

DIRECTORATE OF EDUCATION
Govt. of NCT, Delhi

SUPPORT MATERIAL
(2017-2018)

Class : XI
Sociology

Under the Guidance of

Ms. Punya Salila Srivastava
Secretary (Education)

Ms. Saumya Gupta
Director (Education)

Dr. Sunita Shukla Kaushik
Addl. DE (School & Exam.)

Coordinators

Ms. Rajni Rawal
DDE (Exam)

Ms. Sharda Taneja
OSD (Exam)

Dr. Satish Kumar
OSD (Exam)

Production Team

Anil Kumar Sharma

Deepak Tanwar

Published at Delhi Bureau of Text Books , 25/2 Institutional Area, Pankha Road, New Delhi-110058 by **Anil Kaushal**, Secretary, Delhi Bureau of Text Books and Printed by Arihant Offset, New Delhi-110043

Smt. Punya Salila Srivastava
IAS



सचिव (शिक्षा)
राष्ट्रीय राजधानी क्षेत्र
दिल्ली सरकार
पुराना सचिवालय, दिल्ली-110054
दूरभाष : 23890187 टेलीफैक्स : 23890119

Secretary (Education)
Government of National Capital Territory of Delhi
Old Secretariat, Delhi-110054
Phone : 23890187 Telefax : 23890119
e-mail : secyedu@nic.in

SUBJECTWISE SUPPORT MATERIAL

PREFACE

It is a matter of great pleasure for me to present the Support Material for various subjects prepared for the students of classes IX to XII by a team of dedicated and sincere teachers and subject experts from the Directorate of Education.

The subject wise Support Material is designed to enhance the academic performance of the students and improve their understanding of the subject. It is hoped that this comprehensive study material will be put to good use by both the students and the teachers in order to achieve academic excellence.

I commend the efforts of the team of respective subject teachers and their group leaders who worked sincerely and tirelessly under the able guidance of the officers of the Directorate of Education to complete this remarkable work in time.

Punya Salila
(Punya S. Srivastava)

Saumya Gupta, IAS



Director

Education & Sports, Govt. of NCT of Delhi
Old Secretariat, Delhi - 110054
Tel.: 23890172, Fax : 23890355
E-mail : diredu@nic.in
Website : www.edudel.nic.in

D.O. No. PS/DE/2017/304

Date : 30/08/2017

प्रिय विद्यार्थियों,

इस पुस्तक के माध्यम से आपके साथ सीधे संवाद का अवसर मिल रहा है। और अपने विद्यार्थियों के साथ जुड़ने के इस अवसर का मैं पूरा लाभ उठाना चाहती हूँ।

दिल्ली में आपके विद्यालय जैसे कोई १०३० राजकीय विद्यालय हैं, जिनका संचालन 'शिक्षा निदेशालय' करता है। शिक्षा निदेशालय का मुख्यालय पुराना सचिवालय (ओल्ड सेक्रेटेरिएट), दिल्ली-५४ में स्थित है।

इस निदेशालय में सभी अधिकारी दिन रात कार्य करते हैं ताकि हमारे स्कूल और अच्छे बन सकें; हमारे शिक्षक आपको नए-नए व बेहतर तरीकों से पढ़ा सकें; परीक्षा में हमारे सभी विद्यार्थी और अच्छे अंक ला सकें तथा उनका भविष्य सुनिश्चित हो।

इसी क्रम में पिछले कुछ वर्षों से शिक्षा निदेशालय ने कक्षा नववीं से बारहवीं तक के अपने विद्यार्थियों के लिए विभिन्न विषयों में 'सहायक सामग्री' उपलब्ध करवाना प्रारंभ किया है।

प्यारे बच्चों, आपके हाथ में यह जो पुस्तक है, इसे कई उत्कृष्ट अध्यापकों ने मिलकर विशेष रूप से आप ही के लिए तैयार किया है। इसे तैयार करवाने में काफी मेहनत और धन खर्च हुआ है। इसलिए अपनी मुख्य पाठ्यपुस्तक के साथ-साथ यदि आप इस सहायक सामग्री का भी अच्छे से अभ्यास करेंगे तो परीक्षा में आपकी सफलता तो सुनिश्चित होगी ही, आपको बाजार में बिकने वाली महंगी सहायक पुस्तकें भी खरीदने की जरूरत नहीं पड़ेगी। और हाँ, इस पुस्तक को हर साल हम CBSE के पाठ्यक्रम के अनुसार संवादित और परिमार्जित भी करते हैं ताकि छात्र छात्रों की परीक्षा-तैयारी अध्ययन रहे।

अंततः, एक बात और। अपने विद्यार्थी काल के जिस पड़ाव से आप आज गुजर रहे हैं, यह आपके शेष जीवन की नींव के निर्माण का समय है। मुझे आप पर पूरा विश्वास है कि आप इस समय का सदुपयोग करेंगे, खूब अध्ययन करेंगे तथा अपने एवं अपने देश के लिए एक सार्थक भविष्य की नींव डालेंगे।

मेरी ढ़ेरो शुभकामनाएं।

सौम्या गुप्ता

आपकी
सौम्या गुप्ता

Dr. Sunita S. Kaushik
Addl. Director of Edn. (School)/Exam



Govt. of N. C. T. of Delhi
Directorate of Education
Old Secretariat, Delhi-54
Tel. : 23890283

D. O. No. fn/Adl.D.E./Sch/38

Dated. 14/09/2017

SUBJECTWISE SUPPORT MATERIAL

FOREWORD

I take pride in presenting latest Support Material for the students of classes IX to XII developed and prepared by a team of subject experts and dedicated teachers from different schools of the Directorate of Education.

The Support Material, over the years, has proved to be a blessing for the students of our schools who are unable to purchase quality subject material from the market unlike their public school counter parts. It gives them a fair chance to do well in the public exams . The comprehensive support material presents the material contained in the prescribed texts in a lucid and comprehensible manner.

While the teachers are expected to give ample practice to the students to enhance their academic performance, the students are also expected to utilize the material to the maximum so that they have a better understanding of the concepts of each subject.

I express my sincere appreciation to all team leaders and their respective teams for their valuable contribution to this commendable task.


Dr. Sunita S. Kaushik
Addl D.E. (School & Exam)

DIRECTORATE OF EDUCATION
Govt. of NCT, Delhi

SUPPORT MATERIAL
(2017-2018)

Sociology
Class : XI
(English Medium)

NOT FOR SALE

PUBLISHED BY : DELHI BUREAU OF TEXTBOOKS

SUPPORT MATERIAL**2017-2018**

CLASS-XI**SUBJECT : SOCIOLOGY**

Reviewed by

Name of the Team Leader	Ms. Geeta Padam Negi Vice Principal / H.O.S. G. G. Sr. Sec. School Panama Building Jama Masjid, Delhi-110006
Name of the Experts	Ms. Shyamala Rani Rao Lecturer Sociology Ramjas School, Pusa Road Delhi-110005 Ms. Mamta Saha Lecturer Sociology Sanskriti School Dr. S. Radhakrishnan Marg Chanakyapuri New Delhi-110021 Ms. Bhushan Tandon Lecturer Sociology SKV No. 2, A Block Jhangirpuri, Delhi-110033 Ms. Nirmal Sharma Lecturer Sociology GSKV, Avantika, Sector 7 Rohini, Delhi-110085

25. SOCIOLOGY (Code NO. 039)

Rationale

Sociology is introduced as an elective subject at the senior secondary stage. The syllabus is designed to help learners to reflect on what they hear and see in the course of everyday life and develop a constructive attitude towards society in change; to equip a learner with concepts and theoretical skills for the purpose. The curriculum of Sociology at this stage should enable the learner to understand dynamics of human behaviour in all its complexities and manifestations. The learners of today need answers and explanations to satisfy the questions that arise in their minds while trying to understand social world. Therefore, there is a need to develop an analytical approach towards the social structure so that they can meaningfully participate in the process of social change. There is scope in the syllabus not only for interactive learning, based on exercises and project work but also for teachers and students to jointly innovate new ways of learning.

- Sociology studies society. The child's familiarity with the society in which she / he lives in makes the study of Sociology a double edged experience. At one level Sociology studies institutions such as family and kinship, class, caste and tribe religion and region- contexts with which children are familiar of, even if differentially. For India is a society which is varied both horizontally and vertically. The effort in the books will be to grapple overtly with these both as a source of strength and as a site for interrogation.
- Significantly the intellectual legacy of Sociology equips the discipline with a plural perspective that overtly engages with the need for defamiliarization, to unlearn and question the given. This interrogative and critical character of Sociology also makes it possible to understand both other cultures as well as relearn about one's own culture.
- This plural perspective makes for an inbuilt richness and openness that not too many other disciplines in practice share. From its very inception Sociology has had mutually enriching and contesting traditions of an interpretative method that openly takes into account 'subjectivity' and causal explanations that pay due importance to establishing causal correspondences with considerable sophistication. Not surprisingly its field work tradition also entails large scale survey methods as well as a rich ethnographic tradition. Indeed Indian sociology, in particular has bridged this distinction between what has often been seen as distinct approaches of Sociology and social anthropology. The syllabus provides ample opportunity to make the child familiar with the excitement of field work as well as its theoretical significance for the very discipline of Sociology.
- The plural legacy of Sociology also enables a bird's eye view and a worm's eye view of the society the child lives in. This is particularly true today when the local is inextricably defined and shaped by macro global processes.
- The syllabus proceeds with the assumption that gender as an organizing principle of society cannot be treated as an add on topic but is fundamental to the manner that all chapters shall be dealt with. The chapters shall seek for a child centric approach that makes it possible to connect the lived reality of

children with social structures and social processes that Sociology studies. A conscious effort will be made to build into the chapters a scope for exploration of society that makes learning a process of discovery. A way towards this is to deal with sociological concepts not as givens but a product of societal actions humanly constructed and therefore open to questioning.

Objectives

- To enable learners to relate classroom teaching to their outside environment.
- To introduce them to the basic concepts of Sociology that would enable them to observe and interpret social life.
- To be aware of the complexity of social processes.
- To appreciate diversity in society in India and the world at large.
- To build the capacity of students to understand and analyze the changes in contemporary Indian society.

SOCIOLOGY (Code No. 039)

CLASS-XI (2017-18)

One Paper Theory

3 Hours

Max. Marks 80

Unitwise Weightage

Units		Periods	Marks
A	Introducing Sociology		
	1. Sociology, Society and its relationship with other Social Sciences	20	8
	2. Basic concepts & their use in Sociology	20	8
	3. Understanding Social Institutions	22	10
	4. Culture and Socialization	18	8
	5. Doing Sociology: Research Methods	20	6
		Total	40
B	Understanding Society		
	6. Social Structure, Stratification and Social Processes in Society	22	10
	7. Social Change and Social order in Rural and Urban Society	22	10
	8. Environment and Society	16	6
	9. Introducing Western Sociologists	20	6
	10. Indian Sociologists	20	8
		Total	40
		200	80

CLASS-XI
Practical Examination

40 Periods

Max. Marks 20		Time allotted : 3 Hrs.
Unitwise Weightage		
A.	Project (undertaken during the academic year at school level) 1. Statement of the purpose 2. Methodology / Technique 3. Conclusion	10 marks
B.	Viva – based on the project work	02 marks
C.	Research design Steps of research (e.g. observation, interview, content analysis) to be explained to student and questions accordingly raised. 1. Overall format 2. Research Question/Hypothesis 3. Choice of technique 4. Detailed procedure for implementation of technique 5. Limitations of the above technique	08 marks

A. INTRODUCING SOCIOLOGY

40 Marks

Unit 1: Sociology, Society and its Relationship with other Social Sciences

40 Marks

- Introducing Society: Individuals and collectivities. Plural Perspectives
- Introducing Sociology: Emergence. Nature and Scope. Relationship to other disciplines

Unit 2: Basic Concepts and their use in Sociology

20 Periods

- Social Groups & Society
- Status and Role
- Social Stratification
- Society & Social Control

Unit 3: Understanding Social Institutions

22 Periods

- Family, Marriage and Kinship
- Work & Economic Life
- Political Institutions
- Religion as a Social Institution
- Education as a Social Institution

Unit 4: Culture and Sociolization 18 Periods

- Culture, Values and Norms: Shared, Plural, Contested
- Socialization: Conformity, Conflict and the Shaping of Personality

Unit 5: Doing Sociology: Research Methods 20 Periods

- Methods: Participant Observation, Survey
- Tools and Techniques: Observation, Interview, Questionnaire
- The Significance of Field Work in Sociology

B. UNDERSTANDING SOCIETY 40 Marks

Unit 6: Structure, Process and Stratification 22 Periods

- Social Structure
- Social Stratification: Class, Caste, Race, Gender
- Social Processes: Cooperation, Competition, Conflict

Unit 7: Social Change and Social order in Rural and Urban Society 22 Periods

- Social Change: Types; Causes and Consequences
- Social Order: Domination, Authority and Law; Contestation, Crime and Violence
- Village, Town and City: Changes in Rural and Urban Society

Unit 8: Environment and Society 16 Periods

- Ecology and Society
- Environmental Crises and Social Responses
- Sustainable Development

Unit 9: Introducing Western Sociologists 20 Periods

- Karl Marx on Class Conflict
- Emile Durkheim : Division of Labour and Conscience Collective
- Max Weber : Bureaucracy

Unit 10: Indian Sociologists 20 Periods

- G. S. Ghurye on Race and Caste
- D. P. Mukherjee on Tradition and Change
- R. Desai on the State
- M. N. Srinivas on the Village

QUESTION PAPER DESIGN 2017 - 18							
SOCIOLOGY		Code No. 039				CLASS-XI	
TIME: 3 Hours			Max. Marks: 80				
S.No	Typology of Questions	Learning outcomes and Testing Competencies	Very short Answer (VSA) (2 Marks)	Short Answer (SA) (4 Marks)	long Answer (LA) (6 Marks)	Total Marks	% Weightage
1	Remembering- (knowledge based sample recall questions, to know specific facts, terms, theories, Identify, define, or recite, information)	Reasoning Analytical Skills Critical Thinking Skills etc.	5	2	1	24	30%
2	Understanding- (Comprehension - to be familiar) with meaning and to understand conceptually, interpret, compare contrast, explain, paraphrase, or interpret information)		3	1	1	16	20%
3	Application (Use abstract information in concrete situation, to apply knowledge to new situations. Use given content to interpret a situation, provide an example, or solve a problem)		3	2	1	20	25%
4	Higher Order Thinking Skills (Analysis & Synthesis- Classify, compare, contrast, or differentiate pieces of information, organize and/or integrate unique pieces of information from a variety of sources)		1	1	1	12	15%
5	Evaluation - (Appraise, judge, and/or justify the value or worth of a decision or outcome, or to predict outcomes based on values)		2	1	-	08	10%
	TOTAL		14X2=28	7X4=28	4X6=24	80(25)	100%

Content

S. No	Chapter	Page No
1.	Introducing sociology	1
2.	Branches of Sociology	
3.	Understanding Social Institutions	20
4.	Culture and Socialisation	27
5.	Doing Sociology : Research Methods	32
Book 2 Understanding Society		
1.	Social Structure, Stratification and Processes in Society	41
2.	Social Change and Social Order in Rural and Urban Society	47
3.	Environment and Society	52
4.	Introducing Western Sociologists	56
5.	Indian Sociologists	63
	Sample Papers	72

BOOK-1 - INTRODUCING SOCIOLOGY

CHAPTER 1

SOCIOLOGY AND SOCIETY

Points To Remember

1. Sociology is the study of human social life.
2. Sociology studies human society as an interconnected whole and how society and the individual interact with each other.
3. The social esteem for an individual depends on the culture of his/her 'relevant society'.
4. Sociology is a systematic and scientific study of society, distinct from philosophical and religious, reflection as well as our everyday common sense observation about society.
5. Distinct way of studying society can be better understood when we look back historically at the intellectual ideas and material contexts within which sociology was born and later grew.
6. Global aspect and the manner in which sociology emerged in India is of great significance.
- 7.. Society, is the name given to social relationship by which every human being is interconnected with his fellow men.
8. But society is not limited to human beings alone. There are animal societies of varying degrees. It is not man only who wants to live in society and exhibit natural sociality but ants, termites, birds, monkeys, apes and countless other animals also are moved to live in society by the requirements of their nature.
9. So, what differentiates a '**Human Society**' from '**Animal Society**'



- It is based on reason or rational behaviour.
- It has a system of law and order.
- Humans live in society and are conscious of it.

- It is mainly based on instincts reflex behaviour.
- There are no rights and duties in animal society.
- Animals live in society but are not conscious of it.

<ul style="list-style-type: none"> • They have intelligence, reason, culture and are capable of transmitting culture to the next generation. 	<ul style="list-style-type: none"> • They lack intelligence, reason, culture and incapable of transmitting culture to the next generation.
---	---

Introducing Sociology

- Sociology is the study of human social life, groups and societies. Its subject matter is our own behaviour as social being.
- Its concern is with the way norms and values function in actual societies.
- Empirical study of societies involve observation and to collect findings.
- Sociology has from its beginning understood itself as a science. Sociology is bound by scientific cannons of procedure. Statements that the sociologist arrive at must be arrived at through the observations of certain rules of evidence that follow others to check or to repeat to develop his/her findings.

C.W. Mills Sociological Imagination

- The Sociological Imagination is a book written by sociologist C. Wright Mills in 1959.
- According to him, personal problems and public issues are interrelated.
- E.g. Homeless Couple.

Sociology as a scientific discipline

- Based on experimentation
- Value neutrality
- Evidences

Father of Sociology

Auguste Comte is considered as the father of sociology as he not only coined this term but was responsible for establishing sociology as a separate social science.

