



---

# IQRA NATIONAL UNIVERSITY

---

**Name:** Sifatullah  
**ID:** #14678  
**Subject:** Introduction to Sociology  
**Semester:** Summer  
**Submitted to:** Ms. Beenish Shuja  
**Exam:** Final

---

**Question 1<sup>st</sup>:** Define society? And also explain the types of society?

**Answer 1<sup>st</sup>:**

**Definition:** People in general thought of as living together in organized communities with shared laws, traditions, and values

- ✚ the people of a particular country, area, time, etc., thought of especially as an organized community.
- ✚ **Society** is a group of people with common territory, interaction, and culture. Social Groups consist of two or more people who interact and identify with one another.
- ✚ Society is made up of individuals who have agreed to work together for mutual benefit. It can be a very broad term, as we can make generalizations about what the whole of Western society believes, or it can be a very narrow definition, describing only a small group of people within a given community. But no matter the size, and no matter the link that binds a society together, be it religious, geographic, professional or economic, society is shaped by the relationships between individuals.

Sociologists have classified the different types of societies into six categories, each of which possesses their own unique characteristics:

- ✚ Hunting and gathering societies
- ✚ Pastoral societies
- ✚ Horticultural societies
- ✚ Agricultural societies
- ✚ Industrial societies
- ✚ Post-industrial societies

---

### Earliest Societies:

---

1. **Hunting and gathering societies:** are the earliest form of society. The members survive primarily by hunting, trapping, fishing, and gathering edible plants. The majority of the members' time is spent looking for and gathering food. A hunting and gathering society has five characteristics:
  - ✚ Family is the society's primary institution. Family determines the distribution of food and how to socialize children.
  - ✚ These societies are small compared to the others. They generally have less than 50 members.
  - ✚ Hunting and gathering societies are nomadic, which means that they move constantly in order to find food and water.
  - ✚ Members of hunting and gathering societies are mutually dependent upon each other.

- ✚ Although there is an equal division of labor among the members of hunting and gathering societies, there is a division of labor based on sex. Men are typically responsible for hunting, and women are typically gatherers.
- 2. **Pastoral societies:** began around 12,000 years ago. These societies rely on products obtained through the domestication and breeding of animals for transportation and food. Pastoral societies are common in areas where crops cannot be supported, for example in North Africa. Unlike hunting and gathering societies, pastoral societies only have to move when the land in which the animals graze is no longer usable. Pastoral societies also allow for job specialization, since not everyone is needed to gather or hunt for food. For example, while some people breed animals, others are able to produce tools or clothing, which allows for specialization in these areas.

---

### Developing Societies:

---

- 3. **Horticultural societies** emerged between 10,000 and 12,000 years ago in Latin America, Asia, and parts of the Middle East. These societies rely on the cultivation of fruits, vegetables, and plants in order to survive. Horticultural societies are often forced to relocate when the resources of the land are depleted or when the water supplies decrease.

Also referred to as agrarian societies, agricultural societies rely on the use of technology in order to cultivate crops in large areas, including wheat, rice, and corn. The technological advances led to an increase in food supplies, an increase in population, and the development of trade centers. This period of technological changes is referred to as the Agricultural Revolution and began around 8,500 years ago. Agricultural societies developed roughly in this order:

- ✚ Animals are used to pull plows.
- ✚ Plowing allows for the cultivation of larger areas of land.
- ✚ Soil aeration caused by plowing leads to higher crop yields over longer periods of time.
- ✚ High volumes of food production allow people to build permanent homes in a single location.
- ✚ Towns develop, which eventually grow into cities.
- ✚ Towns develop, which eventually grow into cities.
- ✚ Job specialization increases as high-yield crops allow people to focus on skills and crafts other than farming.
- ✚ Fewer people are involved with food production, and economies diversify as a result.

---

### Advanced Societies:

---

4. **Industrial societies:** were developed with the Industrial Revolution that started around 1769. The Industrial Revolution began with England's improvement and use of the steam engine as a way to power machines. Industrial societies rely on advanced energy sources in order to run machinery.

