is detailed in his seminal work *The Protestant Ethic and the Spirit of Capitalism* (1905).

The Protestant Reformation Explanation in the History of Religion:

They pulled away from the Catholic Church in the 16th century, in what we now call the Protestant Reformation, led by Martin Luther and John Calvin.

Protestantism, and especially Calvinism, shaped values that included hard work, self-discipline, frugality and worldly success as signs of divine favor.

Protestants, in contrast to the Catholic tradition’s emphasis on rituals and spiritual redemption, thought that achievement of work signified moral obligation and divine sanction.

Example:

Calvinist belief in predestination held that people were “chosen” by God for salvation, though no one knew who. Protestants, therefore, strove hard in everyday life to prove they were among the elect.

#### 5.3.2 The Protestant Ethic: Work Ethic, Discipline, and

Rationalization Work Ethic:

Religious duty as hard work.

Laziness considered sinful.

Discipline and Frugality:

Luxury was avoided and there was no time wasted with pleasure among Protestants.

What little money they earned was ploughed back into their businesses rather than squandered on luxuries.

Rationalization:

Such methodical, rigorous, and logical way of life.

Rational calculation and effective organisation came to be seen as essential values in the life of the economy.

Key Point:

This attitude was turned into the “spirit of capitalism” — which is to always be seeking to invest, make a profit and work diligently.

### 5.3.3 Link Between Protestant Values and Rise of Capitalism

Weber’s Thesis:

Religious values shaped economic behavior.

Protestant ethic resulted in a culture where the accumulation of wealth was morally sanctioned and associated with religious responsibility.

The result was that capitalist firms developed in Protestant areas of Europe long before they did in Catholic ones.

Example:

Nations such as England, the Netherlands and sections of Germany (with Protestant populations) moved faster toward capitalist economies than did Catholic countries such as Spain or Italy.

#### Did You Know?

“Weber argued that Protestant countries industrialized faster than Catholic ones. Interestingly, later research showed a similar pattern in East Asia, where **Confucian values** (hard work, discipline, respect for education) played a role in rapid economic growth — similar to the Protestant ethic.”

### 5.3.4 Critiques and Contemporary Relevance of Weber’s

Thesis Critiques:

Overlooking Economic Factors: Critics of claim that capitalism came more from trade, technology and colonization than religion.

Accuracy? also nice means literally than in other Catholic mind-sets there as well were economically strong areas.

Marxist Critique: Marxists would argue Weber overemphasised ideas as opposed to economic structures (how capitalism dictates the organisation of societies in terms of class and exploitation).

Contemporary Relevance:

Weber's concept of the "work ethic" continues to apply in modern-day work places that are governed by discipline, rational organization and efficiency.

Today, "workaholism" or 9 to 5 corporate culture reflects the same values of perpetual accomplishment and productivity.

Weber's thesis in globalization Weber's theory can be used to account for the manner by which cultural values inform economic systems."

global (e.g., development influenced by an East Asian "Confucian ethic").

### Knowledge Check 1

**Choose the correct option:**

1. The German term *Verstehen* means:
  - A. Authority
  - B. Discipline
  - C. Interpretive understanding
  - D. Social solidarity
2. According to Weber, authority becomes legitimate when:
  - A. It is based on wealth
  - B. It is accepted as rightful by society
  - C. It is enforced by military power
  - D. It is inherited automatically
3. Which type of authority is based on extraordinary leadership qualities?
  - A. Traditional
  - B. Charismatic

- C. Legal-rational
- D. Bureaucratic
- 4. Weber's *Protestant Ethic* thesis argued that:
  - A. Religious rituals alone created capitalism
  - B. Protestant values like hard work and frugality supported capitalist growth
  - C. Capitalism emerged only due to colonial trade
  - D. Catholic traditions were more capitalist-friendly
- 5. Weber warned that excessive bureaucracy could create:
  - A. Class struggle
  - B. Iron cage of rationality
  - C. Mechanical solidarity
  - D. False consciousness

#### 5.4 Summary

**Interpretive Sociology (Verstehen):** Weber stressed developing an understanding of the meaning behind action; sociology being more than simply statistitic and positivist.