Meaning of Sociology

The word sociology is derived from both Latin and Greek origins. The Latin word - Socius means 'companion', the suffix - logy, a Greek origins meaning 'The study of' - Logos, word, 'knowledge'. It was first coined in 1780 by the French essayist Emmanuel Joseph Sieyès (1748-1836) in an unpublished manuscript. Sociology was later defined independently by the French philosopher, Auguste Comte (1798-1857), in 1838. Comte used this term to describe a new way of looking at society.

Definitions of Sociology

- The science of society, social institutions, and social relationship; *specifically* : the systematic study of the development, structure, interaction,

and collective behaviour of organized groups of human beings.

- Merriam Webster

- **Max Weber** defines Sociology as “the science which attempts the interpretative understanding of social action in order thereby to arrive at a causal explanation of its cause and effects”.

Pluralities and Inequalities among Societies

- In the contemporary world, we belong to more than one society.
- When amidst foreigners reference to 'our society' may mean 'Indian society', but when amongst fellow Indians we may use the term 'our society' to denote a linguistic or ethnic community, a religious or caste or tribal society.
- Inequality is central to differences among societies.
- Some Indians are rich, others are not.
- Some are educated, others are illiterate, some have great opportunities for advancement in life : others lack them altogether.

Sociological Perspective and Common Sense Knowledge

- Sociological Perspective is a rational knowledge whereas common sense knowledge is based on general understanding.
- Sociological Perspective is objective in nature whereas common sense knowledge is subjective.
- Sociological Perspective has a body of concepts, method and objective data whereas common sense knowledge is unreflective since it does not question its own origins.

The Intellectual Ideas that went to the making of sociology

- Influenced by scientific theories of natural evolution and findings about pre-modern societies made by early travelers, colonial administrators, sociologists and social anthropologists sought to categorize societies into different types and to distinguish stages in social development.
- Auguste Comte, Karl Marx and Herbert Spencer made efforts to classify different types of societies.
 - (1) Pre-modern societies such as hunters and gatherers.
 - (2) Modern societies such as industrialised societies
- Darwin's ideas about organic evolution were a dominant influence on early sociological thought.
- The Enlightenment, an European intellectual movement of the late 17th and 18th century emphasised reason and individualism.
- Thinkers of the early modern era were convinced that progress in knowledge promised the solution to all social ills. Auguste Comte, the French scholar (1789-1857), founder of sociology believed that sociology contributes to the welfare of humanity.

The material issues that went into the making of Sociology

- The industrial revolution was based upon a new dynamic form of economic activity-capitalism.
- Capitalism involved new attitudes and institutions.
Entrepreneurs engaged in the sustained, systematic pursuit of profit.
The markets acted as the key instrument of productive life : goods, services and labour became commodities.
- It led to degradation of labour, the wrenching of work from the protective contexts of the guild, village and family.
- Urban centers expanded and grew.
- The industrial cities gave birth to completely new kind of urban world.
- Marked by the soot and grime of factories, by over crowded slums of the new industrial working class, bad sanitation and general squalor.
- It was also marked by new kinds of social interactions.
- The factory and its mechanical division of labour were seen as a deliberate attempt to destroy the peasant, the artisan, as well as family and local community.
- Another indicator of the emergence of modern societies was the new significance of "clock-time" as a social organisation.
- Labour increasingly came to be set by the clock and calendar.
Work-rhythms were set such as the period of daylight, break between tasks.
- Factory production implied the synchronisation of labour.
- Time is now money, it is spent.

Origin of Sociology in India

- Formal university teaching of sociology began in 1919 University of Bombay and later in Calcutta and Lucknow.
- The detailed study of society was first begun during the colonial period.
- Reviewers of Indians society generally trace its origin to work of several British civil servants, missionaries and western scholars during 18th and 19th century.
- They wanted to know more about Indian culture so that they could easily rule over the country.
- Christian missionaries were interested in learning local languages, folklores and culture to carry out their activities.

Scope of Sociology

1. Scope of sociological study is extremely wide. It offers a specific way of looking at society and helps us to understand it in a better way.

2. It can focus its analysis of interaction between individuals or groups.
3. It can focus on national issues such as unemployment and even global social issues.
4. Sociology is interrelated with all other social sciences. Hence it is called the sum total of all social Sciences as it cover not only one or two aspects but study the society in its totality.
5. It can focus its analysis of interactions between individuals such as that of a shopkeeper with a customer, between teachers and students, between two friends or family members.
6. Sociology is a discipline that expands our awareness and analysis of the human social relationship, cultures, and institutions that profoundly shape both our lives and human history.
7. Sociology looks beyond normal, taken-for-granted views of reality, to provide deeper, more illuminating and challenging understanding of social life.

Sociology and its relationship with other Social Sciences

- The scope of sociological study is extremely wide. It can focus its analysis of interactions between individuals and examine global social processes.
- Sociology is one of a group of social sciences which also includes anthropology, economics, political science and history. All share a certain range of common interests, concepts and methods.
- To differentiate the social sciences would be to exaggerate the differences and gloss over the similarities.
- There is a greater need of interdisciplinary approach.

A. Sociology and Economics

- Economics is the study of production and distribution of goods and services.
- The sociological approach looks at economics in a broader context of social norms, values, practices and interests.
- The large investment in the advertisement industry is directly linked to the need to reshape lifestyles and consumption patterns.
- Trends within economics such as feminist economists seek to broaden the focus, drawing in gender as a central organising principle of society.
- Economists are known for the precision of their terminology and exactness of their measures.
- Sociology encourages questioning and critical perspective thereby facilitating discussion.
- Recent trends have seen a resurgence of economic sociology because of its wider and critical perspective.

B. Sociology and Political Science

- Sociology is devoted to the study of all aspects of Society. Sociology stresses the inter-relationships between sets of institutions including government whereas political science tends to turn attention towards the processes within the government.
- Sociology long shared similar interests of research with political science. Studies have also been conducted in membership of political organisations, processes of decisions making in organisations reason for support of political parties, the role of gender in politics etc.

C. Sociology and History

- History studies concrete details while the sociologist moves to abstract from concrete.
- Historians today are equally involved in doing sociological methods and concepts in their analysis.
- History is more sociological as it looks at social patterns, gender relations, mores, customs and other important institutions.

D. Sociology and Psychology

- Psychology is defined as the science of individual behaviour.
- Social psychology serves as a bridge between psychology and sociology and concerns itself with the ways in which the individual behaves in social groups, collectively with other individuals.
- Sociology attempts to understand behavior as it is organized in society, that is the way in which personality is shaped by different aspects of society.

Sociology and Social Anthropology

Sociology and social Anthropology are considered as "sister disciplines" because:-

- Sociology is the study of existing society whereas social anthropology tends to study small and simple societies, which are relatively unchanging and lacking in historical records.
- For social anthropologists the field is small whereas for sociologists field can be large.
- Social anthropologists generally live in the community that they study in order to record what they see.
- On the other hand, sociologists rely on collected data.
- In spite of obvious differences between the two, in 19th century, there had been a great deal of convergence between the two disciplines because with rapid development the areas of study of anthropologist is shrinking.
- To some extent sociology and social anthropology are similar as their areas of study are culture and society. Anthropologist studies culture as it developed in the past and sociologists study as it exists in the present.

BRANCHES OF SOCIOLOGY

Micro Sociology

- The study of everyday human behaviour in context of face to face interaction.
- It occurs at the level of individuals or small group.

Macro Sociology

- The study of large scale groups and organisation like political system or the economic order.

2 MARKS QUESTIONS

1. What do you understand by the term 'society'?
2. Who is regarded as the father of sociology?
3. What is Sociology?
4. Mention the inequalities that exists in Indian society?
5. What do you understand by the term 'capitalism'?
6. What is meant by empirical investigations?
7. List any two consequences of urbanisation?
8. Differentiate between micro and macro sociology?

4 MARKS QUESTION

1. Explain the main characteristics of society?
2. What do you know about the emergence of sociology in India?
3. Bring out the relationship between sociology and history?
4. Discuss the changes that occurred in society due to industrialisation.
5. What were the reasons for the critical condition of Indian craftsmen during colonialism?

6 MARKS QUESTION

1. Explain the relationship between sociology and other social sciences?
2. Describe the material issues that contribute to the making of sociology.
3. Trace the growth of sociology in India.
4. How is sociological knowledge different from common sense observations Explain with suitable example.

HOTS

- **Higher Order Thinking Skills (HOTS)**
In the modern society "the clock injected a new urgency to work". Do you agree with the statement Explain with suitable examples.
- **Value Based Question**
Do you think inequality is central to differences among societies - Elaborate in the context of Indian Societies.

CHAPTER 2

TERMS, CONCEPTS AND THEIR USE IN SOCIOLOGY

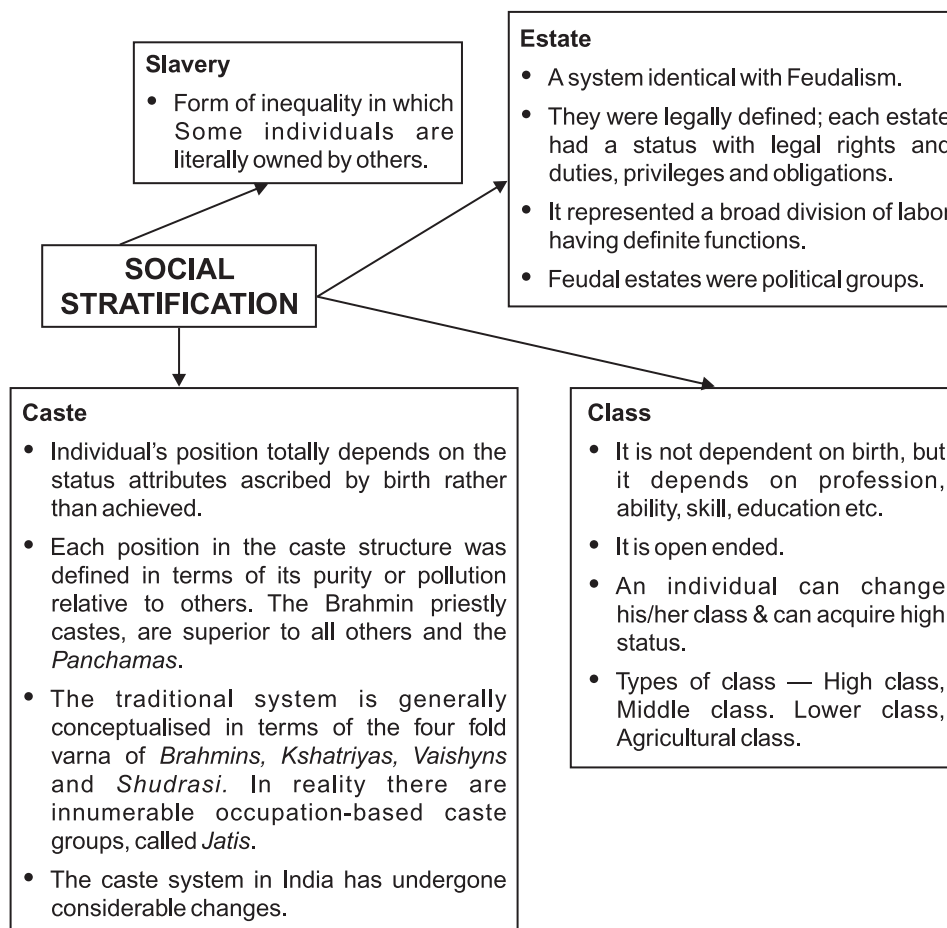
Points To Remember

1. Social group refers to a collection of continuously interacting persons who share common interest; culture, values and norms within a given society.
2. Characteristics of social group
 - (a) Persistent interaction to provide continuity
 - (b) A stable pattern of these interactions
 - (c) A sense of belonging
 - (d) Shared interest
 - (e) Acceptance of common norms and values
 - (f) A definable structure
3. Individuals are a part of collective bodies like the family, tribe, caste, class, clan, and nation.

Features of Social Group:

- Requirement of two or more individuals;
- Persistent interaction to provide continuity is essential;
- A stable pattern of these interactions;
- A sense of belonging to identify with other members, shared interest;
- Acceptance of common norms and values;
- A definable structure;
- Groups are dynamic in nature and not static. Some internal changes keep occurring whether they are family groups, friendship groups or caste groups etc.

Four basic systems of stratification have existed in human societies: slavery, caste, estate and class.



CASTE	CLASS
1. It depends on birth.	It depends on social circumstances.
2 It is closed group.	If open group.
3 There is rigid rules in marriage, eating — habits etc	There is no rigidity.
4 It is a permanent/stable organisation.	It is less stable than the caste system.
5 It acts as an obstacle to Democracy and Nationalism.	It does not create any obstacle to Democracy and Nationalism.

Social Group v/s Quasi Group

SOCIAL GROUP	QUASI GROUP
<ul style="list-style-type: none">• Social group is a collection of continuously interacting persons who share common interest, culture, values and norms within a given society.• Social groups have sense of belongingness.• E.g.: family, peers etc.	<ul style="list-style-type: none">• Quasi group/aggregates is a group of people who are at the same place at the same time but share no connection with each other and have no structure.• Quasi groups lack sense of belongingness.• E.g.: Passengers standing on railway station

- **Types of social group:**
 - (a) Primary and secondary group
 - (2) In group and society or association
 - (3) Community and society or association
 - (4) Reference group
 - (5) Peer group
- Primary group refers to small group of people connected by intimate and face-to-face association and co-operation. for e.g. family, village and groups.
- Secondary group is the group in which there is lack of intimacy, e.g., different political group, economic association etc.
- **Characteristic of primary group:**
 - (1) Small size of group
 - (2) Physical proximity
 - (3) Continuity and stability of relationship
 - (4) General responsibility
 - (5) Common-aim
- **Characteristic of secondary group:**
 - (1) Large size
 - (2) Indirect relationship
 - (3) Fulfilment of special interest
 - (4) Limited responsibility
 - (5) Impersonal relationship

- **Difference between In Group and Out Group:**

In Group	Out Group
(1) "We feeling" exists.	(1) Lack of "We feeling".
(2) Face to face relationship.	(2) No face to face
(3) Feeling of sacrifice and cooperation among members.	(3) Lack of feeling of sacrifice and cooperation among members.
(4) Domestic and perfect relationship.	(4) Working relationship and imperfect relationship.

- **Difference between Community and Society:**

Community	Society
(1) It refers to human relationships that are highly personal, intimate, enduring.	(1) It refers to human relationships that are impersonal, superficial and transitory.
(2) It is a group of people who live together in a particular locality and share the basic conditions of a common life. To constitute a community the presence of sentiment among the members is necessary.	(2) Society includes every relation which is established among the people. There is an element of likeness in society. But, it is not necessary that likeness should include the people in oneness, enemies can also be included in a society.
(3) It is a group of people living together in a particular locality.	(3) Society has no definite boundary. It is universal and pervasive.
(4) Community is concrete.	(4) Society is abstract.
(5) It is group of people living in a particular locality and having a feeling of oneness.	(5) Society is a network of relationships which cannot be seen or touched.
(6) We can see the group and locate its existence.	(6) We cannot see the group and locate its existence.
(7) E.g.: Hindu Community, Parsi Community etc.	(7) E.g.: Arya Samaj Society, Harijan Society.

- **Difference between Community and Association:**

Community	Association
(1) Community is a whole.	(1) Association is partial
(2) It is a natural growth.	(2) It is an artificial creation.
(3) It does not exist for the pursuit of specific interest.	(3) It is formed by individuals for the pursuit of their individual interest.
(4) Community embraces all purposes; it does not exist for a specific purpose.	(4) Significance of association for a person is so long as it serves their purpose.
(5) Membership of community is compulsory. We are born into it.	(5) Membership of association is voluntary. We choose our associations.
(6) Community sentiment is an essential feature.	(6) Community sentiment is not an essential feature.
(7) It is not a necessity to have office bearers who manage the affairs.	(7) It has got its office bearer to manage the affairs
(8) It works through customs & traditions.	(8) It works mostly through written laws and rules.

- **Community and Association:**

Community	Society / Association
<ul style="list-style-type: none"> • It refers to human relationship that are personal, intimate and enduring. • Person's involvement is total and relations are close knit. 	<ul style="list-style-type: none"> • It refers to human relationship that are impersonal, superficial and transitory. • Person's involvement is rational, calculating & purpose oriented.

- **Reference Groups:**

There always exists a group which acts as a model for the individual or any group. This model group is treated as reference group. For instance a person/individual copies or emulates the life of any film actor or artist. Aggregates of people who are in the same place at the same time but share no definite connection with one another are termed as 'quasi groups'.

- **Peer Groups:**

Peer group is a sort of primary group where members have come together to pursue a similar activity. Peer groups are usually of the same age. Classmates in a school, colleagues at office, co-participants in the aerobics classes, are all examples of peer groups.

- **Social Stratification**

Social stratification refers to the existence of structured inequalities between groups in society, in terms of their access to material or symbolic rewards.

Four basic systems of stratification have existed in human societies slavery, caste, class and estate.

- **Stratification on the basis of slavery**

- (1) It is an extreme form of inequality in which individuals are literally owned by others.
- (2) As a formal institutions, slavery has been eradicated but we do continue to have bonded labour, often even children as bonded Labourers.

- **Stratification on the basis of Estate System**

- (1) Estates characterized feudal Europe. The estates comprised of three strata's, i.e. Clergy, Nobility and Common man.

- **Stratification on the basis of Caste**

- (1) In a caste stratification system, an individual's position totally depends on the status attributes ascribed by birth rather than achieved.
- (2) Each position in the caste structure is defined in terms of its purity or pollution relative to others. The Brahmin priestly castes, are superior to all others and the *Panchamas*.
- (3) The traditional system is generally conceptualised in terms of the four fold *Varna of Brahmins, Kshatriyas, Vaishyas* and *Shudras*. There are innumerable occupation based caste groups, called *Jatis*. The castes system in India has undergone considerable changes.