Industrialization brought about changes in almost every aspect of society. As factories became the centre of work, “home cottages” as the usual workplace became less prevalent, as did the family's role in providing vocational training and education. Public education via schools and eventually the mass media became the norm. People's life expectancy increased as their health improved. Political institutions changed into modern models of governance. Cultural diversity increased, as did social mobility. Large cities emerged as places to find jobs in factories. Social power moved into the hands of business elites and governmental officials, leading to struggles between industrialists and workers. Labor unions and welfare organizations formed in response to these disputes and concerns over workers' welfare, including children who toiled in factories. Rapid changes in industrial technology also continued, especially the production of larger machines and faster means of transportation. The Industrial Revolution also saw the development of bureaucratic forms of organization, complete with written rules, job descriptions, impersonal positions, and hierarchical methods of management.

### 5. Post-industrial societies:

Sociologists note that with the advent of the computer microchip, the world is witnessing a technological revolution. This revolution is creating a post-industrial society based on information, knowledge, and the selling of services. That is, rather than being driven by the factory production of goods, society is being shaped by the human mind, aided by computer technology. Although factories will always exist, the key to wealth and power seems to lie in the ability to generate, store, manipulate, and sell information.

Sociologists speculate about the characteristics of post-industrial society in the near future. They predict increased levels of education and training, consumerism, availability of goods, and social mobility. While they hope for a decline in inequality as technical skills and “know-how” begin to determine class rather than the ownership of property, sociologists are also concerned about potential social divisions based on those who have appropriate education and those who do not. Sociologists believe society will become more concerned with the welfare of all members of society. They hope post-industrial society will be less characterized by social conflict, as everyone works together to solve society's problems through science.

**Question 2<sup>nd</sup>:** Detail note on educational institution?

**Answer 2<sup>nd</sup>:**

An educational institution refers to an administrative unit with a principal or other head, which has teachers and other personnel in its service (role of employers), and which is liable to keep books and compile other documentation, in which students are registered, whose activities are regulated by a legal act or decree, which follows a national curriculum, and which is financed and controlled by a public authority. An educational institution does not refer to a school building or facility.

A new educational institution is established; an educational institution is abolished or merged with another educational institution at the decision of the organiser of education (maintainer of the educational institution) or a public authority.

An educational institution is a place where people of different ages gain an education, including preschools, childcare, primary-elementary schools, secondary-high schools, and universities. They provide a large variety of learning environments and learning spaces.

A place where people of different ages gain an education, including preschools, childcare, elementary schools, and universities.

**For Example:** Before 1998, educational institutions were typically large entities with massive administrations and big budgets. The institution had to be sanctioned by some authority, typically connected to government. They fought are to maintain this status creating strong alliances that I won't get into here.

In 1998 the United States Department of Education called for better skilled teachers and required educators increase continuing education courses by 500% or to keep their teaching credentials. [For the most part US teachers are good to excellent, better to look elsewhere to improve learning] One unintended consequence of this move was to break the monopoly current "Educational Institutions" held on teacher education. Traditional courses were too expensive, inconvenient, tiring, and long.

Introduce WebED, Inc. in 1998. Its fully accredited courses provided anytime, anywhere online only learning in quick 10-minute Micro Learning Units. The course price tag was right, too at one-tenth the market rate.

The means to provide learning has changed over time in six major epochs:

- ✚ Language & Oral Tradition from 40,000 B.C. [36,800 Years]
- ✚ Writing & Numeracy from 3200 B.C. [2700 Years]
- ✚ Texts & Academy from 500 B.C. Great Civilizations [1940 Years]
- ✚ Printing Press from 1440 A.D. The Renaissance [400 Years]
- ✚ Factory Model from 1840 A.D. Industrial Revolution [170 Years]
- ✚ Online Learning from 1998 A.D. David Parker WebED.

**Question 3<sup>rd</sup>:** What is social institution and also explain the functions of social institution?

**Answer 3<sup>rd</sup>:** A social institution is a complex, integrated set of social norms organized around the preservation of a basic societal value.

Social institutions have been created by man from social relationships in society to meet such basic needs as stability, law and order and clearly defined roles of authority and decision making. Every organisation is dependent upon certain recognised and established set of rules, traditions and usages. These usages and rules may be given the name of institutions. These are the forms of procedure which are recognised and accepted by society and govern the relations between individuals and groups.