**Ideal Types and Social Action:** Weber employed "ideal types" to study complex realities and distinguished forms of social action as rational, value-rational, affectual, and traditional.

**Power and Authority:** Weber drew a distinction between the mere possession of power and legitimate authority; there were three ideal types of legitimacy – traditional, charismatic, and legal-rational.

**Protestant Ethic and Capitalism:** Weber proposed that Protestant values (hard work, discipline, rationality) directly affected the "spirit of capitalism," a demonstration of cultural inheritance in stimulating economic development.

**Relevance:** Weber's thoughts are still relevant in the study of bureaucracy, leadership, religion, economic development and globalization.

#### 5.5 Key Terms

**Verstehen** – The interpretive understanding of social action in terms of the meaning which it has for members of society.

**Ideal Type** – A mental construct emphasizing characteristic aspects of social reality.

**Social Action** – Meaning-oriented action carried out by persons and directed at other people.

Power – The capacity to force one’s desires, even in the face of opposition.

Authority – The Power which is legitimate and accept as rightful.

A) Traditional Authority- power based on customs and traditions.

Hermann Ulrici considered charismatic authority as held by God and Jesus Christ, exclusive of all human or natural order and laws.

Legal-Rational Authority – Authority is derived from the formal laws and rules.

Protestant Ethic – Religious values such as hard work and frugality and discipline.

Rationalization – The organizing of life and institutions according to principles of logic, rules and efficiency.

Spirit of Capitalism – A culture-principle of investment and profit.

Bureaucracy – Rationally ordered organization based on rules, that Weber viewed as the chief indicator of a modern state.

## 5.6 Descriptive Questions

Describe the implications of, and define the term Verstehen. How is this contrary to positivist sociology?

Consider the importance of ideal types and causal analysis as methodological approaches in Weber’s work.

Define social action. Describe Weber’s four types of social action with examples.

Differentiate between power and authority. What role does legitimacy play in authority?

Describe Weber’s three forms of authority – traditional, charismatic and legal-rational. Give examples of each.

Discuss Weber’s thesis on Protestant ethic and the emergence of capitalism.

Discuss critically the applicability of Weber’s protestant ethic thesis to contemporary globalised economy.

Discuss the merits and limitations of Weber’s interpretive sociology.

Discuss the function of bureaucracy in contemporary states, according to Weber.

Compare Weber’s view with Marx and Durkheim.

## 7. References

- Weber, Max. *The Protestant Ethic and the Spirit of Capitalism*.
- Weber, Max. *Economy and Society*.

- Gerth, H.H. & Mills, C. Wright (eds.). *From Max Weber: Essays in Sociology*.
- Ritzer, George. *Sociological Theory*.
- Coser, Lewis A. *Masters of Sociological Thought*.
- Giddens, Anthony. *Capitalism and Modern Social Theory*.
- Bendix, Reinhard. *Max Weber: An Intellectual Portrait*.

## Answers to Knowledge Check

### Knowledge check 1

1. C) Interpretive understanding
2. B) It is accepted as rightful by society
3. B) Charismatic
4. B) Protestant values like hard work and frugality supported capitalist growth
5. B) Iron cage of rationality

### 5.8Case Study

#### The Rise of Bureaucracy in Modern States – Weber's Legal-Rational Authority in Practice

##### Introduction

And more and more, already- modern states and organizations are constituted by bureaucracy — a rule-guided system of administration. Max Weber considered bureaucracy as the most pure form of legal-rational authority, that power is exercised in accordance with written rules and regulations rather than personal whims or traditions.

##### Background

Take the Indian Administrative Service (IAS). Officers are appointed by competitive exams, systematic training and working under clear laws. Their moral authority is not based on the history of the family or on personal charm, but on laws and positions. Decisions should be impersonal, rule-based and efficient.

##### Problem 1: The Need for Effective Governance

The modern state is too complex for traditional, or personal authority.

Answer: Bureaucracy allows for efficiency through rules, hierarchy, and specialization of tasks.