- **Stratification on the basis of class:**

- (1) Stratification on the basis of class is not dependent on birth, but it depends on profession, ability, skill, education, science etc.
- (2) Class is an open institution.
- (3) An individual can change his/her class and can acquire high status in social stratification.
- (4) Kinds of class : Higher class, Middle class, Lower class, Agricultural class.

- **Difference between Caste and Class :-**

Caste	Class
(1) It depends on birth.	(1) It depends on social circumstances.
(2) It is closed group.	(2) It is an open system.
(3) There are rigid rules regarding marriage, eating-habits, etc.	(3) Class has no rigidity.
(4) Caste system is a permanent/stable system.	(4) It is less stable than caste
(5) It is not prodemocracy	(5) It is not an obstacle for democracy and nationalism.

Who are “Panchamas”?

- They are also called the “Outcastes”.
- They are inferior to all other castes.

STATUS AND ROLE

STATUS :

- Status thus refers to the social position with defined rights and duties assigned to these positions.
- Status is occupied.
- Status is an institutionalised role that has become regularised, standardised and formalised in the society.
- Eg: mother occupies a status which has many norms of conduct as well as certain responsibilities.

(1) Ascribed Status

This depends on birth and it is granted without any struggle.

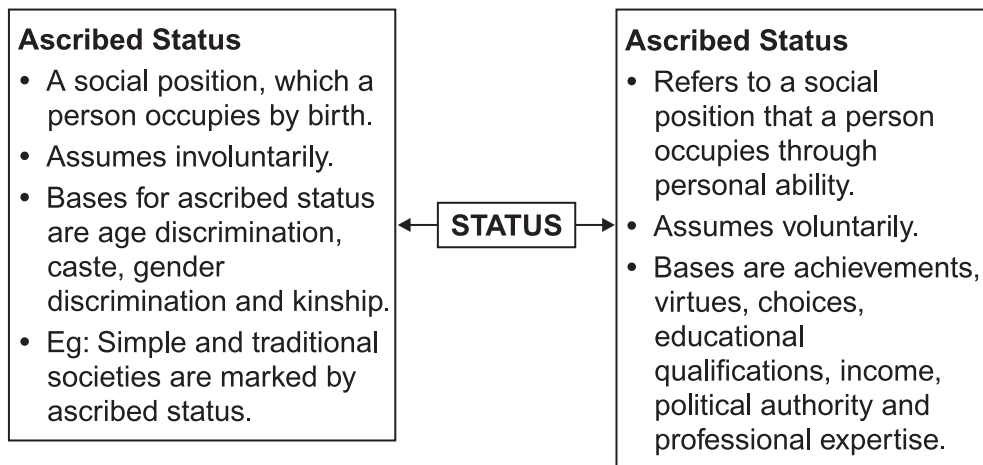
Following are the bases of ascribed status:-

- | | |
|-----------|-------------|
| (a) Caste | (b) Kinship |
| (c) Birth | (d) Race |
| (e) Age. | |

(2) Achieved Status

The posts or levels/places achieved by the person on the basis of personal merits or qualifications is called achieved status:-

- | | |
|--------------------------|----------------|
| (a) Education | (b) Training |
| (c) Wealth | (d) Occupation |
| (e) Political authority. | |



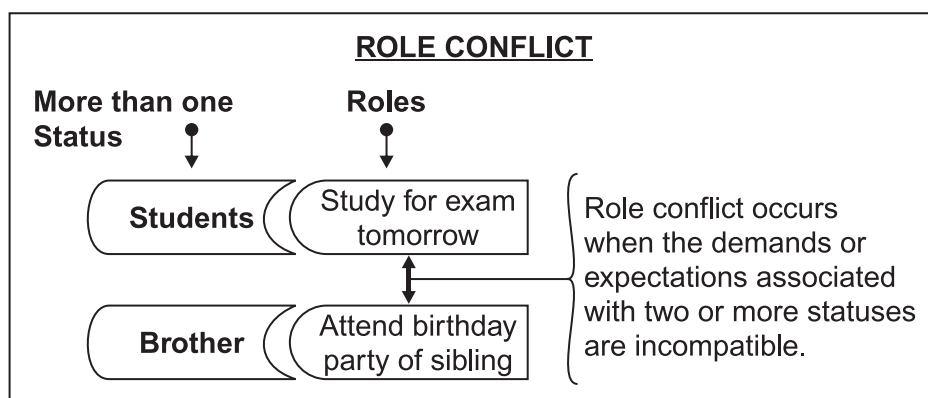
- Status and prestige are interconnected terms
- Every status is accorded certain rights and values
- Values are attached to the social position
- Example: The prestige of a doctor may be high in comparison to a shopkeeper even if the doctor may earn less.

Role:

- This is performed according to status.
- A role is the dynamic or the behavioural aspect of status
- Roles are played.

Role Conflict:

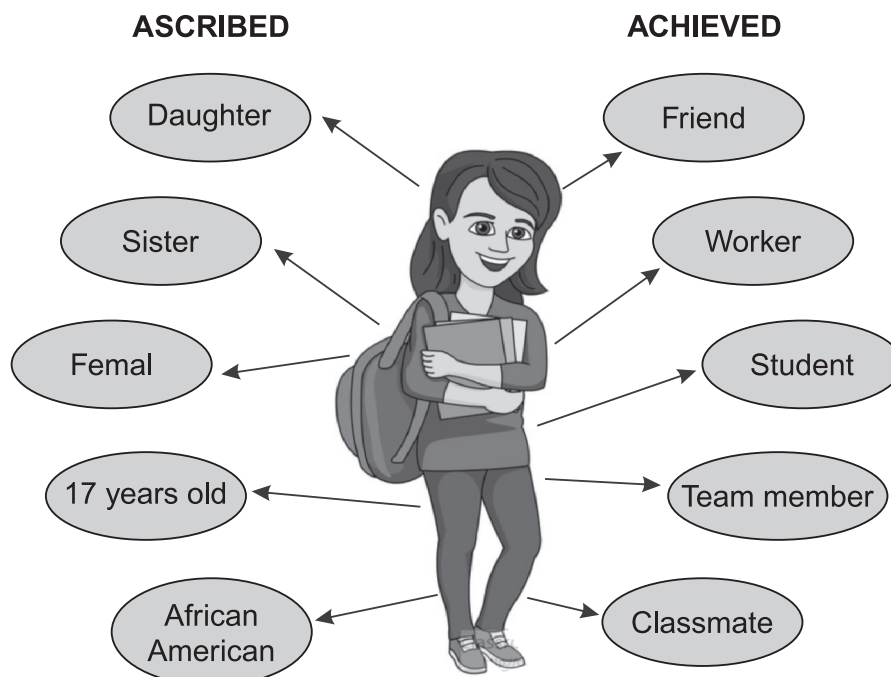
- When a person has many role-sets, performance of one role may be in conflict with another role. This situation is called as role conflict.
- When a person has many role-sets performance of one role may be in conflict with another role.
- It occurs when different expectations arise from two or more roles.



- Example 1. A teacher on invigilation duty might find the son/daughter of a friend cheating OR a middle class working woman who has to manage her role as mother and wife at home and that of a professional.

Social Status:

- Status describes an individual's position in a group or society. Since individuals belong to more than one group, they have many different statuses. Statuses can be ascribed — given to an individual regardless of his or her abilities — or achieved — gained through the individual's talent, effort, or accomplishments.



- Status and prestige are interconnected. Every status is accorded certain rights and values. Values are attached to the social position e.g., the prestige of a doctor may be higher in comparison to a shopkeeper.
- **Role stereotyping** is a process of reinforcing. Some specific role for some members of the society. For e.g. men and women are often socialised in stereotypical roles as a bread winner and home maker respectively.

Social Control:

- It refers to the various means used by a society to bring its unruly members back into line.
- Social control is considered essential because its main objective is to maintain balance in social system and to develop cooperative attitude in the individuals.

- **Need of Social Control :-**

- (1) To establish social order.
- (2) To control human behaviour.
- (3) To protect original elements of culture.
- (4) Social security.
- (5) Unity in the group.

- **Perspectives of Social Control :-**

**FUNCTIONALIST
PERSPECTIVE
(Durkheim)**

This refers to:-

- The use of force to regulate the behaviour of individuals and groups.
- Enforcing of values and patterns for maintaining order in society.
- Social control here is directed to restrain deviant behaviour of individuals or groups as well as to mitigate tensions and conflicts.

**CONFLICT
PERSPECTIVE
(Karl Marx)**

This refers to:-

- Conflict theorists see social control more as a mechanism to impose control of dominant social classes on the rest of society.
- Stability would be seen as the formal writ of one section over the other.
- Likewise law would be seen as the formal writ of the powerful and their interest on society.

- **Types of Social Control:**

- (1) **Formal Social Control:**

It includes control by state, law, police, bureaucracy, army, Political power, education etc. The state exercises legal power to control the individual and group behaviour. It should be codified and systematic.

- (2) **Informal Social Control:**

It includes control by religion, custom, tradition, mores, convention etc.

- **Sanction**

A sanction is a mode of reward or punishment that reinforces socially expected forms of behavior. Social control can be positive or negative.

- **Deviance**

It refers to modes of action which do not conform to the norms and values held by most of the members of a group or society.

2 MARKS QUESTIONS

1. What is a group?
2. What is reference group?
3. What do you understand by 'role'?
4. Express two differences between 'ascribed' and 'achieved' status
5. Define primary group.
6. Describe/Write any two differences between ingroup and outgroup.
7. What do you understand by community?
8. What is peer group?
9. What do you mean by social stratification?
10. Define social control.
11. What do you understand by caste based stratification?
12. Describe two bases of changing norms of caste system.
13. Write down the two bases of class stratification.
14. What do you understand by role-conflict?

4 MARKS QUESTIONS

1. Explain the meaning social status and write its two forms.
2. What is secondary group? Give its any two characteristics.
3. Describe the characteristics of social group.
4. Discuss the characteristics of social stratification.
5. Distinguish between caste and class.
6. Write down the importance of social control.
7. Discuss the types of social control with examples.
8. Explain the role stereotyping with examples.
9. What is achieved status? State its two bases with examples.

6 MARKS QUESTIONS

1. "Caste is a closed stratification while class is an open stratification". Explain the statement.
2. "Status and prestige are interconnected terms". Explain the statement.
3. What do you mean by role taking and role expectation with references to roles?
4. What do you understand by ascribed status? Describe any four bases of ascribed status.

HOTS

- **Higher Order Thinking Skills (HOTS)**

Do you think that honour killings should be a way of social control in modern India — Justify your answer.

- **Value Based Questions**

Do you think in contemporary times working class women face role conflicts? Give examples to support your answer.

Do you think peer groups can act as an influencing factor in a person's life both positively and negatively? Give examples.

CHAPTER 3

UNDERSTANDING SOCIAL INSTITUTIONS

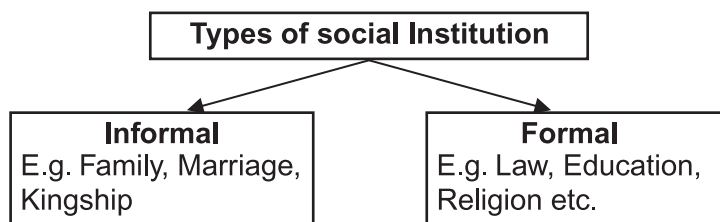
Points To Remember

Functionalist perspective on social institution

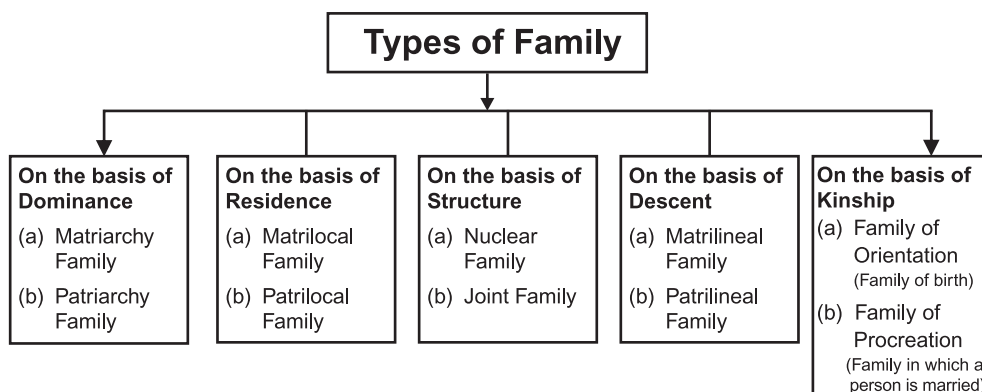
- Social institutions a complex set of social norms, beliefs, values and role relationship that arise in response to the needs of society.
- In other words social institution exists to satisfy social needs.

Conflict perspective on social institution

- All individuals are not placed equally in society. All social institutions will operate in the interest of dominant sections of society.
- The dominant social section not only dominates political and economic institutions but also ensures that the ruling class idea become the ruling ideas of a society.



- Family is a group of persons directly linked by kin connections, the adult members of which assume responsibility of caring for children. Diverse family forms are found in different societies.

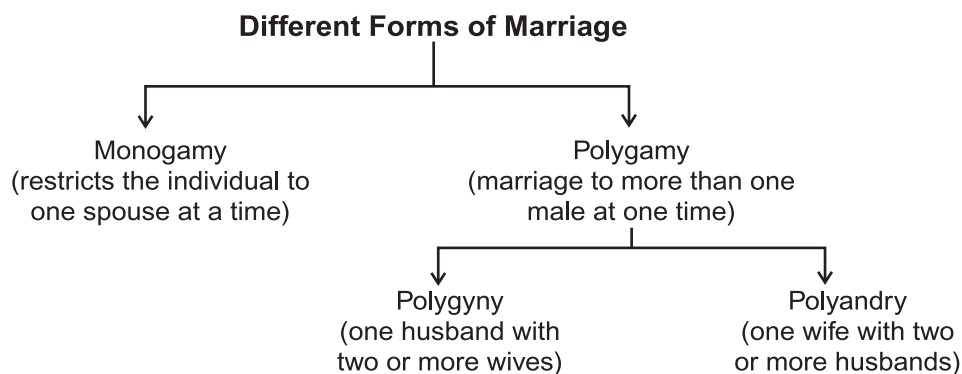


Families linked to other social spheres and families change:

- Family, household, its structure and norms are closely linked to the rest of society.
- Example:- Unintended consequences of the German unification. During the post – unification period in the 1930s Germany witnessed a rapid decline in marriage because the new German state withdrew all protection and welfare schemes which were provided to the families prior to the unification.

How gendered is the family?

- The belief is that the male child will support the parents in the old age and the female child will leave on marriage results in families investing more in a male child.
- Despite the biological fact that female baby has better chances of survival than a male baby the rate of infant mortality among female children is higher in comparison to male children in lower age group in India.
- Kinship ties are connections between individuals, established either through marriage or through blood.
 - Kin who are related through 'blood' are called consanguinal kin,
 - Kin who are related through marriage are called affines.
- **Marriage** is a socially acknowledged and approved sexual union between two adult individuals.



Serial Monogamy: In many societies individuals are permitted to marry again often on death of the first spouse or after divorce. But they cannot have more than one spouse at one and the same time. Such monogamous marriages are termed as serial monogamy.

Why is marriage considered a universal institution?

- Marriage has got religious sanctity as it is prescribed in our vedas and puranas as one of the most important ashrams of life (Grihastha ashram).

- Marriage helps in taking the family name forward.
- Validity is given to procreation after marriage.

Rules of Marriage:

- **Endogamy** - marriage within culturally defined group.
- **Exogamy** - requires the individual to marry outside of his/her own group.

Types of kinship:

- (1) **Affinal Kinship** : The relatives linked by marital bond.
Example:- Husband & Wife, Wife's Mother, Daughters's Husband, Parents in Law, Son in Law are all affinis.
- (2) **Consanguineous Kinship** : The relatives linked by blood or common ancestry.
Example:- Father, Mother, Son, Daughter, Brother, Sister, Father's Brother, Father's Brother Son, Grand Children are all Consanguineous Kin.

Work can be defined as the carrying out of tasks requiring the expenditure of mental and physical effort which has as its objective - the production of goods and services that cater to human needs.

- **Characteristics of economic system of modern society**
 - (a) highly complex division of labour.
 - (b) Trained people perform specialised task and receive a wage for this work.
 - (c) Managers supervise the work to enhance worker's productivity and discipline.
 - (d) Shift in the location of work.
 - (e) Advances in industrial technology.
 - (f) Factories owned by capitalist entrepreneurs.
 - (g) Enormous expansion of economic interdependence.
- **Transformation of work:**
 - (a) Industrial processes were broken down into simple operations.
 - (b) Mass production demands mass markets.
 - (c) Significant innovation was the construction of a moving assembly line.
 - (d) Flexible production and decentralisation of work.
- **Political institutions** are concerned with the distribution of power in society.
- Two important aspects of political institutions are
 - (a) Power - The ability of individuals or groups to carry out their will even when opposed by others.

- (b) Authority - Power is exercised through authority. Authority is that forms of power which is accepted as legitimate.

A society is called stateless if it :-

- (i) has no rigid boundary or permanent physical territory;
 - (ii) follows oral traditions, and the bureaucratic aspect is absent from it;
 - (iii) has a single person holding several major powers of religious, economic and political offices within the society;
 - (iv) there is no fixed rigidly spelt out ideology and has simple economy.
- **Thus, stateless society:** The absence of rules and regulations in society prove chaotic leading to the collapse of social system in other words a society which lacks formal institutions of government.
- (a) **Modern states** are defined by sovereignty, citizenship and the ideas of nationalism.
 - (b) **Sovereignty** - The undisputed political rule of a state over a given territorial area.
- **Citizenship:** - It is a permanent membership acquired by individual after continuous stay of five years within a country. Citizenship rights may include civil, political and social rights.