### **Definition:**

- ✚ Wood ward and Maxwell describe an institution is a set of folkways and mores into a unit which serves a number of social functions.
- ✚ L.T Hobhouse describe institution as the whole or any part of the established and recognized apparatus of social life.
- ✚ Robert Maclver regarded institution as established forms or conditions of procedure characteristic of group activity.

Sociologists agree that institutions arise and persist because of a definite felt need of the members of the society. While there is essential agreement on the general origin of institutions, sociologists have differed about the specific motivating factors. Sumner and Keller maintained that institutions come into existence to satisfy vital interests of man. Ward believed that they arise because of social demand or social necessity. Lewis H Morgan ascribed the basis of every institution to what he called a perpetual want.

---

### **Functions of Social Institutions**

---

An institution is specifically established for fixed social needs. If it fulfils these needs, there is social Solidarity and cohesion among the people. If it fails to meet prescribed objectives there is dyes functioning of the institution and state of unrest will emerge among the people. Generally, the following are the functions of social institution in societies of the world.

#### **1. Reproduction**

The institutions reproduce human race, goods, services, traditions and all other patterns of social life. Human race is reproduced in family. Material goods and services are produced and distributed by economic institutions. Power and authority and status and role are produced and enforced by the political institutions. The religious institutions' products are rituals, values, beliefs and ceremonies. Educational institutions provide different techniques and ways of living for the people.

## **2. Socialization**

All the institutions preserve social norms by transmitting them to the people participating in them. The process of socialization starts from birth and continues up to the end of life. Man is always in learning process. The learning of the ways of life in social groups is called 'socialization. Or the inducting of man into social life is. Socialization. This process goes on through the institutions because man lives in them. He learns norms of social life only in the institutions. Family teaches the elementary norms called folkways. The neighbourhood teaches mores and educational institutions guide in legal courses of social life. The bazars and markets guide us in economic dealing. The religious institutions help us in the normative social life of a religion.

## **3. Sense of Purpose**

Every institution is established for the fulfilment of a special purpose. Harvard University provide quality education. Hamdard Dawakhana prepares umami medicines only. Pak-Arab Fertilizer Factory, Multan provides fertilizer to the peasants. Hospitals provide health facility to the community. Similarly, religious institutions impart religious education to the students. It means social institutions fulfil fixed needs of the people and continue their respective aims.

## **4. Preservation of Social Order**

The main aim of human Societies is to maintain control and order. This aim can be achieved by creating an organization among the institutions. An institution cannot function alone without cooperation and association of other institutions. This dependence among them is called organization. But this dependence among the institutions tie them together in the bond of mutual relationship. This mutual relationship among the social institutions is social structure called "Tangency of Institutions". The institutions when organized together create the condition of control and order among the societies. This order and control has its relationship with social solidarity. The social structure which is organized and in order, creates social solidarity and stability in society and the government Political institutions, specially are assigned this function of social order and control.

## **5. Transmission of Culture**

All the institutions are embodiments of cultural configuration. This store of culture remains dead if not transmitted with a change. Every generation adds something into it from its experience while passing on to the next generation. The process of transmission is completed by formal and informal education through various social institutions. Even the market places play this role. The mosque, the bus journey, the marriage customs, the labor service and the administration of the public affairs, all are transmitting institutions of cultural traits.

## **6. Personality Development**

The institutions shape personalities of the individuals. A child born to an Indian or Pakistani family if socialized in America will display American personality traits in him after 1 to 10 years of life. It means personality is not a biological process. It is a social process and depends upon the institutions which socialize it. Personality develops in the institutions which socialize it. The nature and characteristics of social institutions reacts in the personality

of the individual which socialize them. Institutions are the organs of society and shape it in the way in which they are interrelated. Ideas, habits, attitudes and feelings being the parts of personality develop in various social institutions in which the individual lives.

Self is also a social product and not a biological trait. The child at birth has no self. During social interaction in family the child feels his existence as I. This feeling of I and ME is the rise of the self in the child. Self is an essential part of human personality and is produced within the institution of family.