The Second Problem: Danger of Corruption and Favouritism

In such kind of system, decisions are based on the factors like relationship, cast or personal connections.

Solution: Legal-rational authority promotes impersonality — decisions are made based on who is best for the job, rather than being swayed by personal interests.

Problem 3: Over-Bureaucratization (“Iron Cage”) Now the problem with IKEA lies therein that it is an administrative Castle, a Kafkaesque labyrinth bureaucracy.

Weber even warned that too much bureaucracy could lock people into rigid rules and procedures.

Solutions: While maintaining efficiency, reasonable red tape can be reduced through reforms as well as transparency and accountability measures.

MCQs

In the opinion of Weber, which one is an instance of bureaucratization?

Traditional authority

Charismatic authority

Legal-rational authority

Military authority

Which of the following is NOT one of Weber’s elements of bureaucracy?

Hierarchy of offices

Rule-based decision-making

Personal favoritism

Impersonality

Weber cautioned that over rationalizing in bureaucracy might result in:

Mechanical solidarity

False consciousness

Iron cage

Class struggle

Answers:

C) Legal-rational authority




C) Personal favoritism

C) Iron cage

Conclusion:

Weber's concept of the bureaucracy makes clear how legal-rational authority was the principle foundation upon which social order and political rule are secured in modernity. As useful as it is in promoting efficiency and fairness, Weber also cautioned about its dangers — too many rules can result in an “iron cage” of inflexibility. The experience of modern states demonstrates the power and limits of Weber’s insight.

# Sociology\_V3\_Unit 6.docx

-  Sociology\_BBA\_3
-  Sociology\_BBA\_3
-  ATLAS SkillTech University

---

## Document Details

**Submission ID**

trn:oid::3618:127363288

**Submission Date**

Feb 2, 2026, 1:37 PM GMT+5:30

**Download Date**

Feb 2, 2026, 2:58 PM GMT+5:30

**File Name**

Sociology\_V3\_Unit 6.docx

**File Size**

136.4 KB

17 Pages

3,235 Words

20,071 Characters

## \*% detected as AI

AI detection includes the possibility of false positives. Although some text in this submission is likely AI generated, scores below the 20% threshold are not surfaced because they have a higher likelihood of false positives.

### Caution: Review required.

It is essential to understand the limitations of AI detection before making decisions about a student's work. We encourage you to learn more about Turnitin's AI detection capabilities before using the tool.

### Disclaimer

Our AI writing assessment is designed to help educators identify text that might be prepared by a generative AI tool. Our AI writing assessment may not always be accurate (i.e., our AI models may produce either false positive results or false negative results), so it should not be used as the sole basis for adverse actions against a student. It takes further scrutiny and human judgment in conjunction with an organization's application of its specific academic policies to determine whether any academic misconduct has occurred.

## Frequently Asked Questions

### How should I interpret Turnitin's AI writing percentage and false positives?

The percentage shown in the AI writing report is the amount of qualifying text within the submission that Turnitin's AI writing detection model determines was either likely AI-generated text from a large-language model or likely AI-generated text that was likely revised using an AI paraphrase tool or word spinner.

False positives (incorrectly flagging human-written text as AI-generated) are a possibility in AI models.

AI detection scores under 20%, which we do not surface in new reports, have a higher likelihood of false positives. To reduce the likelihood of misinterpretation, no score or highlights are attributed and are indicated with an asterisk in the report (\*%).

The AI writing percentage should not be the sole basis to determine whether misconduct has occurred. The reviewer/instructor should use the percentage as a means to start a formative conversation with their student and/or use it to examine the submitted assignment in accordance with their school's policies.



### What does 'qualifying text' mean?

Our model only processes qualifying text in the form of long-form writing. Long-form writing means individual sentences contained in paragraphs that make up a longer piece of written work, such as an essay, a dissertation, or an article, etc. Qualifying text that has been determined to be likely AI-generated will be highlighted in cyan in the submission, and likely AI-generated and then likely AI-paraphrased will be highlighted purple.