Citizenship rights includes:

- (i) Civil rights-freedom of speech and religion etc.
 - (ii) Political rights - right to participate in election etc.
 - (iii) Social rights - health benefit, social and welfare rights.
- **Nationalism:** It arises when different elements are joined together such as language, religious, history and symbols. All these give a sense of being part of a single political community. All the modern societies are 'nation-states' 'Nation - States' are the states in which the great masses of population are citizens who regard themselves as a part of single nation.
 - **Religion** refers to unified system of belief and practices related to supernatural power.
 - Common characteristics shared by all religious groups are:
 - (i) Set of symbols, invoking feelings of respect.
 - (ii) Rituals or ceremonies.
 - (iii) A community of believers.
 - Rituals associated with religion are very diverse.
 - **Sociology and Religion**
 - (i) Religion has a very close relationship with power and politics.

- (ii) Views of classical sociologists, Max Weber, Calvin demonstrate how sociology looks at religion.
- (iii) Social forces always and invariably influence religious institutions. Conversely, religious norms influence social understanding.

Durkheim's perspective on religion:

- He has defined it as a 'unified system of beliefs and practices related to sacred things that is things set apart and forbidden beliefs and practices which unite one single moral community called a church.
- According to Durkheim in every religion a distinction is made between sacred and profane
- *Sacred things* include an element of supernatural.
- *Profane things* are kept at distance from sacred and are considered away from religion.

Max Weber's perspective on religion:

- He started his theory of religion in his book entitled "The Protestant Ethic and the Spirit of Capitalism"
- Calvinism (protestants) exerted an important influence on the emergence and growth of capitalism characterized to earn money and to re-invest profit as a mode of economic organization.
- The Calvinist believed that the world was created for the glory of god that any work in this world has to be done for his glory, making even mundane work's acts of glory.
- Calvinist also believed in the concept of pre destination which meant whether one will go to heaven or hell was pre ordained.
- The money earned was not to be used for worldly consumption rather the ethics of calvinism was to live frugally.
- **Education** is a life long process involving both formal and informal institution of learning.
- Education functions as a stratifying agent
 - (a) different kinds of schools depending on our socio-economic background.
 - (b) intensifies the existing divide between the elite and the masses.
- Children going to privileged schools learn to be confident as compared to the deprived ones who cannot attend school or drop out.

- Gender and caste discrimination impinges upon the chances of education.

Types of Education:

Formal Education	Informal Education
<ul style="list-style-type: none"> • It is imparted in institutional settings. • It has a systematic and well planned curriculum. • E.g. - school 	<ul style="list-style-type: none"> • It is imparted in non Institutional settings. • It has no curriculum and is spread over entire period of one's life. • E.g. - family

Education in Ancient Society	Education in Modern Society
<ul style="list-style-type: none"> • No formal schooling. • Children learned customs and broader way of life by participating in activities with adults. 	<ul style="list-style-type: none"> • Formal schooling. • Need for specialized learning and skill attainment.

2 MARKS QUESTIONS

1. What do you understand by the term social institutions?
2. Cite examples of formal and informal social institutions?
3. What is family?
4. What is marriage?
5. Differentiate between monogamy and polygamy forms of marriage?
6. Give the meaning of the term 'kinship' ?
7. Who are consanguinal kins?
8. What is affines?
9. What do you understand by 'work'?
10. Give the meaning of the term 'decentralisation of work'.
11. What is a political institution?
12. What do you understand by the term nationalism?
13. What is sovereignty?
14. What do you mean by 'stateless societies'? Do they exist in contemporary world?
15. State the characteristics that all religions share?

4 MARKS QUESTIONS

1. Explain functionalist and conflict views to understand social institutions.
2. Family and kingship have undergone a change due to economic processes. Discuss with examples.
3. Explain female headed households with suitable example.
4. Explain the rules related to marriage.
5. Distinguish between polyandry & polygyny.
6. Write a note on diverse family forms that exist in different societies.
7. Census reveals family is gendered in India. Explain.
8. Power is exercised through authority. Discuss.
9. Citizenship rights include civil, political and social. Discuss.
10. Sociological study of religion is different from theological study of religion. Explain.
11. Rituals associated with religion are very diverse. Explain.
12. Highlight the importance of religion in society.
13. Highlight the views of different sociologists in regard to religion.
14. How does education function as a main stratifying agent in society? Explain.

6 MARKS QUESTION

1. Marriage is a social institution. Elaborate.
2. Highlight the distinctive characteristics of the economic system of modern societies.
3. Elaborate on the concept of state.
4. Education is a life long process. Discuss.

HOTS

- **Higher Order Thinking Skills (HOTS)**

Enumerate the different factors that give rise to female headed households in the rural areas.

- **Value Based Question**

- (1) Do you feel that the preference for son exists in the modern Indian Society? What may be the possible reasons for the same.
- (2) Despite women emancipation programs women are inadequately represented in every sphere of life. Do you think 33% reservation for women in parliament will make a difference in the future?

CHAPTER 4

CULTURE AND SOCIALISATION

Points To Remember

- Culture is learnt and developed through social interaction with others in society.
- According to Tylor — "Culture is that complex whole which includes knowledge, belief, art, morals, law, custom and any other capabilities and habits acquired by man as a member of society."
- Culture is :-
 - (i) a way of thinking, feeling, believing.
 - (ii) total way of life of people.
 - (iii) an abstraction from behavior.
 - (iv) learnt behaviour.
 - (v) a storehouse of pooled learning
 - (vi) social legacy the individual acquires from his group
 - (vii) set of standardised orientations to recurrent problems.
 - (viii) normative regulation of behaviour.
- Emergence of diverse ways of life or culture is because of different settings.
- Having access to modern science and technology does not make modern cultures superior to the tribal cultures.

Dimension of Culture	
a) Material Culture	<ul style="list-style-type: none">• Achievements of man which are concrete• It can be touched or seen .E.g - Pen, table, phone etc
b) Non-material Culture	<ul style="list-style-type: none">• Cognitive and normative aspects are non-material• It includes abstract elements of society, transmitted to us by our ancestors. Eg - beliefs, customs, morals etc.

Culture Lag:- Material culture changes at a faster pace whereas the non-material culture like beliefs and values changes at a slower pace. The gap which emerges between material and non-material culture is called as cultural lag.

Great Tradition:- It comprises of the cultural traits or traditions which are written and widely accepted by the elites of a society who are educated and learned. These are in forms of epics and books.

Little Tradition:- It comprises of the cultural traits or traditions which is oral and operates at the village level. It is a tradition of common masses and is passed orally from generation to generation.

- **Dimension of culture**
 - (i) **Cognitive aspect of culture** : refers to understanding, how we make sense of all the information coming to us from our environment.
 - (ii) **Normative aspects** : consists of folkways, mores, customs, conventions and laws. There are values that guide social behaviour in different contexts. Social norms are accompanied by sanctions that promote conformity.
 - (iii) **Material aspects of culture** : refers to tools, technologies, machines, buildings and modes of transportation as well as instruments of production and communication.
- **Difference between law and norms**
 - (i) Norms are implicit rules, laws are explicit rules.
 - (ii) Law is a formal sanction defined by government as a rule.
 - (iii) Laws are applicable to the whole society and violation of the law attracts penalties and punishment.
 - (iv) Laws are universally accepted while norms vary according to status.

Identity & Culture

- Identities are not inherited but fashioned both by the individual and the group through their relationship with others.
- Every person in modern society plays multiple roles.
- In a culture, there are many sub-cultures, for e.g. elite, working class youth.
Sub cultures are marked by style, taste and association.
- **Ethnocentrism** : is the application of one's own cultural values in evaluating the behaviour and beliefs of people from other cultures. Ethnocentrism is the opposite of cosmopolitanism, which values other cultures for their difference.
 - (i) Cosmopolitanism celebrates and accommodates different cultural propensities within its fold and promotes cultural exchange.
 - (ii) A modern society appreciates cultural difference.
 - (iii) In a global world, communication is shrinking distances between cultures.
 - (iv) Cosmopolitan outlook allows diverse influence to enrich between cultures.

Cultural Change

- Cultural change is the way in which societies change their patterns of culture.

- Sources of change can be internal and external.
 - (a) **Internal** : New methods of farming boosting agricultural production.
 - (b) **External** : Intervention in the form of conquest or colonisation.
- Cultural change can occur through changes in the natural environment, contact with other cultures or processes of adaptation.
- Culture is also transformed by revolutionary change
 Radical changes can be initiated through political intervention technological innovation or ecological transformation, for e.g. French Revolution abolishing monarchy, expansion of media both print and electronic.

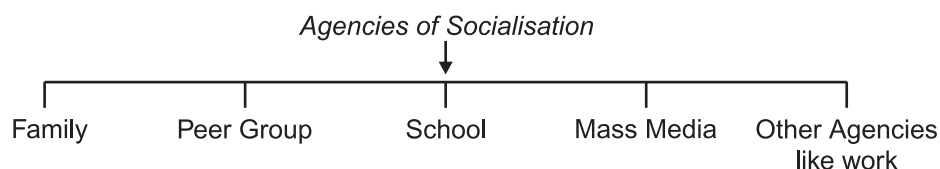
Socialisation

- A process by which we learn and internalise socially acceptable behaviour.
- It is a life long process.
- Every individual performs multiple roles simultaneously. The process of learning the norms, attitudes, values or behavioural patterns of different groups begin early in life and continues throughout one's life. Norms and values may differ within a society in different families belonging to different castes, regions, social classes etc.

The two agencies of socialisation are :-

- Primary Socialisation and
- Secondary Socialisation.

Agencies of socialisation



- A child is socialised by several agencies and institutions.

A. Family

- Nuclear Family** : parents are the key socialising agents.
- Joint and Extended Family** : grandparents, parents, uncle, cousin plays significant role in socialisation.
 - Children pick up ways of behavior characteristics of their parents or others in their neighborhood or community.
 - Diversity of socialising agencies leads to many differences between the outlooks of children, adolescents and parental generation.

B. Peer Groups

- are friendship groups of children of a similar age.
- In small and traditional societies, peer groups are formalised as age grades
- In a peer group, a child discovers a different kind of interaction within which rules of behavior can be tested out and explored.
- Peer relationships remain important throughout a person's life.
- shape individual's attitudes and behavior.

C. Schools

- Schooling is a formal process.
- There is both a formal curriculum and a hidden curriculum.

D. Mass Media

- An essential part of our everyday lives.
- Both electronic and print media are of great importance.
- Disseminates information and also influences people by giving exposure to areas of distant from one's own.

E. Other Socialising Agencies

- Work is, in all cultures, an important setting within which socialisation processes operate.
- Religion, social caste/class etc.

2 MARKS QUESTION

1. What do you understand by the term culture?
2. Differentiate between material and non-material culture?
3. What do you understand by sub-culture?
4. What do you mean by cultural change?
5. Give the meaning of the term socialisation?
6. What do you understand by cultural evolution?
7. Name the three dimensions of culture?
8. What are norms?
9. What do you understand by the term cultural lag?
10. What is ethnocentrism?

4 MARKS QUESTIONS

1. Explain the term 'culture'.
2. Describe the cognitive and normative dimensions of cultures?

3. Explain the material aspects of culture.
4. 'Ethnocentrism is opposite of cosmopolitanism' .Discuss.
5. Explain the stages of socialisation.
6. Differentiate between law and norm.
7. Explain the concept of revolutionary change with suitable examples.

6 MARKS QUESTIONS

1. Explain the concept of different cultures in diverse settings.
2. Explain the various dimensions of culture.
3. Identities are not inherited but fashioned both by the individual and the group. Discuss.
4. Describe briefly the various agencies of socialisation.

HOTS

- **Higher Order Thinking Skills (HOTS)**

- (1) Is mass media playing its role as an agency of socialisation especially for teenagers?
- (2) Do you think there may be a negative influence on the younger generation. Justify your answer with suitable examples.

- **Value Based Question**

- (1) Do you think there is a distinct gender bias between the socialisation of boys and girls in India? Give examples to support your answer.
- (2) Do you feel students learn more from the hidden curriculum of school rather than from the formal curriculum ? Explain.

DOING SOCIOLOGY : RESEARCH METHODS

What is methodology?

Methodology refers to the study of method. Methodological issues or questions are about the general problems of scientific knowledge-gathering that go beyond anyone particular method, technique or procedure.

Objectivity and Subjectivity in Sociology

In everyday language, **objective** means unbiased, neutral or based on facts alone. In order to be objective about something, we must ignore our own feelings or attitudes about that thing.

The word **subjective** means something that is based on individual values and preferences.

Social scientists study the world in which they live - the social world of human relations. This creates special problems for objectivity in a social science like sociology. Following are the problems:

1. There is the obvious **problem of bias**. Because sociologists are also members of society, they will also have all the normal likes and dislikes that people have. For e.g., a sociologist studying family relations will herself/himself be a member of a family, and her/his experiences are likely to influence her/him. Even when the sociologist has no direct experience of the group s/he is studying, there is still the possibility of being affected by the values and prejudices of one's own social context. For e.g., when studying a caste or religious community other than his/her own, the sociologist may be influenced by the attitudes about that community prevalent in her own past or present social environment.
2. The sociologist tries to take an outsider's perspective on her/his work-s/he tries to look at her/himself and her/his research through the eyes of others. This technique is called '**self-reflexivity**'. The sociologist constantly subjects his/her own attitudes and opinions to self-examination. S/he tries to consciously adopt the point of view of others, especially those who are the subjects of the research. One of the aspects of reflexivity is the importance of carefully documenting whatever one is doing. This ensures that others retrace the steps we have taken to arrive at a particular conclusion, and see for them if we are right. It also helps check and re-check our own thinking or line of argument.

But, **there is always the possibility of unconscious bias**.

To deal with this problem, sociologists explicitly mention those features of their own social background that might be relevant as a possible source of bias on the topic being researched. This alerts readers to the

possibility of bias and allows them to mentally compensate for it when reading the research study.

3. The social world involves many competing versions or interpretations of reality. For e.g., a shopkeeper and a customer may have different ideas of what is a good price. There is no simple way of judging which particular interpretation is true or more correct. In fact, sociology doesn't judge in this way because it is really interested in what people think, and why they think what they think.
4. A further complication arises from the **presence of multiple points of view** in the social sciences themselves. This implies that competing and mutually incompatible schools of thought coexist within the discipline.

All this makes objectivity a very difficult and complicated thing in sociology. Objectivity has to be thought of as the goal of a continuous, ongoing process rather than an already achieved end result.

Multiple Methods and Choice of Methods

There are different ways of classifying various methods.

- a) **Qualitative and quantitative methods** : The former deals in countable or measurable variables like proportions, averages etc, and the latter deals with more abstract and hard to measure phenomena like attitudes, emotions, etc.
- b) **Observable and non-observable meanings.**
- c) **Methods relying on secondary data or already existing data in the form of artefacts, documents, etc. and those that are designed to produce fresh or 'primary' data.**
- d) **Macro and Micro methods** : The former are designed to work in small intimate settings usually with a single researcher. Thus, interview and participant observation are thought of as micro methods. Macro methods are those that are able to tackle large scale research involving large number of respondents and investigators. Survey is such a macro method.

Whatever mode of classification, it is important to remember that it is a matter of convention. The dividing line between different kinds of methods need not be very sharp. It is often possible to convert one kind of method to another, or to supplement one with another.

How to choose between various research methods?

- a) It is dictated by the nature of research question being addressed by the preferences of the researcher.
- b) Time and resource constraints

The recent trend in social sciences is to advocate the use of multiple methods to bear on the same research problem from different vantage points. This is called triangulation i.e., a process of reiterating something from different direction. In this way, different methods can be used to complement each other to produce a much better result than what might have been possible with each method by itself.

Participant Observation

This refers to a particular method by which sociologist learns about society, culture and people that he/she is studying.

Features of participant observation:

1. This involves a long period of interaction with the subjects of research. The researcher spends many months or a year living among the people being studied as one of them. As a non—native or outsider, the researcher has to immerse him/herself in the culture of the natives by learning their language, participating intimately in their everyday life to acquire all implicit and explicit knowledge and the skills of an insider.
2. The overall goal of participant observation is to learn about the whole way of life of a community.
3. This method is often called Field Work. This term originated in the natural sciences, especially like botany, zoology, geology. In these disciplines, scientists could not only work in laboratory, they had to go out in the field to learn about their subjects like rocks, plants, etc.

Beginning of Field Work in Anthropology

1. The early anthropologists were amateur enthusiasts interested in exotic primitive cultures.
2. They were armchair scholars who collected and organised information about distant communities (which they had never themselves visited) available from the reports and descriptions written by travellers, missionaries, etc. for example, the famous book "The Golden Bough" written by James Frazer, was based entirely on second hand accounts.
3. Towards the end of 19th century and first decade of 20th century, early anthropologists began to carry out systematic surveys and first hand observation of tribal languages, customs, rituals, and beliefs. Reliance on second hand accounts came to be thought of as unscholarly, and the good results obtained from first hand work helped cement this growing prejudice.

What did the social anthropologist actually do when doing fieldwork?

1. They began by doing a census of the community they were to study. This involved making a detailed list of all the people who lived in a

community, including information such as their sex, age group and family.