**Question 4<sup>th</sup>:** According to Horton and Hunt define family, elements of family and types of family?

**Answer 4<sup>th</sup>:** A family made up of one wife and more than one husband, and the children, either born or adopted with each one of them. This family is based on polyandrous marriage.

---

### Based on Residence

---

#### **Family of Matrilocal Residence:**

When a couple stays in the wife's house, the family is known as family of matrilocal residence.

#### **Family of Patrilocal Residence:**

When a family stays in the house of husband, the family is known as family of patrilocal residence.

#### **Family of Changing Residence:**

When a family stays in the husband's house for some time, and moves to wife's house, stays there for a period of time, and then moves back to husband's parents, or starts living in another place, the family is called a family of changing residence.

---

### Based on Ancestry or Descent

---

#### **Matrilineal Family:**

When ancestry or descent is traced through the female line, or through the mother's side, the family is called matrilineal family.

#### **Patrilineal Family:**

A family in which the authority is carried down the male line, and descent is traced through the male line or the father's side, is called a patrilineal family.

---

### Based on Authority

---

#### **Matriarchal Family:**

Matriarchal families are generally found in matrilineal societies. In these families, a woman is the head of the family, and authority is vested in her. Succession of property is through the female line, i.e., only daughters inherit the property.

After marriage, the husband resides in the wife's house and descent is traced through the mother's side. Here, children are brought up in mother's house. Thus, in matriarchal societies, the Matrilocal system exists. Matriarchal families are found only in matrilineal

societies, which are very limited in number all over the world. They are found in parts of Latin America, Ceylon, parts of Africa and India (the Khasis and the Garos).

### **Patriarchal Family:**

Patriarchal families are commonly found in all parts of the world, since most societies in the world are patrilineal societies. In patriarchal families, the head of the family is a male, and authority is vested in him. Descent and property is passed through the male line and children are brought up in father's house. Such families are patrilocal in nature.

---

### **Based on the Nature of Relations**

---

#### **Conjugal Family:**

The conjugal family is made up of adults among whom there is a sexual relationship. It refers to a family system of spouses and their dependent children. The emphasis is placed on the marital relationship that exists between spouses. In modern times, the term 'conjugal family' is being used for partners, who have a long- term sexual relationship, but are not actually married.

#### **Consanguine Family:**

A consanguine family is made up of members among whom a blood relation exists, or those who are consanguine kin, i.e., a family consisting of parent(s) and children, or siblings (brothers, sisters, or brothers and sisters).

---

### **Based on state or structure**

---

#### **Nuclear Family:**

A nuclear family is a small group consisting of a husband, a wife and children, natural or adopted. It is more or less an autonomous unit that is not under the control of adults or elders of the family. It consists of two generations only. In all modern societies, nuclear family is the most common type of family. In fact, nuclear family is both the consequence as well as the cause of the disintegration of joint family.

#### **Joint Family:**

A joint family consists of three generations, living together under the same roof, sharing the same kitchen and purse or economic expenses. It is a family consisting of three nuclear families living together. According to Iravati Karve, a joint family is 'a group of people, who generally live under the same roof, who eat food cooked at one hearth, who hold property in common, and who participate in common family worship and are related to each other as some particular type of kindered.'

Ego is a part of a joint family consisting of four generations—the children, parents, grandparents and great-grandparents, all from the fathers' side. These types of joint families

are also known as patriarchal (father- centred) or patrilineal (lineage traced through the father s or male side) joint families.

In such families, only unmarried daughters, or at times widowed daughters are a part of the family. Married daughters no longer belong to the family as they become a part of their husbands' family. However, in the case of matriarchal joint families (mother-cantered) or matrilineal (lineage or descent traced through the mothers' side or the female side), daughters are a part of the joint family, whereas sons become a part of their wives' families.



**Question 5<sup>th</sup>:** What is role conflict? How it develops and in which conditions?

**Answer 5<sup>th</sup>:** **Role conflict** occurs when there are incompatible demands placed upon a person relating to their job or position. People experience role conflict when they find themselves pulled in various directions as they try to respond to the many statuses they hold.