Non-qualifying text, such as bullet points, annotated bibliographies, etc., will not be processed and can create disparity between the submission highlights and the percentage shown.

## Unit 6: Indian Sociologists: M.N. Srinivas and Andre Beteille

### Learning Objectives

1. **Explain M.N. Srinivas's study of the Indian village**, focusing on its structure, traditions, and role in understanding rural India.
2. **Define and analyze Srinivas's concept of the dominant caste**, and understand how power and resources shape caste hierarchies in villages.
3. **Examine Andre Beteille's contributions to Indian sociology**, especially his analysis of caste, class, and power in rural society.
4. **Differentiate between caste and class dynamics**, and explore how they overlap and diverge in shaping social relationships.
5. **Understand the processes of social change in India**, such as Sanskritization, Westernization, and modernization, in relation to caste and village studies.
6. **Apply sociological perspectives to contemporary Indian society**, analyzing caste-based politics, reservation policies, and rural-urban transformations.
7. **Critically evaluate the relevance of classical Indian sociology** in understanding present-day issues like caste discrimination, inequality, and social mobility.

### Content

1. Introductory Caselet
1. M.N. Srinivas and the Indian Village
2. Dominant Caste (M.N. Srinivas)
3. Andre Beteille's Contribution to Indian Sociology
4. Dynamics of Caste and Social Classes
5. Summary
6. Key Terms
7. Descriptive Questions
8. References
9. Case Study

## 6.0 Introductory Caselet

### “Life in Rampura: A Window into Indian Villages”

#### Background:

In the 1940's, M.N. Srinivas, an Indian sociologist had done fieldwork in Rampura village of Karnataka. He stayed for several months, watching people's lives as they went about their daily activities and maintained caste relationships, rituals and farming practices.

Srinivas observed that although the village looked traditional, it was not insular. Villagers connected with markets, towns and political systems. Caste hierarchies determined who could own land, perform rituals or assume leadership. Still, changes were brewing — (education, migration and state policies) was gradually transforming village life.

Through this study, Srinivas revealed that the village in India was not a static, self-sufficient unit but part of a larger social and economic network. His work dashed previous romanticized visions of the village, which were built on old ideas that villages were “self-sufficient little republics.”

#### Critical Thinking Question:

If you were studying that same Indian village today, what would you want to know about it — traditional caste relations, or the more modern aspects like technology, migration and government programs? Why?

## 6.1 M.N. Srinivas and the Indian Village

#### Definition:

M.N. Srinivas was an Indian sociologist whose pioneering studies were based on villages in India. His work made the point that villages are fundamental to understanding Indian society, for they represent the nexus of caste, economy, religion and politics.

#### Explanation:

Srinivas's influential study of Rampura village (near Mysore) brought to attention how caste and rituals have influenced the everyday.

He contended that villages were not “timeless” or “insulated,” but linked to wider social, political and economic forces.

His work provided Indian sociology with a robust empirical base based on fieldwork, rather than relying only on ancient texts or colonial records.

Srinivas’s Village Studies: Main Insights:

Caste Structure:

Organized in castes on the basis of surnames that were caste-specific, villages and townships used occupation, marriage, even religious practice to maintain caste identity.

Religion and Rituals:

Cast order and group solidarity were inculcated, supported and perpetuated by Festivals & Ceremonies.

Economic Organization:

The ownership of land was uneven, frequently in the hands of dominant castes.

Social Change:

Srinivas introduced theoretical constructs such as Sanskritization (the lower castes imitating the higher castes in order to rise up the ladder of jati); and Westernization (impact on Indian society by English education, law, culture).

### Foundations of Village Life



**Example:**

In Rampura, Srinivas saw how a lower caste community adopted upper-caste customs (like vegetarianism and wearing the sacred thread) to improve its social standing — a process he called *Sanskritization*.

**Key Point:**

Srinivas showed that villages are **microcosms of Indian society**, where tradition and change coexist. His studies continue to influence research on rural India, caste, and social transformation.

### 6.1.1 Concept of the Indian Village as a Social

Unit Definition:

An Indian village is not only a locational settlement but also a social system where caste, family, religion and economy are combined into a specific life style.