2. This could be accompanied by an attempt to map the physical layout of the village or settlement including the location of houses and other socially relevant sites.
3. One very important thing that they do in the beginning of their field work is to construct a **genealogy** of the community. This may be based on the information obtained in the census, but extends much further since it involves creating a family tree for individual members, and extending the tree as far back as possible. For example, the head of a particular household or family would be asked about his relatives in his or her own generation; then about his/her parents' generations; then about the grandparents and their brothers, sisters and so on. This would be done for as many generations as the person could remember. The information obtained from one person would be cross-checked by asking other relatives the same questions, and after confirmation, a very detailed family tree could be drawn up. This exercise helped to understand the kinship system of the community-what kind of roles different relatives played in a person's life and how these relations were maintained.
4. A genealogy would help the anthropologist get acquainted with the structure of the community and in a practical sense would enable him/her to meet with people and become familiar with the way the community lives.
5. The researcher would constantly learn the language of the community.
6. S/he would observe the life in community and make detailed notes in which the significant aspects of the community life would be described. Festivals, religious or other collective events, modes of earning livelihood, family relations, modes of child rearing-these are some of the topics that researchers would specially be interested in.
7. Learning about these requires the anthropologist to ask endless questions about things that are taken for granted by the members of the community. This is the sense in which anthropologist would be like a child, always asking questions.
8. In doing this, the anthropologist depends on one or two people for most of the information. Such people are called **informants**. They act as the anthropologist's teachers and are crucially important actors in the whole process of anthropological research.
9. Equally important are the detailed field notes that the researcher takes during the field work; these notes have to be written everyday without fail, and can be supplemented by, or take the form of a daily diary.

Field Work in Sociology

1. Sociological fieldwork differs from anthropological fieldwork not so much in content but in its context i.e. where it is done; and in the distribution of emphasis across different areas or topics of research.
2. A sociologist would also live among a community and attempt to become an 'insider'. However, unlike anthropologist who went to a remote tribal community to do fieldwork, sociologists did their fieldwork among all sorts of communities.
3. Sociological fieldwork did not necessarily involve living in, although it did involve spending most of one's time with the members of the community.
4. William Foote Whyte, an American sociologist, did his fieldwork among members of a street-gang in an Italian-American slum in a large city and wrote a book called — The Street Corner Society. He lived the area for three and a half years 'hanging out' or just spending time with members of the gang, who were mostly poor unemployed youth, the first American — born generation in a community of immigrants.

There are some difficulties in conducting fieldwork in sociology. They are:

- a) Sociologists don't deal with primitive tribes but modern communities, where people are literate. This implies that some of these people will read the research report. If s/he disguises the name of the district, many outsiders apparently will not discover where the study was actually located. The people in the district, however, know that it is about them, and even the changed names don't disguise the individuals for them.
- b) In such a situation, the researcher carries a heavy responsibility. The researcher would like the research to be of some help to the people of the district. Researcher wants to minimise the chances of doing any harm, fully recognizing that certain individuals may suffer through the publication.

Field work in Indian Sociology (Why were village studies important part of Indian Sociology?)

1. In Indian Sociology, an important way in which fieldwork was used was in village studies.
2. The village acted as the equivalent of the tribal community studied by the earlier anthropologists. It was a bounded community, and was small enough to be studied by a single person i.e. the sociologist could get to know almost everyone in the village, and observe life there.
3. Anthropology was not very popular with nationalists in colonial India because of its excessive concern with the primitive. Many educated Indians felt that disciplines like anthropology carried a colonial bias

because they emphasised the non-modern aspects of colonised societies rather than their progressive side.

4. Village studies were important also because they provided Indian sociology with a subject that was of great interest in newly independent India. The government was interested in developing rural India. The national movement and specially Gandhi had been actively involved in 'village uplift programmes'.
5. Even urban educated Indians were very interested in village life because most of them retained some family links to villages.
6. Villages were places where most Indians lived.

Advantages of Participant Observation

1. Provides a rich detailed picture of life from the perspective of the 'insider' which is the greatest return on the substantial investment of time and effort that field work demands.
2. Allows for correction of initial impressions, which may be biased or mistaken.
3. Permits the researcher to track changes in the subject of interest, and also to see the impact of different situations or contexts.

Disadvantages of Participant Observation

1. By its very nature, fieldwork involves long drawn out and intensive research usually by a single scholar working alone.
2. It can cover only a small part of the world.
3. We can never be sure whether what the researcher observed during the fieldwork is really very common in the larger community or exceptional.
4. We are never sure whether it is the voice of the anthropologist or that of the people being studied. It is always possible that the anthropologist is selecting what will be written down in his/her notes, and how it will be presented to the readers of his/her books or articles. Because there is no other version available to us except that of the anthropologist there is always the chance of bias or error.
5. This method is criticised for the one-sided relationship it is based on. The anthropologist asks the questions and presents the answers and speaks for 'the people'.

What is dialogic format of participant observation?

This implies that people and respondents can be more directly involved. This involves translating the work of the scholar into the language of the community, and asking their opinion of it, and recording their responses.

Surveys

1. A survey is an attempt to provide an overview. It's a comprehensive perspective on some subject based on information obtained from a carefully chosen representative set of people.
2. Such people are usually referred to as 'respondents'— they respond to questions asked of them by the researchers.
3. Survey research is usually done by large teams consisting of those who plan and design the study and their associates and assistants. They are called investigators.
4. Survey questions can be asked through telephone conversations, during personal visits by the investigators. Responses may be sought in writing, to questionnaires or sent through post.
5. Internet and various other media are also used now to collect data.
6. It allows us to generalise results for a large population while actually studying a small proportion of this population.
7. It requires manageable investment of time, effort and resources.

Sampling theory to select a sample

1. This was a contribution of statistics.
2. The selection is done through two main principles.
3. The first principle is that all the relevant sub-groups in the population should be recognised. This is called stratification. The notion of stratification tells us that the representativeness of a sample depends on its being able to reflect the characteristics of the all the relevant strata in a given population. Which kinds of strata are considered relevant depends on the objectives of the research study.
4. The second principle is the actual unit should be based purely on chance. This is referred to as randomisation which depends on probability. After relevant strata in population are identified, the actual choosing of sample respondents should be a matter of chance. This can be ensured in various ways-
 - a) Lottery
 - b) Rolling of dice
 - c) Random numbers generated through the computer
5. The statistical properties of a scientifically selected sample ensure that the characteristics of the sample will closely resemble the characteristics of the population it is drawn from. There may be small differences, but the chance of such deviations occurring can be specified. This is known as margin of error or sampling error. It arises not

due to any mistakes made by researchers but because we are using a small sample for a large population.

6. The unique advantage of the surveys is that it provides an aggregated picture, i.e., a picture based on a collectivity rather than on single individuals taken separately. Many social problems and issues become visible only at this aggregative level. They may not be identifiable at micro level.

Disadvantages of Survey

1. It is at the cost of depth of coverage.
2. Time spent on each respondent is limited. Thus, one may not get in-depth information.
3. Since the survey questionnaire is taken by a large number of investigators, it is difficult to ensure that complicated questions or those requiring appropriate prompting will be asked in the same way.
4. Differences in the way questions are asked or answers recorded could introduce errors.
5. Given that there is no long term relationship between the investigators and respondents, no familiarity or trust, questions that can be asked in a survey have to be of the kind that can be asked and answered between strangers. Questions of a personal or sensitive kind cannot be asked or if asked are likely to be answered safely rather than truthfully. These are sometime referred to as non-sampling errors.
6. In order to be successful, it must depend on tightly structured inflexible questions.
7. Its success depends on the nature of the interactions between investigators and respondents and especially the goodwill and cooperation of the latter.

Interviews

1. It is basically a guided conversation between the researcher and respondent.
2. It occupies the space between a structured questionnaire like in surveys and completely open-ended interactions like in participant observation.
3. Its chief advantage is the extreme flexibility of the format.
4. Questions can be re-phrased or even stated differently; the order of the subjects or questions can be changed according to the progress in conversation; subjects that are producing good material can be extended and built upon others that provoke unfavourable reactions can be cut short, all this can be done during the course of the interview.

5. There are different styles of conducting them. Some prefer a very loosely structured interview with only a checklist of topics whereas others prefer a structured interview with specific set of questions.
6. How it is recorded also differs—video, audio, detailed note taking, relying on memory, recorders.
7. Recorders frequently make respondents uncomfortable and uneasy and introduce a degree of formality into the conversation.
8. Sometimes the physical or social circumstances in which the interview is conducted determine the mode of the interview.
9. Sometimes important information goes unnoticed or not recorded when other less comprehensive methods of record keeping are employed.
10. The way in which the interview is written and sent for printing can differ widely. Some researchers prefer to edit the transcript and clean up the continuous narrative whereas others wish to retain the flavour of the original interview.
11. Interview is used as a supplement to other method especially in participant observation.
12. Long conversations can provide account that situates and clarifies the accompanying material.
13. Intensive interviews can add depth to the findings of the survey.
14. However, it depends on personalised access and the degree of rapport or mutual trust between the respondent and researcher.

Disadvantages

1. The flexibility can make it vulnerable to changes of mood on the part of the respondent or to lapses of concentration on the part of the interviewer.
2. Thus, it becomes unstable

All the boxes and the word meanings have to be done from the book.

BOOK-2 - UNDERSTANDING SOCIETY

CHAPTER 1

SOCIAL STRUCTURE, STRATIFICATION AND PROCESSES IN SOCIETY

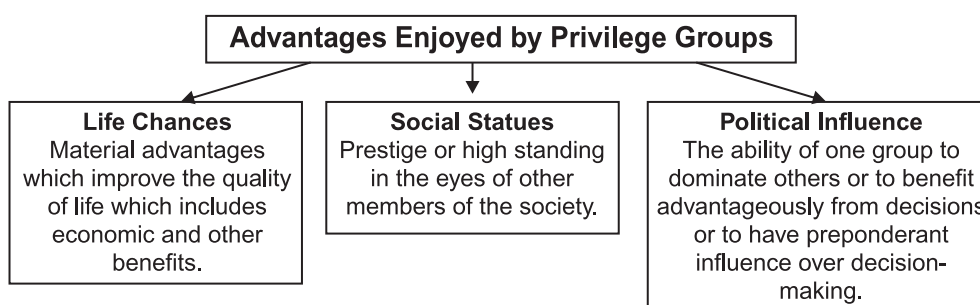
Points To Remember

Social Structure:- It refers to the way the various parts are organized and follows stable patterns of collective rules, roles and activities. There are underlying regularities in how people behave and the relationship they have with one another.

- The term social structure points to the fact that society is structured, organised in a particular way.
- There are regularities, pattern in how people behave and in the relationships they have with one another.
- According to Durkheim, social structure constrains our activities to constructed frameworks and patterns of organisation and directs our behaviour.
- Social stratification refers to the existence of structural inequalities between groups in society, in terms of their access to material or symbolic rewards.

Modern societies are often marked by wide difference in wealth and power.

Social stratification indicates patterns of inequality. People with superior position have certain privileges.



Understanding social processes in sociology

According to functionalist perspective human beings have to cooperate to meet their basic needs, to produce and to reproduce themselves and their world.

- Concerned with functional requisites and pre-requisites necessary for the system's existence.
 - (i) the socialisation of new members;
 - (ii) a shared system of communication;
 - (iii) methods of assigning individuals to roles.
- Different parts of the society have a function or role to play for the maintenance and functioning within the system of production relations.

The conflict perspective emphasised that groups and individuals are placed differently and unequally within the system of production relations.

- Societies are divided by castes or class. Some groups are disadvantaged or discriminated against.
- Co-operation, competition and conflict are universal features of all societies.
- Relationship between cooperation, competition and conflict is often complex and not easily separated.

Example of how relation between cooperation, conflict and competition is complex :- A study conducted among different sections of society to understand the attitude towards taking natal property shows that significant number of woman emphasized apprehension rather than affection by saying they would not claim full or any share of natal property because they were afraid this would sour relations with their brothers or cause brother's wives to hate them, and that they would no longer be welcome to their natal homes. A woman demanding her share is considered to be a greedy shrew.

Definition of Accommodation :- It would be seen as an effort to compromise and co-exist despite conflict. In such a situation a woman would prefer not to claim property rights in their natal home.

Cooperation and Division of Labour

Division of Labours:- It implies dividing the complex work into smaller parts and distributing it among labourers on the basis of their skill specialization, age, gender etc. The role of division of labour implies cooperation to fulfil certain needs of society. Durkheim argued that without human cooperation it would be difficult for human life to survive. According to him it is a law of nature and a moral rule of human conduct.

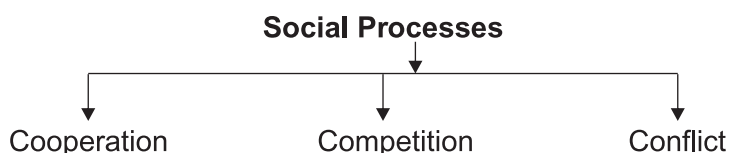
- The role of division of labour implies cooperation to fulfil certain needs of society.

- Durkheim distinguish between mechanical and organic solidarity.

‘Social Solidarity’ as given by Emile Durkheim :-

Mechanical Solidarity	Organic solidarity
<ul style="list-style-type: none"> • It exists in preindustrial society. • Agriculture is the main occupation & all the work is labour intensive. • Exists in society with less population. • There is more of cooperation. • Social relationships are more personal. • The society is person oriented • Relationships between members are intimate, close and direct. • The people have common interest • No formal code of conduct 	<ul style="list-style-type: none"> • It exists in industrial society • Many other occupations are taken up and work is done by machines. • Existing in large population. • There is more of conflict & competition. • Social relationships are impersonal. • The society is goal oriented • Relationships are neither intimate nor close but formal. • The people have selfish aims. • There is detailed code of conduct.

- Traditional cultures with a low division of labour are characterised by mechanical solidarity. Because most members are occupied in similar occupation, they are bound together by common experience and shared beliefs.
- Societies characterised by organic solidarity are held by people's economic interdependence and a recognition of the importance of other's contributions. Relationships of economic reciprocity and mutual dependency come to replace shared beliefs in creating social consensus.
- This leads to alienation. It refers to the loss of control on the part of workers over the nature of the labour task, and over the products of their labour.

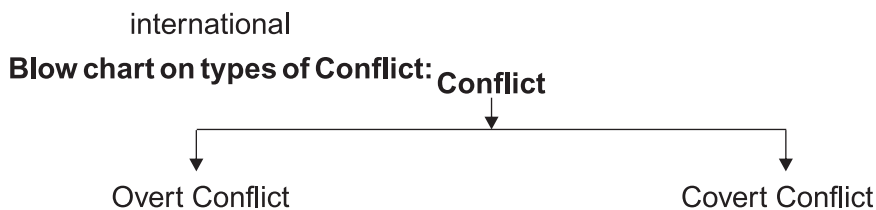


Cooperation:- It means working together for common interest and goals. It is associative social process which is opposite to competition and conflict.

Competition:- It is a form of social action in which we strive against each other for possession of or use of limited material or non material goods.

Conflict:-

- It implies clash of interest. The basis of conflict may vary but it is always a part of a society.
- Basis of conflict — Personal, Racial, Class, Caste, Political and



Types of Conflict

- (i) **Overt Conflict** : Conflict appears as a overt clash only when it is openly expressed.

Example - The existence of a peasant movement is an overt expression of a deep rooted conflict over land resources. But the absence of a movement does not imply the absence of a conflict.

- (ii) **Covert Conflict** : Conflict appears as a covert clash only when Individual secretly develop strategies to cope with conflict and ensure cooperation.

Example - A study conducted among different sections of society to understand the attitude towards taking natal property shows that significant number of women emphasized apprehension rather than affection by saying they would not claim full or any share of natal property because they were afraid this would sour relations with their brothers or cause brothers' wives to hate them, and that they would no longer be welcome to their natal homes. A woman demanding her share is considered to be a greedy shrew. When such conflicts are not properly expressed they are termed as covert conflicts.

Competition as an Idea and Practice

- In the contemporary world, competition is the dominant norm and practice.
- Modern capitalist society lays stress on greater efficiency and greater profit maximisation.
- The following are the underlying assumptions of capitalism:
 - (a) Expansion of Trade;
 - (b) Division of Labour;
 - (c) Specialisation;
 - (d) Rising Productivity.
- The ideology of competition is commonly found in capitalist societies.
- Competition along with the laissez-fair economy in the 19th century has made important contribution in promoting economic growth.

Conflict and Cooperation

- The term conflict implies clash of interests.
- Scarcity of resources in society results in creation of groups that struggle to gain access to and control over these resources.
- The basis of conflict vary. It could be class or caste, tribe or gender, ethnicity.
- Conflicts change in nature and form at different stages of social development.
- Social change and greater assertion of democratic rights by disadvantaged and discriminated groups made the conflict more visible.
- Conflict appears as a discord or overt clash only when it is openly expressed.
- There exists a relationship between conflict, involuntary cooperation and resistance.

2 MARKS QUESTIONS

1. What is social stratification?
2. Give the meaning of the term 'alienation'.
3. What do you understand by the term 'social structure'?
4. Name the scholars associated with functionalist and conflict perspective.
5. What do you understand by 'division of labour'?
6. What do you understand by the term 'conflict'?

4 MARKS QUESTIONS

1. What are Karl Marx's views on cooperation?
2. Distinguish between mechanical and organic solidarity.
3. What are the three basic forms of advantages which privileged groups enjoy?
4. Explain with a suitable example the concept of overt conflict.

6 MARKS QUESTIONS

1. Explain the two perspectives of understanding social processes in sociology.
2. The ideology of cooperation is the dominant ideology in capitalism. comment.
3. Explain with suitable examples the relationship between conflict, involuntary cooperation and resistance.

HOTS

- **Higher Order Thinking Skills (HOTS)**

- (1) Pick up examples of covert and conflict from your own families.
- (2) Is competition a necessary component for the progress of mankind? Discuss.