Role conflict happens when there are contradictions between different roles that a person takes on or plays in their everyday life. In some cases, the conflict is a result of opposing obligations which results in a conflict of interest, in others, when a person has roles that have different statuses, and it also occurs when people disagree about what the responsibilities for a particular role should be, whether in the personal or professional realms.

Role conflict can be something that can be for either a short period of time, or a long period of time, and it can also be connected to situational experiences. Conflict among the roles begins because of the human desire to reach success, and because of the pressure put on an individual by two imposing and incompatible demands competing against each other. The effects of role conflict, as found through case-studies and nationwide surveys, are related to individual personality characteristics and interpersonal relations.

Intra-role conflict occurs when the demands are within a single domain of life, such as on the job. Individual personality characteristic conflicts can arise within personality role conflict where aspects of an individual's personality are in conflict with other aspects of that same individual's personality. Interpersonal relations can cause conflict because they are by definition having an association between two or more people that may range from fleeting to enduring, which can cause that conflict.

**Example:** People in modern, high-income countries juggle many responsibilities demanded by their various statuses and roles. As most mothers can testify both parenting and working outside the home are physically and emotionally draining. Sociologists thus recognize role conflict as conflict among the roles corresponding to two or more statuses.

Having examined specific factors that are known to facilitate conflict, we can ask how conflict comes about in organizations. The most commonly accepted model of the conflict process was developed by Kenneth Thomas.

**Stage 1: Frustration.** As we have seen, conflict situations originate when an individual or group feels frustration in the pursuit of important goals. This frustration may be caused by a wide variety of factors, including disagreement over performance goals, failure to get a promotion or pay raise, a fight over scarce economic resources, new rules or policies, and so forth. In fact, conflict can be traced to frustration over almost anything a group or individual cares about.

**Stage 2: Conceptualization.** In stage 2, the conceptualization stage of the model, parties to the conflict attempt to understand the nature of the problem, what they themselves want as a resolution, what they think their opponents want as a resolution, and various strategies they

feel each side may employ in resolving the conflict. This stage is really the problem-solving and strategy phase. For instance, when management and union negotiate a labor contract, both sides attempt to decide what is most important and what can be bargained away in exchange for these priority needs.

**Stage 3: Behavior.** The third stage in Thomas's model is actual behavior. As a result of the conceptualization process, parties to a conflict attempt to implement their resolution mode by competing or accommodating in the hope of resolving problems. A major task here is determining how best to proceed strategically. That is, what tactics will the party use to attempt to resolve the conflict? Thomas has identified five modes for conflict resolution, as shown in (Figure). These are (1) competing, (2) collaborating, (3) compromising, (4) avoiding, and (5) accommodating. Also shown in the exhibit are situations that seem most appropriate for each strategy.

**For example:** in one study of executives, it was found that the executives typically described themselves as using collaboration or compromise to resolve conflict, whereas these same executives typically described their opponents as using a competitive mode almost exclusively.

**Stage 4: Outcome.** Finally, as a result of efforts to resolve the conflict, both sides determine the extent to which a satisfactory resolution or outcome has been achieved. Where one party to the conflict does not feel satisfied or feels only partially satisfied, the seeds of discontent are sown for a later conflict, as shown in the preceding (Figure). One unresolved conflict episode can easily set the stage for a second episode. Managerial action aimed at achieving quick and satisfactory resolution is vital; failure to initiate such action leaves the possibility (more accurately, the probability) that new conflicts will soon emerge.

- ✚ Why do organizations have so much conflict?
- ✚ Describe the process of the conflict model.
- ✚ How does conflict arise in organizations?

Conflict in organizations can be caused by task interdependencies, status inconsistencies, jurisdictional ambiguities, communication problems, dependence on common resource pools, lack of common performance standards, and individual differences. A model of the conflict process follows four stages. Conflict originates (stage 1) when an individual or group experiences frustration in the pursuit of important goals. In stage 2, the individual or group attempts to understand the nature of the problem and its causes. In stage 3, efforts are made to change behavioural patterns in such a way that the desired outcome, or stage 4, is achieved.