Explanation:

Previous colonial administrators and some scholars portrayed the villages as isolated, self-contained republics that remained untouched by change.

Srinivas contested such ideas, arguing that villages are embedded in wider circuits — of towns, markets and state policies.

Villages are microcosms of what is happening in India but intensified and therefore crucial for sociological study.

Example:

What Srinivas's Rampura (another village studied by him) tells us is that no village was self-enclosed; all had relations with other villages, neighbouring towns and the colonial state.

### 6.1.2 Features of Indian Village Social Structure

Key Features:

Caste System:

Villages are generally caste and occupation based having their own social hierarchical arrangement.

“The upper castes may own land and the lower ones offer traditional services.”

Jajmani System:

Conventional system of goods and services bartering arising from inter-caste relationships (e.g., barbers, priests, smelters doing work in exchange for grain as currency).

Kinship and Family:

It is accepted that the Indians live in joint families and the marriage, alliances as well as social obligations are regulated through kinship.

Religion and Rituals:

Religious festivals, temple observances and religious ceremonies hold the community together, while emphasizing caste distinctions.

Economy:

Agriculture provides a livelihood, frequently characterised by uneven distribution of land ownership.

Caste positions are often linked to labour.

Example:

In most villages, land-owning castes control politics, and those below them are dependent on them for work.

### **6.1.3 Role of Kinship, Religion, and Economy in Village**

Life Kinship:

Regulates marriage alliances and inheritance.

Provides social support and security.

Illustration: Marriages are arranged within-caste and kinship-lines.

Religion:

Gives moral and communal values.

Temple festivals and rituals foster bonds as well as embody caste hierarchies (for example, who gets to perform a ritual).

Economy:

Wealth and power flow from agriculture and land ownership.

Economic relationships frequently correspond with caste: land-owning castes are of higher status, while the landless are subordinated.

### **6.1.4 Village Studies and Their Sociological Importance**

Explanation:

Before their work, knowledge about the village was gleaned largely from colonial records or ancient scripts.

The village studies made field investigations on which Indian sociology would base itself as a scientific and empirical discipline.

They proved that villages are dynamic — frozen in glass, but not necessarily in time.

Sociological Importance:

Assisted comprehension of caste, kinship and power in action.

Demonstrated processes of social change such as Sanskritization and Westernization.

Linked micro (village life) to macro (national politics, economy).

Useful for rural development planning and policy making in post-independence India.

Example:

Srinivas's Rampura work would serve as a template for village studies by fellow scholars like André Béteille, and

S.C. Dube.

### Did You Know?

“Before Indian sociologists like Srinivas, most knowledge about villages came from **colonial administrators** or ancient texts. Srinivas's *Rampura study* (1940s) was groundbreaking because it used **fieldwork and participant observation**, making Indian sociology more scientific and empirical.”

## 6.2 Dominant Caste (M.N. Srinivas)

### Definition:

The concept of **dominant caste** was introduced by M.N. Srinivas to explain how certain castes in a village

enjoy social, economic, and political power, not necessarily because of ritual status alone, but due to a combination of factors like **landownership, political influence, and numerical strength**.

### 6.2.1 Definition and Concept of Dominant

Caste Explanation:

In the past, caste was based on ritual purity (and “pure” Brahmins were at the top).

Srinivas found that in contemporary villages, the power and prestige are to a great extent based on non-religious considerations.

like wealth, land, and numbers.

So a caste that has strong access to power and resources can't be dominant in village life, even if it is not the highest ritualistically.

Example:

There are southern Indian villages Vokkaliga or Lingayats dominate because of land ownership and numbers, even though Brahmins have ritual status.

Features: Property, Power and Population Characteristics of high caste: (i) Ownership of land (ii). Political power.

Landownership:

Economic power is derived from the control over land, which is the primary means of livelihood in villages.

Example: elites castes hold vast land in much of India.

Political Power:

Influence or control over local governance (panchayats, councils).

Access to state bodies and offices.

Numerical Strength:

The caste that is more in number can monopolise the elections, disputes and decisions at any village level.