- **Value Based Question**

- (1) Do you think generation gap exists and does it give rise to conflicting situations - Elaborate
- (2) Alienation exists in modern societies all over the world - Do you think it brings about a sense of separation and affects the well being of an individual.

CHAPTER 2

SOCIAL CHANGE AND SOCIAL ORDER IN RURAL AND URBAN SOCIETY

Points To Remember

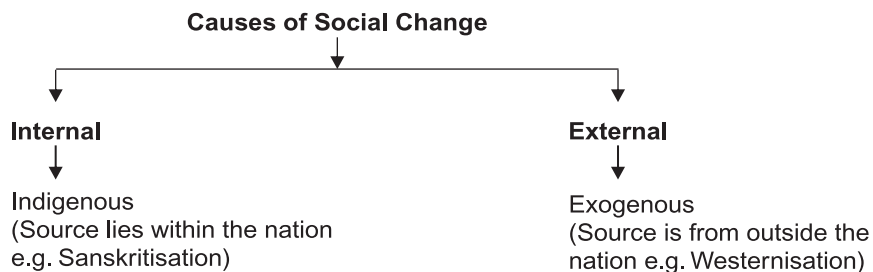
- Social change refers to changes in structure and culture of the society.
- Changes can be both intensive and extensive.

Types of Social Change



- Darwin proposed the theory of evolution and emphasized on the 'survival of the fittest'.
- Darwin's theory of evolution has been adapted to the social world and termed as 'social Darwinism', a theory that emphasised the importance of adaptive change.
- In contrast to evolution, revolutionary change is quick, sudden and overthrows the existing system. Example French Revolution.
- Changes in values and beliefs can also lead to social change.
- On the basis of pace social change may be Evolutionary(Darwin's theory) or Revolutionary (French revolution)
- Changes in ideas, values and beliefs also lead to social change
- Industrialization and urbanization have led to change in the structure of the society.
- Sanskritisation and Westernization have brought change in its culture.

Causes of Social Change



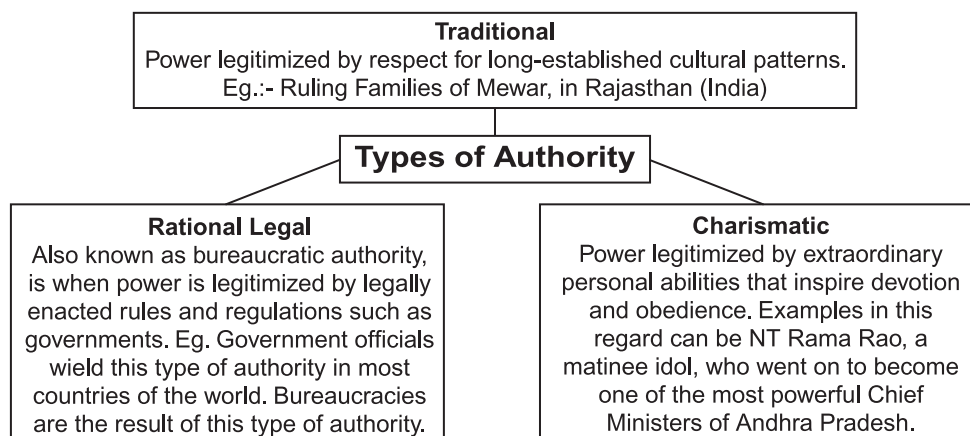
- **Five broad types of sources of causes of social change:** Change are environmental, technological, economic, political and cultural.

- (a) **Environment** : Nature, ecology and the physical environment and its influence on the structure and shape of society.
- (b) **Technology and economy** : Technology along with economic change has been responsible for immense social changes, for e.g., Industrial revolution.
- (c) **Politics** : Political forces have been the most important causes of social change, for e.g., history of warfare.
 - India's struggle for Independence.
 - Nepal's rejections of monarchy.
 - Biggest political change of history: universal adult franchise.
- (d) **Culture** : Ideas, values beliefs are important in shaping people's life. Changes in their beliefs help to transform society.
 - Women's struggle for equality.
- No single factor can account for social change. Causes of social change are often inter-related. Pace of change in modern and contemporary times is much faster than before.

Counter culture :- Counter are protests against or refusal to conform to prevalent social norms. Eg - Youth rebellion

The content of this protest may involve anything from hairstyles and clothing fashions to language or lifestyle.

- **Social order** : refers to active maintenance and reproduction of particular pattern of social relations and of values and norms.
- **Ways of achieving order**:
 - (a) When people spontaneously wish to abide by a set of rules & norms.
 - (b) When people are compelled in various ways to obey norms.
- **Authority** : is defined by Max Weber as legitimate power - that is, power considered to be justified or proper, e.g. authority of a teacher, a police officer, etc.



- **Law** : is an explicitly codified norm or rule. It is usually written down, and there are laws that specify how laws are to be made or changed. Laws apply to all citizens of a country.
- **Contestation** : refers to various forms of insistent disagreement. It includes dissent or protest against laws or lawful authorities.
- **Crime** : is an act that violates an existing law. The moral worth of the act is not determined solely by the fact that it violates existing law. If the existing law is believed to be unjust, e.g. a person may claim to be breaking moral reason, e.g. when Mahatma Gandhi broke the salt law, he was committing a crime.
- **Violence** : is the enemy of social order, and an extreme form of contestation that transgresses not only the law, but important social norms. Violence in society is the product of social tensions. It is also a challenge to the authority of the state.

Social Order and Social Change in villages, Town and City:

- Villages emerged as part of the major changes in social structure brought about by the transition from nomadic ways of life based on hunting, gathering food and transient agriculture to a more settled form of life.
- Investment in land and technological innovations in agriculture created the possibility of producing surplus.
- Advanced division of labour created the need for occupational specialisation.
- All these changes together shaped the emergence of the village as a population settlement based on a particular form of social organisation.

Distinction between villages and cities:

- **Villages** - significant proportion of its population is involved in agriculture activities, low density of population as compared to cities and towns.
- **City** - Majority of people engaged in non-agriculture pursuits. Population density i.e. (the number of persons per unit area, such as square km) is higher than villages.

Social order and social Change in Rural Areas:

- Change is slower to arrive in villages than in towns because of personalised relationships and as traditional social practices are stronger.
- New modes of communication have accelerated the pace of change in villages.
- Land reforms have altered the structure of land ownership.
- Changes in the technological organisation of agriculture also has a large and immediate impact on rural society.
- Sudden fluctuations in agricultural prices, droughts or floods can cause havoc in rural society.

- Large scale development programmes aimed at the rural people can also have an enormous impact e.g. National Rural Employment Gurantee Act of 2005.

Social Order and Social Change in Urban Areas:

- Urbanism as a way of life for large segments of the population is a modern Phenomenon.
- City life and modernity go very well together.
- City fosters the development of group identities, based on factors like race, religion, ethnicity etc.
- High population density places a great premium on SPACE and creates very complex problems of logistics.
- City life presents formidable challenges of planning, implementation and maintenance.
- Shortage of housing for the poor leads to homelessness and the phenomenon of 'street people'. It is also the leading cause for the emergence of slums.
- People live in cities is based on socio-cultural identities. Creation of ghettos through the conversion of mixed composition neighbourhoods into single community neighbourhoods (ghettosiation) is common in cities all over the world.
- City centres are experiencing a revival in many major western cities as attempts are made to regenerate community life. A related phenomenon 'gentrification' which refers to the conversion of a previously lower class neighbourhood into a middle and upper class one.
- Changes in modes of mass transport may also bring about significant social change in cities.

2 MARKS QUESTIONS

1. What do you understand by the term social change?
2. What are the sources of social change?
3. Give the meaning of the term evolution.
4. Who proposed the theory of 'survival of the fittest'?
5. What is revolutionary change?
6. Give any two examples of revolutionary change.
7. Give examples of technological revolution.
8. What is cultural change?
9. What do you understand by 'universal adult franchise'?
10. What is social order?

11. What are laws?
12. Give the meaning of the term 'gentrification'.
13. What is counter-culture?
14. What do you understand by the term 'legitimation'?
15. What do you understand by the term 'ghettosiation'?

4 MARKS QUESTIONS

1. Distinguish between evolutionary and revolutionary forms of social change.
2. Nature, ecology and physical environment has significant influence on the structure and shape of society. Discuss.
3. Explain how Social order is maintained.
4. Give the distinction between village, town and city.
5. 'Authority is defined by legitimate power.' Explain.
6. Explain dominant castes with examples.
7. How do changes in values and beliefs lead to social changes?
8. What is the role of politics in bringing about social change?

6 MARKS QUESTIONS

1. Briefly explain the causes of social change.
2. How is authority related to domination and the law?
3. Discuss social order and social change in rural areas.
4. What are the challenges to social order in urban areas?
5. Define Authority. Explain the different types of authority with suitable examples.

HOTS

- **Higher Order Thinking Skills (HOTS)**

- (1) Are gated communities a common feature of Urban areas - Comment.

- **Value Based Question**

- (1) After a natural disaster the people who are the survivors fall prey to human trafficking. Do you think it brings about social change in the fabric of the society.
- (2) 'Is Contestation positive or negative ?' Comment with examples.

CHAPTER 3

ENVIRONMENT AND SOCIETY

Points To Remember

- The term Ecology denotes the web of physical and biological systems and processes of which humans are one element.
- Ecology has been modified by **HUMAN ACTION** - aridity or flood proneness is often produced by human intervention.
- The interaction between environment and society is shaped by social organisation e.g. if forests are owned by the government, it will have the power to decide whether it should lease them to timber companies or allow villagers to collect forests produce.
- Different relationships between environment and society also reflect different social values and norms as well as knowledge systems - the values underlying, socialistic values of equality and justice have led to the seizure of lands from large landlords and their redistribution among landless peasants.
- There are different perspective of the environment and its relationship to society.

Social environment as a two way process

Social environment emerged from interaction between bio physical ecology and human interventions. This is a two way process — Just as nature shapes society, the society shapes nature.

- (a) **Nature affects society** : Nature affects in such a way that human schedule, their wearing style and their living style are according to the nature of the Region.
- (b) **Society affects nature** : Society affects nature through urbanization and industrialization

Human action has modified ecology.

- For example — what appears to be a natural feature of the environment (aridity or flood proneness) is often produced by human intervention.
- Deforestation in the upper catchment of a river may make the river more flood prone.

- Climate change brought about by global warming is another instance of the widespread impact of human activity on nature.
- Over time, it is often difficult to separate and distinguish between the natural and human factors in ecological change.

Environmental management is a very difficult task

- As not enough is known about biophysical processes to predict and control them.
- Human relations with the environment have become increasingly complex.
- Spread of industrialisation, resource extraction has affected ecosystem in unprecedented ways.
- We live in risk societies, e.g. occurrence of nuclear disasters.

Definition of Risk Society : With the spread of industrialization, resource extraction has expanded and accelerated, affecting ecosystems in unprecedented ways. Complex industrial technologies and modes of organization require sophisticated management systems which are often fragile and vulnerable to error. We live in risk societies using technologies and products that we do not fully grasp. The occurrence of nuclear disasters like Chernobyl, industrial accidents like Bhopal, and Mad Cow disease in Europe shows the dangers inherent in industrial environments.

Environmental problems and risks There are many globally recognised environmental problems:

- **Resource depletion :** Using non-renewable resources is one of the most serious problems.
- **Pollution :** There are many kinds of pollution - air pollution, indoor pollution through chimneys specially in rural households, noise pollution through vehicles and factories, water pollution, etc.
- **Global warming :** The release of particular gases (carbon-dioxide, methane and others) creates a 'green house' effect by trapping the sun's heat and not allowing it to dissipate thus causing significant rise in global temperatures. China and India are increasingly significant contributors to world carbon and green house gas emissions.
- **Genetically modified organisms :** It is a new technique of gene splicing which allows scientists to import genes from one species into another, e.g. *Bacillus Thuringiensis* have been introduced into cotton species, making it resistant to the bollworm.

Natural and Man-made Environmental Disasters :

Natural Disaster	A natural disaster is a major adverse event resulting from natural processes of the Earth; examples include floods, hurricanes, tornadoes, volcanic eruptions, earthquakes, tsunamis, and other geologic processes. A natural disaster can cause loss of life or property damage, and typically leaves some economic damage in its wake, the severity of which depends on the affected population's resilience, or ability to recover and also on the infrastructure available.
Man-made Disaster	In a man-made disaster the element of human intent or negligence leads to human suffering and environmental damage. In it man has direct hand in the occurrence of the disaster. For eg: Dropping of Atom bomb on Hiroshima, Bhopal Gas Tragedy.

Environmental problems are also social problems :

- Social status and power determine to what extent people can insulate themselves from environmental crises or overcome it.
- Securing the public interest e.g. construction of dam may actually serve the interests of particular politically and economically powerful groups but hurt the interests of the poor and politically weak.

Environment-Society conflicts : Different social groups stand in different relationships to the environment and approach it differently, e.g. A forest department geared to maximising revenues from supplying large volumes of bamboo to the paper industry will view and use forest very differently from an artisan who harvests bamboo to make baskets. Their varied interests and ideologies generate environmental conflicts.

Thus environmental crises have their roots in social inequality.

2 MARKS QUESTIONS

1. What do you understand by ecology?
2. What is meant by social ecology?
3. What is global warming?
4. List the advantages of genetic modification.
5. Mention/List the consequences of global warming.
6. Give examples of natural and man-made disasters.

7. How is indoor pollution from cooking fires a serious source of risk for women in rural areas?
8. Which social institutions and organisations played a role in the industrial disaster of Bhopal?

4 MARKS QUESTIONS

1. Explain with examples how ecology has been modified by human action.
2. Social environments emerge from the interaction between biophysical ecology and human interventions. Explain.

OR

Explain how nature shapes society and society shapes nature.

3. How social organisations shape the relationship between environment and society?
4. Why environmental management is a very difficult/complex task?
5. How do different patterns of water use affect different social groups?

6 MARKS QUESTIONS

1. "Relationships between environment and society reflect different Social values and norms". Justify the statement with examples.
2. Explain briefly the reasons for Bhopal Industrial disaster.
3. Explain the major environmental problems and risks.
4. Explain with examples why environmental problems are also social problems.
5. Describe some environment related conflicts.

HOTS

- **Higher Order Thinking Skills (HOTS)**

- (1) We live in 'risk societies' — Discuss the statement with suitable examples.

- **Value Based Question**

- (1) Do you think building of dams is positive for everybody in that area. Comment.
- (2) "The resources that we use or misuse today leaves the coming generations with nothing in their hands" - Comment with regard to sustainable development.

CHAPTER 4

INTRODUCING WESTERN SOCIOLOGISTS

Points To Remember

Three revolutions paved the way for the emergence of sociology:

- the Enlightenment, or the scientific revolution
- the French Revolution; and
- the Industrial Revolution

The Enlightenment

- During the late 17th and 18th centuries, Western Europe saw the emergence of radically new ways of thinking about the world. Referred to as 'The Enlightenment', these new policies established the human being at the centre of the universe, and rational thought as the central features of the human being.
- This means that the Enlightenment was made possible by, and in turn helped to develop, attitudes of mind that we refer today as secular, scientific and humanistic.

The French Revolution

- The French Revolution (1789) announced the arrival of political sovereignty at the level of individuals as well as nation-states.
- The Declaration of Human Rights asserted the equality of all citizens and questioned the legitimacy of privileges inherited by birth.
- It signalled the emancipation of the individual from the oppressive rule of the religious and feudal institutions that dominated France before the Revolution.
- The ideas of the French Revolution - liberty, equality and fraternity - became the watchwords of the modern state.

The Industrial Revolution

- The foundations of modern industry were laid by the Industrial Revolution which began in Britain in the late 18th and early 19th century.
- It had two major aspects:
 - (i) The first was the systematic application of science and technology to industrial production.
 - (ii) Secondly, it also evolved new ways of organising labour and markets on a scale larger than anything in the past.

- Social changes due to Industrial Revolution :
- The factories set up in urban areas were manned by workers who were uprooted from the rural areas and came to the cities in search of work.
- Low wages at the factory meant that men, women and even children had to work long hours in hazardous circumstances to eke out a living.
- Modern industry enabled the urban to dominate over the rural.
- Modern forms of governance, with the state assuming control of general development created the demand for new kinds of knowledge.

Karl Marx

- Marx argued that human society had progressed through different stages. These were : primitive communism, slavery, feudalism and capitalism. He believed capitalism would give way to socialism.
- Capitalist society was marked by an ever intensifying process of alienation operating at several levels.
- But he believed that capitalism was nevertheless a necessary and progressive stage of human history because it created the preconditions for an egalitarian future free from both exploitation, and poverty.

Concept of alienation given by Karl Marx

Alienation is a process in a capitalist society by which human beings are separated and distanced from

- (a) nature;
- (b) other human beings;
- (c) their work and its products; and
- (d) their own nature or self.

Marx's conception of economy

- Marx's conception of economy was based on the notion of mode of production.
- The mode of production was being something like a building in the sense that it consisted of a foundation or base and a super structure on top of the base.
- The base is primarily economic and includes productive forces and production relations.
- A productive force refers to all the means or factors of production such as land, labour etc.
- Production relations refers to all the economic relationships and forms of labour organization which are involved in production.

Class Struggle

- As the mode of production changes, conflicts develop between different classes which result in struggles. Marx was a proponent of class struggle.

He believed that class struggle was the major driving force of change in society.

- In capitalism the bourgeoisie owned all means of production whereas, the working class lost all means of production that it owned in the past.
- For conflict to occur it is necessary for the two classes to become subjectively conscious of their class interests and identities.
- Such 'class consciousness' leads to class conflicts which can lead to the overthrow of a dominant or ruling class by the previously subordinated class - called a revolution.

Emile Durkheim

- According to Durkheim, the subject matter of sociology - the study of social fact-was different from the other sciences.
- Like most of the natural sciences it was to be an empirical discipline.
- Division of labour is the specialisation of work tasks, by means of which different occupations are combined within a production system.

‘Social Solidarity’ as given by Emile Durkheim:-

Mechanical Solidarity	Organic Solidarity
<ul style="list-style-type: none"> • Existed in preindustrial society • Agriculture was the main occupation and all the work was labour intensive. • Existed in small population. • Social relationships are more personal. • The society is person oriented. • Relationships between members are intimate, close and direct. • The people have common interest. • No formal code of conduct. 	<ul style="list-style-type: none"> • It existed in industrial society • Many other occupations are taken up and work is done by machines. • Existing in large population. • Social relationships are more impersonal. • The society is goal oriented. • Relationships are neither intimate nor close but formal. • The people have selfish aims. • There is detailed code of conduct.

Difference between repressive and restitutive law given by Emile Durkheim:-

Repressive Law	Restitutive Law
<ul style="list-style-type: none"> • Repressive laws are designed to repair or prevent deviation from community norms. • It was sought to punish wrong doers and enforced a sort of collective revenge for their acts. 	<ul style="list-style-type: none"> • Restitutive law is designed to correct the wrong that is done by a criminal act. • The primary purpose of the legal system is to restore to the individual which has been wrongfully taken away from him.

<ul style="list-style-type: none"> • These were made because the individual and the community were so tightly integrated that it was feared that any violation of code of conduct could result in disintegration of the community. 	<ul style="list-style-type: none"> • It stresses restitution in place of punishment.
---	---

Bureaucracy

- It is an organisation based on the separation of public from the domestic world.
 - This means that behaviour in the public domain is regulated by explicit rules and regulations.
 - As a public institution, bureaucracy restricts the power of the officials in regard to their responsibilities and does not provide absolute power to them.
- Functioning of Officials:-** Officials have fixed areas of 'official jurisdiction' governed by rules, laws and administrative regulations.
 - Hierarchical Ordering of Positions:-** Authority and office are placed on a graded hierarchy where the higher officials supervise the lower ones.
 - Reliance on Written Document:-** The management of a bureaucratic organisation is carried out on the basis of written documents (the files) which are preserved as records.
 - Office Management:-** As office management is a specialised and modern activity it requires trained and skilled personnel to conduct operations.
 - Conduct in Office:-** Official's conduct in office is governed by exhaustive rules and regulations.

Concept of social fact as given by Emile Durkheim

- For Durkheim, society is a social fact which existed as a moral community over and above the individual.
- Social facts are the norms, rules and regulations of the society which are aspects of social reality and exert pressure on individual's behavior to conform to the norms of the groups.
- For him, moral code determines behavior pattern of an individual. He stresses on the collective representations which reflect collective morals, values, beliefs, traditions etc.
- These social facts are general throughout the society and are collectively followed by everyone.

Max Weber

- Weber was among the first to discuss the special and complex kind of 'objectivity' that the social sciences had to cultivate.

- 'Empathetic understanding' required the sociologist to faithfully record the subjective meanings without allowing his/her own personal beliefs and opinions to influence this process in any way.

Definition of Ideal Types

Weber's 'ideal type' —

- (i) is a methodological tool.
- (ii) is a logically consistent model of a social phenomenon that highlights its most significant characteristics.
- (iii) is not meant to be an exact reproduction of reality.
- (iv) exaggerate some features of phenomenon that are considered to be analytically important, and ignore or downplay others.
- (v) should correspond to reality in a broad sense, but its main job is to assist analysis by bringing out important features and connections of the social phenomenon being studied.
- (vi) helpful for analysis and understanding but for how accurate or detailed a description it can provide.

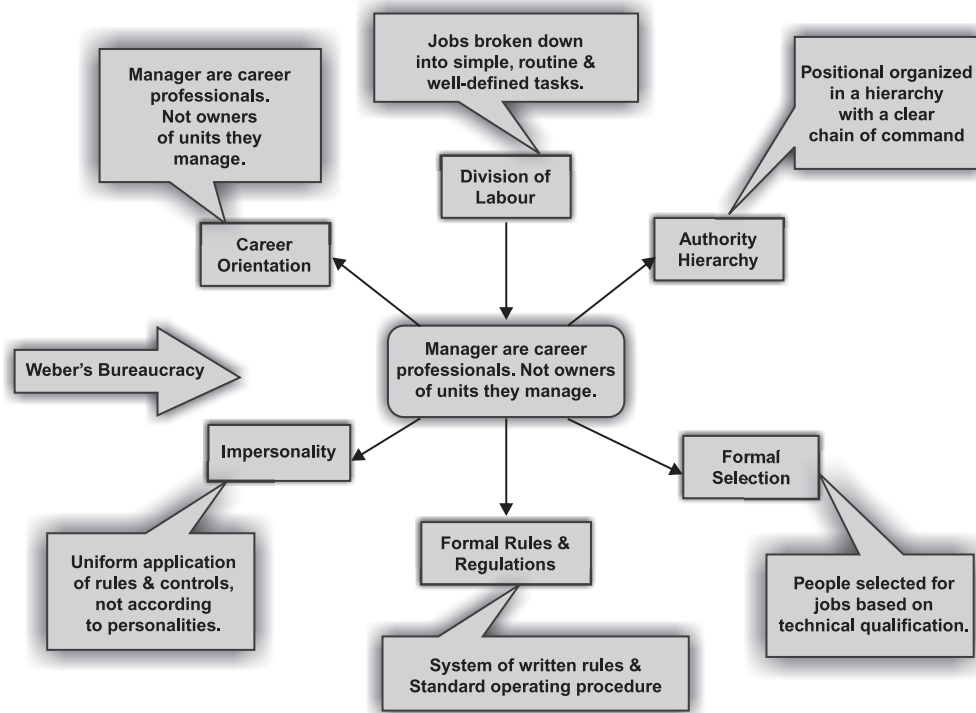
Examples —

1. The ideal type was used by Weber to analyse the relationship between the ethics of 'world religions' and the rationalisation of the social world in different civilisations. It was in this context that Weber suggested that ethics of certain Protestant sects within Christianity had a deep influence on the development of capitalism in Europe.
2. Weber again used the ideal type to illustrate the three types of authority that he defined as *traditional*, *charismatic* and *rational-legal*.

Bureaucracy

- Bureaucracy was a mode of organisation which was premised on the separation of the public from the domestic world.
- This means that behaviour in the public domain is regulated by explicit rules and regulations.
- As a public institution, bureaucracy restricts the power of the officials in regard to their responsibilities and does not provide absolute power to them.

Diagram of Bureaucracy



It is characterised by the following features:

- (i) Functioning of Officials
- (ii) Hierarchical Ordering of Positions
- (iii) Reliance on Written Document
- (iv) Office Management; and
- (v) Conduct in Office

2 MARKS QUESTIONS

1. Give the meaning of the word enlightenment?
2. What are the different stages society has progressed according to Karl Marx?
3. What do you understand by the term bureaucracy?
4. How is traditional authority different from charismatic authority?
5. What is social facts?
6. Name the three revolution that paved way the emergence of sociology.

4 MARKS QUESTIONS

1. Write a short note on French Revolution.
2. Describe the consequences of industrialisation in social life.
3. Explain the process of alienation.
4. Discuss Karl Marx's view point on class struggle.
5. Explain Durkheim's vision of sociology.
6. What are the characteristic of society based on mechanical solidarity?
7. 'Organic solidarity characterises modern society.' Discuss.
8. Explain Karl Marx's view on capitalism.

6 MARKS QUESTIONS

1. Briefly explain the intellectual contribution of Karl Marx in sociology.
2. Explain the characteristic features of bureaucracy.
3. Discuss Max Weber's contribution in sociology.
4. Highlight Durkheim's contribution in the field of sociology.

CHAPTER 5

INDIAN SOCIOLOGISTS

Points To Remember

Contribution of Accidental Anthropologists

SARAT CHANDRA ROY

- He was a lawyer.
- He did his graduation and post graduation in English.
- In 1898, after starting practice of law, he decided to take up a job as an English teacher at a Christian missionary school.
- In Ranchi, he became the leading authority on culture and society of tribal people of Chota Nagpur Region.
- Started his anthropologists research when he left the school and was appointed as official interpreter in the court.
- Anthropologist research was a byproduct of his professional need to interpret tribal customs and laws for the court.
- His hard work and diligence and keen eye for details resulted in valuable research articles.
- In addition to Monographs on various tribes like *Oraon*, *Mundas* and *Kharias*, he published more than hundred articles in leading Indian and British Journals.
- Founded the journal 'Man in India' in 1922.

L. K. ANANTHAKRISHNA IYER

- College teacher in Cochin state.
- In 1902, he was asked by Dewan of Cochin to assist with an ethnographic survey of the state.
- British Govt. wanted similar survey in all the states.
- He did this work on voluntarily basis
- His work was appreciated by British administrators.
- Guests lecturer — University of Madras.
- Reader — University of Calcutta.
- Awarded an honorary doctorate by German University.
- Received the titles of 'Rao Bahadur' & 'Dewan Bahadur' by Cochin state.

I. G. S. GHURYE on Caste and Race

• Caste and Race

- (i) Herbert Risley thought humans can be divided into separate races on the basis of physical characteristics (length of nose, size of skull etc.)
- (ii) He believed India was a 'Lab' for studying evolution of racial types because inter-caste marriage is prohibited.
- (iii) He argued caste originated in race because different caste groups seemed to belong to distinct racial types.
- (iv) He suggested that lower castes were original inhabitants and subjugated by Aryans.
- (v) Ghurye believed Risley's theory was true only for north India. In other parts of India, inter-group differences were not very large.
- (vi) Thus 'racial purity' was preserved only in north India and in rest of the country, endogamy was introduced into already racially varied groups.

• Features of caste

- (i) Based on segmental division : Society divided into number of mutually exclusive segments decided by birth.
- (ii) Based on hierarchical division : Each caste strictly unequal to every other castes. No castes are ever equal.
- (iii) Involves restrictions on social interaction (especially food-sharing)
- (iv) Involves differential rights and duties.
- (v) Restricts the choice of occupation : It is also decided by birth and is hereditary.
- (vi) Involves strict restrictions on marriage : Only endogamy is allowed

Debate between protectionist and Nationalist in regard to tribal culture

PROTECTIONIST

- (a) British anthropologists were interested in studying the tribal culture of India.
- (b) They believe that assimilation of tribal culture with main stream Hinduism will lead to exploitation of tribal people by Hindus and thus their culture should be protected and preserved.

NATIONALIST

- (a) Believe in unity of India and the need for modernizing Indian society and culture.
- (b) They believe that attempt to preserve tribal culture were misguided and resulted in maintaining tribes in a backward state.

II. D. P. MUKHERJEE on tradition and change

• Tradition

- (i) According to D. P. Mukherjee, India was based on the centrality of society. Therefore he studied the social traditions of India.
- (ii) His study was not oriented only towards the past but included sensitivity to change.
- (iii) Living Tradition : Tradition not only maintaining its links with the past but also adapting to the present and thus evolving over time.
- (iv) Argued : Indian society was not individualistic, it is oriented towards group, sect or caste-action.
- (v) Root meaning of word 'Tradition' is to transmit. Traditions are rooted in past and kept alive through repeated recalling and retelling of stories and myths.

• Change

- (i) Three principles of change — Shruti, Smriti and Anubhav. Anubhav (personal experience) is a revolutionary principle.
- (ii) However, in India, personal experience turns into collective experience.
- (iii) For, D. P. Mukherjee, the discursive reason (Buddhi-vichar) is not dominant force' of change but prem (love) and Anubhava — are superior agents of change.
- (iv) Collective experience leads to conflict and rebellion.
- (v) Resilience of tradition ensures that the pressure of conflict produces change in the tradition without breaking it.

III. A. R. DESAI on state

A. Features of welfare state

- (i) Welfare state is a positive state.
 - It does not seek to do only the minimum necessary to maintain law and order.
 - It is interventionist state and uses its powers to implement policies of social welfare.
- (ii) It is democratic state.
 - Democracy is essential for welfare state.
 - Formal democratic institutions especially multi-party elections are a defining feature.
- (iii) It involves a mixed economy.
 - Mixed economy is an economy in which both private and public enterprises exist.
 - Welfare state does not eliminate capitalist market and nor prevents public investments.

B. Criteria to measure the performance of welfare state

- (i) It ensures freedom from poverty, social discrimination and security for all its citizen.
- (ii) It removes inequalities of income through redistribution of wealth and preventing the concentration of wealth.
- (iii) It transforms economy in such a way that capital profit motive is made subservient to the needs of the community.
- (iv) It ensures stable development free from the cycle of economic booms and depressions.
- (v) It provides employment for all.

C. Claims of 'welfare state' are exaggerated

- (i) Most modern capitalist states, even in most developed countries, fail to provide minimum levels of economic and social security to all their citizens.
- (ii) They are unable to reduce economic inequality and often seem to encourage it.
- (iii) They have been unsuccessful at enabling stable development free from market fluctuations.
- (iv) There is a presence of excess economic capacity yet high levels of unemployment.

IV. M. N. SRINIVAS on village

• M. N. Srinivas's writings

His writings on the village were of two broad types.

- (a) First, there was ethnographic accounts of fieldwork done in villages.
- (b) A second kind of writing included historical and conceptual discussions about Indian villages.

• Louis Dumont view of villages

- (i) He thought that social institution like caste were more important than villages, which was after all only a collection of people living in a particular place.
- (ii) He described Indian villages are unchanging, self-sufficient and 'little republics'.

• Srinivas's views against Louis Dumont

- (i) Believed that village was a relevant social entity. History shows that villages have served as a unifying identity.
- (ii) He criticised Dumont's view of villages as unchanging, self-sufficient little republics. He showed that the village had, in fact, experienced considerable change.
- (iii) Villages were never self-sufficient and had been involved in various kinds of economic, social and political relationships at regional level.

- **Significance of villages**

- (i) The village as a site of research offered many advantages to Indian sociology.
- (ii) It provided an opportunity to illustrate the importance of ethnographic research methods.
- (iii) It offered eye-witness accounts of the rapid social change that was taking place in the Indian countryside as newly independent nation began a programme of planned development.
- (iv) Because of these vivid descriptions, policy makers were able to form impressions of what was going on in the heartland of India,
- (v) Village studies thus provided a new role for a discipline like sociology in the context of an independent nation.

2 MARKS QUESTIONS

1. Name any two pioneers of social anthropology in India.
2. Why is Ghurye considered as the founder of institutionalised sociology in India?
3. What do you understand by caste endogamy?
4. What do you understand by the term 'living tradition'?
5. According to DP. Mukherjee, list the principles of change.
6. What is meant by welfare state?
7. What were Louis Dumont's views regarding Indian villages?
8. What do you understand by the term 'tradition'?

4 MARKS QUESTIONS

1. What were G. S. Ghurye's views regarding the tribes of India?
2. Describe the position of Herbert Risley and G. S. Ghurye on the relationship between caste and race in India.
3. Why did D. P. Mukherjee insist that Indian sociologists should focus on the social traditions of India?
4. Explain the principles of change according to DP Mukherjee.
5. List the unique features of welfare state according to A.R. Desai.
6. Is the concept of welfare state a myth or reality? Justify your answer -with suitable examples.
7. What is the significance of village studies in the history of Indian sociology?

6 MARKS QUESTIONS

1. Explain the features of caste system.
2. Highlight the contribution of D. P. Mukherjee on tradition and change.
3. What is the criteria for measuring the performance of welfare state according to A. R. Desai?
4. What role did M. N. Srinivas play in promoting village studies?
5. Analyse the arguments given for and against the village as a subject of sociological research.

PASSAGE BASED QUESTIONS FOR PRACTICE

1. Read the following passage and answers the given questions.

Man kills sister for marrying from outside the caste

The elder brother of a 19 —year — old girl here carried out an apparent 'honour killing' by allegedly beheading her while she was asleep at a hospital Police said on Monday. The girlwas undergoing treatment at..... Hospital for stab wounds after her brother Attacked her on December 16 for marrying outside the caste, they said. She and her lover eloped on December 10 and returned to their houses here on December 16 after getting married, which was opposed by her parents, they said. The Panchayat also tried to pressurize the couple but they refused to be swayed.

- (a) What do you understand by honour killing? State the rule which prohibits marrying outside the caste. 2+1=3
- (b) Read the newspaper report given above and identify the different agencies of social control involved. 3

2. Read the passage given below and answer the following questions carefully.

Is your child ready for a Smartphone?

Huffington Post India | Jul 19, 2015, 12.00 AM 1ST

Wondering if it's time give your son or daughter a Smartphone? We don't blame you. It only makes sense that you'd want that kind of 24/7 connectivity with your child. But, Smartphone use is linked with diminished attention span, sore wrists and disrupted sleep in children. The key to avoiding these problems is mindful use, which requires a level of responsibility and self-control that comes with age. John Breyault, who worked on a study about kids and cell phone use, says, " Ask questions like 'Why does your child need a cell phone?' and 'Is your teen mature enough to use the phone responsibly and avoid viewing or sending inappropriate content?' before buying one." Doctor Michael Rich, who has studied the impact of media on children extensively, says, "There is much concern about overtly harmful activities like cyber bullying and sexing."The greatest risk to their long-term development and well-being is distraction from real people and experiences." How about benefits? He notes, "If children are guided towards thoughtful, focused and effective use and do not get distracted from more productive experiences, these can be integrated into their lives with

minimal risk." If you have plans to give your kid a cell phone, make sure you lay down rules first. If you don't want them using apps or even texting, make that clear. Parents should first review and agree with their child on what the phone is to be used for, what it is not to be used for and the consequences of unauthorized use.