Education and Modern Occupations (another factor):

The ability to secure education, employment and migration also reinforces dominance in the modern context.

Role of Dominant Caste in Local Governance and Social Order Control:

Village councils (panchayats) and political representation is often dominated by the higher-castes.

They adjudicate disputes, uphold customs and orient development projects.

Social Order:

They establish laws on land rights, marriages and rituals.

- Sometimes act as patrons to lower castes, providing employment but also reinforcing dependency.

**Positive Role:**

- Can bring stability, leadership, and development if they use power responsibly.

**Negative Role:**

- Can perpetuate caste inequalities, exploitation, and exclusion of weaker groups.

**Example:**

In many villages, dominant caste leaders decide inter-caste disputes, reflecting both authority and hierarchy.

**6.2.4 Relevance of Dominant Caste in Contemporary Rural India Explanation:**

The concept of dominant caste is significant even in modern times.

Reservation politics and panchayati raj polls have also increased the traditional dominance of castes in rural administration.

But for those raised off the land, in the cities and towns where they seek work and education, the old instincts of superiority are being eroded.

Dominance today isn't simply determined by territory, but also by access to political networks, education and money.

Examples:

In Tamil Nadu it is the Thevars and Vanniyars.

In Uttar Pradesh, Yadavas have become politically very influential.

Vokkaligas and Lingaayats still shape the power structures in rural Karnataka.

Key Point:

The notion of dominant caste also demonstrates that even in changing rural India, caste is mutable and remains a significant force.

**3. 6.3 André Béteille's Contribution to Indian Sociology****Definition:**

André Béteille is one of India's most influential sociologists, known for combining **empirical fieldwork** with **theoretical analysis**. His classic study *Caste, Class and Power: Changing Patterns of Stratification in a Tanjore Village* (1965) examined how caste, class, and power intersect in Indian villages.

**6.3.1 Study of Caste, Class, and Power in Indian**

### Villages Explanation:

Béteille's fieldwork was in Sripuram village ( Tamil Nadu ).

He examined the interplay of caste, class and power in determining social life.

Rituals and marriages were organised according to caste, land and economy according to class and politics on the basis of power.

### Key Point:

He demonstrated how stratification in India can't be grasped through caste alone, that it involves an understanding of class and power as well.

### Example:

A land-owning caste, it also enjoyed a ritual rank and commanded resources and village politics.

Interaction between Caste Hierarchies and Class-Networks Answer: BUDGET FEATURES TGESI caste, but class as well.

Occupation and status were traditionally determined by caste.

As society modernised, class outcomes (land and wealth but also education and jobs) started to mix with caste.

Some lower castes that had access to money began exerting influence, challenging the old hierarchies.

### Example:

In Sripuram, Brahmins exercised ritual power at the same time as wealth and number allowed non-Brahmin landlords to make powerful claims.

### Key Point:

Caste and class are intertwined, not distinct, as Béteille pointed out.

### 6.3.3

## 3. Social Mobility and Changing Caste-Class

### Example:

Land reforms allowed some lower castes to rise economically, while reservation policies gave them political leverage.

### Key Point:

Caste was adapting, blending with class dynamics rather than vanishing completely.

#### 6.3.4 Bêteille's Comparative Perspective on Indian Society

Explanation:

Bêteille contrasted the Indian society with those of Western societies as to bring out points of similarity and differences.

India: caste still matters in life, but class and power are becoming more so.

The West: class is the dominant factor, without the caste-like rigidity.

He cautioned that caste could not be seen as “unchanging” — rather, he was “emphasizing continuity with change.”

Example:

Whilst caste had governed issues of ritual purity in India, contemporary professions and education were generated class like stratification.

Key Point:

Bêteille's was an evenhanded view — caste does matter, yes, but so must class and power to comprehend Indian society.

#### 6.5 Dynamics of Caste and Social Classes

**Definition:**

Caste and class are two major systems of social stratification in India. Traditionally, caste determined occupation, status, and lifestyle. In modern times, class (based on education, income, and occupation) increasingly shapes opportunities — but caste and class remain deeply interlinked.

##### 6.5.1 Shifts from Traditional Caste Roles to Modern Class Divisions

Explanation:

Occupational status has been predetermined for certain castes; e.g., the monks among the Brahmans, merchants among the Vaishyas, servants among the Shudras.

With the advent of industrialisation, urbanisation and educational development, rigid caste roles have been breaking down.

Class strata developed; wealth, learning, and talent counted for more than birth.

Example:

A Dalit engineer or doctor could be of higher class than an upper-caste farmer who has a low income.

Key Point:

Social mobilityMK VENU Caste does matter; but it's no longer enough not to be born as a poor person.

### 6.5.2 Caste and Politics in Rural India

#### 2. Explanation:

- Caste continues to strongly influence rural politics.
- Political mobilization often occurs along caste lines, with leaders appealing to their communities for votes.
- **Dominant castes** often control village panchayats and local governance.
- Reservation policies (for Scheduled Castes, Scheduled Tribes, and OBCs) reshaped rural politics, giving lower castes more representation.

Example:

In states like Uttar Pradesh, Yadavs (OBC group) have emerged as a powerful political community.

Key Point:

Caste remains a **crucial axis of political power**, especially in rural India.

### 6.5.3 Caste-Class Intersection in Education, Employment, and Power Explanation:

Opportunity for education and employment is more often a reflection of caste background as well as class resources.

Reservations help disadvantaged castes climb the social ladder, but inequalities endure.

The caste network, yes, in employment can have some influence to get opportunities while succeeding would depend on class (skills, qualifications).

The power is concentrated among communities which are putting together caste advantage with class resources.

Example:

An upper-caste rich family certainly has enough to pay for private schooling, and a SC/ST is positively disadvantaged even if the money isn't an issue—a perfect example of how caste bleeds into class.

Key Point:

Caste and class are mutually reinforcing to create layered inequities.

#### 6.5.4 Globalization and Transformation of Caste-Class Dynamics

### Knowledge Check 1

Choose the correct option:

1. M.N. Srinivas's study of Rampura village highlighted that:
  - A. Villages are isolated and unchanging
  - B. Villages are part of wider social and economic networks
  - C. Villages have no caste divisions
  - D. Villages are unaffected by modernization
2. The term "dominant caste" was introduced by:
  - A. Louis Dumont
  - B. André Béteille
  - C. M.N. Srinivas
  - D. S.C. Dube
3. According to André Béteille, village stratification is shaped by:
  - A. Only caste hierarchy
  - B. Only class divisions
  - C. Caste, class, and power together
  - D. Purely religious beliefs
4. Which of the following is an example of caste influencing politics?
  - A. A student preparing for exams
  - B. A village election where one caste controls the panchayat
  - C. A doctor treating patients

- D. Migration to foreign countries
5. The Green Revolution primarily strengthened which groups in rural India?
- A. Landless laborers
- B. Dominant castes with large landholdings
- C. Urban professionals
- D. Artisans and craftsmen

## Summary

M.N. Srinivas's Village Studies: Villages Are Not Self-Sufficient Units but they are Linked to Larger Political and Economic Systems. He coined the concepts of Sanskritization and Westernization to account for social change.

Dominant Caste: Srinivas demonstrated that political and economic power in villages could be concentrated in "dominant castes" which enjoyed both a significant stake in land, numerical preponderance, and prestige.

Contributions of André Beteille: His research in Tamil Nadu revealed relationships between

caste, class and power as old hierarchies are realigned in the modernizing world.

Caste vs Class Mismatch: Role demarcations based on caste are giving way to class-wealth, education, jobs. Caste has been reshaped by politics, education and globalization, but it retains a powerful hold.

All these works, combined with many others, form empirical and theoretical bases of the understanding of rural India and social transformation.

## Key Terms

Village Studies –Social Science research conducted on Indian villages, where fieldwork is involved.

Sanskritization- This is the process where in the lower castes emulate the upper caste model of life to get a higher status.

Westernization – Intensity of Western education, technique and institutions in Indian society.

Ruling Caste – A caste that has ruling authority because of its landowning strength, numerical superiority and political dominance.

Jajmani System – Old Caste based system of economic exchange.

Caste-Class Intersection – Caste and class overlappingly matter for forming opportunities.

Social Mobility – The transfer of persons or groups from one social class to another.

Power – It is the capability to influence others; in villages, it generally relates to caste and land.

Stratification -Organization according to rank of the various groups within a society.

### Descriptive Questions

Answer (c) M.N. Srinivas wrote about the Indian villages Significance of Nmandian iUage in the Study of Indian society — M.N. Srinivas

Explain the meaning of dominant caste. Discuss its characteristics with examples.

Examine the function performed by the dominant castes in rural power structure and social system.

Q: Explain the study of caste, class and power in Indian villages by André Béteille.

How does Béteille discuss the relationship between caste and class?

Discuss caste and class in relation to education, employment, and politics.

Critically discuss how globalization has influenced caste- class relations in India.

Discuss the methods of Srinivas and Béteille in the study of Indian society.

Discuss the significance of village studies in Indian sociology.

Examine the persistence of caste in modern rural India.

### References

Srinivas, M.N. The Remembered Village.

Srinivas, M. N. 1966 Social Change in Modern India.

Béteille, André. Caste, Class and Power: Changing Patterns of Stratification in a Tanjore Village.

Dube, S.C. Indian Village.

Dumont, Louis. Homo Hierarchicus: The caste system and its implications.

Uberoi, Patricia. 'Family, Kinship and Marriage in India.

Jodhka, Surinder S. Caste in India Today.

## Answers to Knowledge Check

### Knowledge check 1

1. B) Villages are part of wider social and economic networks
2. C) M.N. Srinivas
3. C) Caste, class, and power together
4. B) A village election where one caste controls the panchayat
5. B) Dominant castes with large landholdings

### 6.10 Case Study

#### Introduction

The so-called Green Revolution (1960s–1970s) launched a variety of high-yield seeds, fertilisers and irrigation methods in Indian agriculture. Though it led to an increase in foodgrain production, the green revolution also transformed rural society by consolidating the power of dominant castes.

#### Background

Caste groups (for example Jats or Yadavs) that owned large landholdings in states such as Punjab, Haryana and western Uttar Pradesh benefitted most from the green revolution. Land, capital and government support gave them an edge so they could adapt new technologies fast. Small farmers and landless laborers tended to fall behind.

#### Problem 1: Disparity in Access to Resources

Big landowning castes gained at the expense of small farmers, accentuating caste disparities.

Resolution: Subsequent government programs attempted to offer subsidies and credit to small farmers.

#### Problem Statement 2: Dominance of Caste Based Political Power

It translated economic prosperity into political hegemony in village panchayats and the state legislatures.

Solution: Reservation policies and rural upsurges provided lower castes with a platform, though dominant ones lingered on.

Issue 3: Inequality is Stuck Researchers tells us that as long some children are born hugely wealthy and others face excruciating poverty, then rich and poor kids will not have access to a comparable quality education.

Even under the process of modernization, the landless laborers (particularly those belonging to Scheduled castes) were attached to dominant caste people(upper class).

Solution: Changes in the land regime, labor rights and educational programs focused on breaking dependency.

MCQs

Who all are the major gainers from Green revolution in Rural India?

Landless laborers

Small farmers

Large landowning castes

Agricultural workers abroad

What led to the dominant castes gaining an advantage in the context of Green Revolution?

Ritual purity

Access to land and resources

Foreign migration

Urban jobs

The fact that caste communities such as Jats and Yadavs ruled the roost politically post-Green Revolution was an offshoot of:

Traditional authority

Dominant caste theory

Sanskritization

Westernization

Answers:

C) Large landowning castes

B) LAND AND RESOURCE ACCESS

B) Dominant caste theory

Conclusion:

The Green Revolution fortified the economic and political power of the dominant castes, highlighting how social hierarchies accommodate to change. It decreased hunger, but it also deepened gaps. The case highlights how caste continues to define class, power and development in rural India.