(a) Why peer pressure is considered as a social pressure? 2

(b) How use of Smartphone among teens be a boon and a bane. 4

Ans. (a) Peer pressure is a social pressure as it influences its peers or an individual on what one ought to do or not. It encourages others to change their attitudes, values, or behaviour to conform to those of the influencing group or individual.

(b) Smartphone's can be a boon among teens if it is used mindfully. Secondly if children are guided towards thoughtful, focused and effective use and do not get distracted from more productive experiences, these can be integrated into their lives with minimal risk.

Smartphone's can be a bane among teens due to the following reasons

- diminished attention span
- disrupted sleep in children • overtly harmful activities like cyber crime
- distraction from real people and experiences

3. Read the passage given below and answer the following:-

43 students fall ill after eating midday meal in school

PT! Berhampur (Odisha), August 31, 2013

At least 43 students on Saturday taken ill after consuming mid-day meal at a primary school at Aska in Ganjam district, about 45-km from Berhampur, official sources said.

All the students were admitted at the Aska hospital immediately and two of them referred to MKCG Medical College and Hospital here as their condition deteriorated due to dehydration, the sources said.

A two-member team of pediatrician team from Berhampur rushed to Aska hospital for treating the affected students, said Sub-collector, Bhanjanagar Sudhansu Mohan Samal. All the affected students were in good condition, he said.

Around 140 students of the Tile Factory Upper Primary School, near Aska consumed the mid-day meal. Soon, the students developed diarrhoeal symptoms and began vomiting and lever pain, said block

development officer Aska Balaram Mallick. The food was prepared by a local women self-help group (SHG), the BDO said.

- (a) Explain how education acts like a stratifying agent? 2
- (b) Name the program (mentioned in the passage above) to promote education for all. Justify whether the program is a success or a failure. 1+3
- (a) Education is considered as a stratifying agent because
 - (1) We go to different schools according to our economic background
 - (2) Thus receives different opportunities and privileges
- (b) Mid Day Meal Scheme.
Students will give appropriate justification for yes or no.

SAMPLE PAPER 1
SOCIOLOGY
CLASS XI

Max. Marks 80

Time: 3 hrs.

General Instructions

Question No. 1-14 are of 2 marks each and are to be answered in about 30 words each.

Question No. 15-21 are of 4 marks each and are to be answered in about 80 words each.

Question No. 22-25 are of 6 marks each and are to be answered in about 200 words each.

Question No.25 carries 6 marks, and is to be answered with the help of the passage given.

- | | | |
|------|--|-------|
| Q.1 | What led to the growth of sociology in India? | 2 |
| Q.2 | Define: Sanction and Deviance | 1+1 |
| Q.3 | Mention one positive and one negative effect of intermixing of cultural groups. | 1+1 |
| Q.4 | Why ideology of competition is considered as a dominant ideology in capitalism. | 2 |
| Q.5 | What is authority? | 2 |
| Q.6 | Why is environmental management a complex and huge task for society? | 2 |
| Q.7 | Explain the concept of alienation given by Karl Marx. | 1/2*4 |
| Q.8 | Mention any two main features of welfare state as predicted by A. R. Desai. | 1+1 |
| Q.9 | Mention the various dimensions of culture. | 1+1 |
| Q.10 | Mention any two basic forms of advantages which privileged group enjoys over unprivileged? | 1+1 |
| Q.11 | Mention any two factors that facilitate conformity to social norms. | 1+1 |
| Q.12 | Explain "social solidarity" as given by Emile Durkheim. | 2 |
| Q.13 | Mention any two chief characteristic of caste system given by G.S Ghurye. | 1+1 |
| Q.14 | How is environment a cause of social change? | 2 |
| Q.15 | Mention the intellectual ideas that went into making of sociology? | 4 |
| Q.16 | Define modern state. Explain the chief characteristics of modern state. | 1+3 |

OR

Explain how transformation of work took place from pre-industrial to industrial society. 4

Q.17 Explain how social change and social order differs in rural and urban areas? 4

Q.18 Describe the two way process by which the "social environments" emerge. 4

Q.19 Define Bureaucracy. Explain the chief characteristic of bureaucratic authority. 4

Q.20 Give a brief biosketch of Sarat Chandra Roy.

OR

Explain in detail the debate between protectionists and nationalists on tribal culture. 4

Q.21 "Environmental problems are considered as social problem." Comment. 4

Q.22 "Religion affects the economic development of a country." Justify the statement. 6

Q.23 What do you understand by socialization? Explain any four agencies of socialization?(2+4) 6

Q.24 "Competition, cooperation and conflict co-exist in modern society." Justify.

OR

Define social groups. Explain any four types of social groups.6

Q.25 Read the passage given below and answer the following questions:

A world to convince: why a woman can't have it all

Every woman who has battled societal prejudice, peer pressure, male insecurity and internal conflict in pursuit of her professional ambition knows exactly what PepsiCo CEO Indrallooyi meant when she proclaimed with disarming candour that "women can't have it all". Growing up as the daughter of a working mother — one who belonged to a generation of trailblazer women journalists who initially had to fight just to get mainstream reporting assignments — I naively believed that talent, rebellion and grit were enough to "have it all". The truth, I would

discover, is way more complex. Women pay a price for professional success that men never have to. Not only are we assessed by a different barometer (women have to be better than their male colleagues to achieve the same recognition), we are scrutinised by a harsher gaze, judged much more easily and treated with suspicion if we are not married or mothers at the 'right' age. It's equally true, as Nooyi argued, that the biological clock is in "total and complete conflict" with the career clock. Chasing a professional goal with single-minded focus — which is often the requirement of any job — can sometimes mean that you postpone personal decisions like parenthood until it's too late or you simply don't feel mentally ready for it, even if the option presents itself earlier. But the debate triggered by Nooyi's comments is two-fold: Does biology itself militate against a truly free choice for women? Or does it — profoundly unfair as it is — limit and define our choices in a way that never does for men. The second, more compelling question is whether women — even those who are brilliant trapeze artistes at multi-tasking and juggling — are expected to DO it all, even if they can't have it all. Nooyi's own account has a telling anecdote of a conversation between her mother and her wherein she is commanded to go out and get milk for the household on a night when she returns late and has exciting news of her own promotion to share. But for her mother, the PepsiCo CEO's primary responsibility remains that of wife, mother, daughter and daughter-in-law. In the everyday work-lives of women this is an argument many a daughter would have had with her mother or mother-in-law. At one level, with the rise of women in almost every profession, it would appear as if the glass ceiling has been smashed. But it's still only cracked, not broken. Women who manage boardrooms and billion-dollar deals are still expected to keep an eye on what's for dinner, whether the linen has been changed, what vegetables are in stock and whether the children have completed their homework. While an increasing number of fair-minded and enlightened men have made home-keeping a partnership, for the most part managing the home — whether they work or not — is still treated as a female domain. In some ways by chasing and even embracing the label of 'super-women' and 'super-moms' we have done this to ourselves. Instead of romanticising the female ability for managing multiple roles, we should be negotiating for a more equal playing field — at work, and at home. It's become

reasonably common to hear that women make for more compassionate bosses or are better at shaping consensus in the workplace and so on. One cannot want the essentialism of being female smashed at home but reiterated at work. Sometimes it is our own internal contradictions and confusions that end up confirming the clichés that persist about being a woman at the workplace. — Barkha Dutt July 04, 2014

- (i) Define Stereotypes and role incompatibility. 2
- (ii) Explain how multiple status leads to role conflict. 4

SAMPLE PAPER 1
MARKING SCHEME

Max. Marks 80

Time: 3 hrs.

General Instructions

Question No. 1-14 are of 2 marks each and are to be answered in about 30 words each.

Question No. 15-21 are of 4 marks each and are to be answered in about 80 words each.

Question No. 22-25 are of 6 marks each and are to be answered in about 200 words each.

Question No.25 carries 6 marks, and is to be answered with the help of the passage given.

1. What led to the growth of sociology in India?

2

Growth of sociology in India

- (a) Introduced in Bombay University in 1919.
- (b) Reviewers of Indian society generally trace its origin to work of several British civil servants, missionaries and western scholars during 18th and 19th century.
- (c) Wanted to know more about Indian culture so that they could easily rule over country.
- (d) Christian missionaries were interested in learning local languages, folklores and culture to carry out their activities.(any 2) **2**

2. Define: Sanction and Deviance

1+1

SANCTION

Mode of reward or punishment that reinforces socially accepted forms of behavior.

DEVIANCE

Modes of action, which don't conform to the norms and values held by most members of the society.

3. Mention one positive and one negative effects of intermixing of cultural groups.

1+1

Positive effects of inter mixing of cultural groups are

- (a) leads to homogeneous culture
- (b) Leads to respect and tolerance towards other cultures.

Two negative effects of inter mixing of cultural groups are

- (a) creates friction between two groups disturbing harmony and peace in society
- (b) erosion of unique cultural identity

4. Why ideology of competition is considered as a dominant ideology in capitalism. 2

Ideology of competition is considered as a dominant ideology in capitalism

- (a) It brings efficiency
- (b) Maximizes profit
- (c) Gives birth to invention and innovation (any 2)

5. What is authority? 2

According to Max Weber power is exercised through authority. Authority is that form of power which is accepted as legitimate.

6. Why is environmental management a complex and huge task for society? 2

Environmental management is a complex and huge task for society

- (a) As we do not know enough about bio physical processes to predict and control them.
- (b) Human relation with environment has become increasingly complex.
- (c) With the spread of industrialization, resource extraction has expanded and accelerated, effecting eco system.
- (d) Complex industrial technologies and modes of organization require sophisticated management system which is often fragile and vulnerable to error. (any 2)

7. Explain the concept of alienation given by Karl Marx. 1/2*4

Alienation is a process in a capitalist society by which human beings are separated and distanced from nature, other human beings, their work and its products and their own nature or self.

8. Mention any two main features of welfare state as predicted by A.R. Desai. 1+1

- (a) The welfare state actively uses its power to design and implement social policies for betterment of society.
- (b) Welfare state is a democratic state c) A welfare state involves a mixed economy. (any 2)

9. Mention the various dimensions of culture. 1+1

- (a) Materialistic aspect
Tangible or concrete products of human creation are called materialistic culture like clothes, jewellery etc.
- (b) Non-materialistic cultures. Non tangible or abstract things like beliefs, values and customs etc.

10. Mention any two basic forms of advantages which privileged group enjoys over unprivileged? 1+1

There are three basic forms of advantages which privileged groups may enjoy —

- (a) Life chances
- (b) Social status
- (c) Political influence (any 2)

11. Mention any two factors that facilitate conformity to social norms. Factors that facilitate conformity to social norms are: 1+1

- (a) Socialization
- (b) Social Control
- (c) Hierarchy of norms

12 Explain "social solidarity" as given by Emile Durkheim. 2

- The idea of social solidarity emerges from shared feelings and beliefs.
- It is the common moral force of society rather than rational self interest of individual
- The purpose of social solidarity is to bind the society together (any 2)

13. Mention any two chief characteristic of caste system given by G. S. Ghurye.

G. S. Ghurye's study on caste

- (a) Caste as an institution based on segmental division
- (b) Caste is also based on hierarchical division
- (c) Institution of caste involves restrictions on social interaction.
- (d) Caste also involves differential rights and duties for different castes.
- (e) Caste restricts the choice of occupation.
- (f) Caste involves strict restrictions on marriage. (any 2) 1+1

14. How is environment a cause of social change? 2

Environment a cause of social change (any 2)

- (a) Environment is having a great impact in changing the structure of society.
- (b) In past, human beings were unable to control the effect of nature
- (c) Technology allows us to overcome the problems posed by nature
- (d) The effect of nature on society can be both constructive as well as destructive. 2

15. Mention the intellectual ideas that went into making of sociology? 4

The intellectual ideas that went into making of sociology are:-

(a) **Auguste Comte**

He developed a rational approach to study the society based on experimentation and observation.

(b) **Karl Marx**

To him, society was based on an understanding of forces of production and relation of Production.

(c) **Herbert Spencer**

He developed theory parallel to theory of Charles Darwin's theory of evolution of species.

He emphasized on the fact that only the fittest can survive in any form of society.

(d) **Max Weber**

He focused on developing an interpretive sociology of social action and of power and domination.

16. Define modern state. Explain the chief characteristics of modern state. (1+3) 4

MODERN STATE — the state representing the interest of all sections of the society

The main features of modern state are-

(a) Sovereignty (explanation)

(b) citizenship rights

*civil rights

*political rights

*social rights (explanation)

(c) Nationalism (explanation)

OR

Explain how transformation of work took place from pre-industrial to industrial society.

PRE INDUSTRIAL SOCIETY

(a) In ancient society, division of labour was simple

(b) Most of the people worked in field or cared for their livestock

(c) Division of work was on the basis of age and gender.

INDUSTRIAL SOCIETY

(a) Division of labour is complex.

(b) Farming has also become industrialized. It is carried out largely by machines rather than human hands.

(c) Division of work is on the basis of level of training of skills. 4

17. Explain how social change and social order differs in rural and urban areas?

Social order and social change in rural area(any 2) 4

- Villages are small in size so they have more personalized relationships.
- Villages follow more traditional patterns; institutions like caste and religion are stronger here.
- The relative power of dominant section is much more because they control most resources and employment avenues.
- Change is slow to come because villages are scattered and not as well connected to the rest of the world.

Social order and social change in urban area (any 2)

- City life and modernity go hand in hand.
- City offers the individual boundless possibilities for fulfillment.
- City too fosters the development of group identities based on religion, caste, class etc.
- An important issue of social order in towns and cities is related to space.

18. Describe the two way process by which the "social environments" emerge. 4

Social environment emerged from interaction between bio physical ecology and human interventions. This is a two way process.

"Just as nature shapes society, the society shapes nature"

(a) Nature affect society

Nature affects society in such a way that human schedule, their wearing style and their living style are according to the nature of the Region. Explain giving an example.

(b) Society affects nature Society affects nature through urbanization and industrialization

Explain giving an example.

19. Define Bureaucracy. Explain the chief characteristic of bureaucratic authority.(1+3) 4

Bureaucracy means an office or a system of laws, rules and regulations defining specific functions. It means "organized" work process of a group. According to Weber, bureaucracy is a type of social organization in a

hierarchical order. In this each person has some power and authority. Characteristics of bureaucratic authority are as follows (any 3)

- (a) Functioning of officials
- (b) Hierarchical ordering of positions
- (c) Reliance on written documents
- (d) Office management
- (e) Conduct in office.

20. Give a brief bio sketch of Sarat Chandra Roy .

4

- He was a lawyer.
- He did his graduation and post graduation in English.
- In 1898, after starting practice of law, he decided to take up a job as an English teacher at a Christian missionary school.
- In Ranchi, he became the leading authority on culture and society of tribal people of Chota Nagpur Region.
- Started his anthropological research when he left the school and was appointed as official interpreter in the court.
- Anthropological research was a byproduct of his professional need to interpret tribal customs and laws for the court.
- His hard work and diligence and keen eye for details resulted in valuable research articles.
- In addition to Monographs on various tribes like Oraon, Mundas and Kharias, he published more than hundred articles in leading Indian and British journals.
- Founded the Journal "Man in India" in 1922. (any 4)

OR

Explain in detail the debate between protectionists and nationalists on tribal culture.

PROTECTIONIST

- a) British anthropologists were interested in studying the tribal culture of India
- b) They believe that assimilation of tribal culture with mainstream Hinduism will lead to exploitation of tribal people by Hindus and thus their culture should be protected and preserved.

NATIONALIST

- a) Believe in unity of India and the need for modernizing Indian society and culture

- b) They believe that attempt to preserve tribal culture were misguided and resulted in maintaining tribal's in a backward state

21 "Environmental problems are considered as social problem." Comment. 4

"Environmental problems are considered as social problem."

- (a) The social inequality that exists in the society determines how the environmental crisis will affect different groups.
- (b) Development of science and technology has affected the inter relationship of animals, plants and environment.
- (c) The plants and environment have been destroyed by human beings for their comfortable living.
- (d) Destruction of forest, industrial pollution, water pollution and noise pollution have degraded the balance in the eco system.
- (e) This is increasingly destroying the balance among animals, plants and environment.
- (f) If this balance is continuously affected, human and animal life will be in danger in near future.
- (g) In the modern industrial societies, exploitation of environment has become alarming.
- (h) Any economic development seems directly related to destruction of nature.
- (i) If we do not control this destruction, world population will have to face serious survival threat. (any 4)

22. "Religion affects the economic development of a country." Justify the statement. 6

- (a) Pioneering work by Max Weber demonstrates how sociology looks at religion in its relationship to other aspects of social and economic behavior.
- b) Weber argues that Calvinism (a branch of protestant Christianity) exerted an important influence on the emergence and growth of capitalism as a mode of economic organization.
- c) The Calvinist believed that the world was created for the glory of god meaning that any work in this world has to be done for His glory, making even mundane work acts of glory/ worship.
- d) Calvinist also believed in the concept of pre destination which meant whether one will go to heaven or hell was pre ordained.
- e) The money earned was not to be used for worldly consumption rather the ethics of Calvinism was to live frugally.

23. What do you understand by socialization? Explain any four agencies of socialization?(2+4) 6

SOCIALISATION

It can be defined as the process whereby the helpless infant gradually becomes self-aware, knowledgeable person, skilled in the way of the culture into which he or she is born.

AGENCIES OF SOCIALISATION

- (a) Family
- (b) Peer Groups
- (c) School
- (d) Mass Media
- (e) Other socializing agencies like work place (Explain these agencies)

24. "Competition, cooperation and conflict co-exist in modern society." Justify. 6

- **Cooperation:-** It means working together for common interest and goals. It is an associative social process which is opposite to competition and conflict.
- **Competition:-** It is a form of social action in which we strive against each other for possession of or use of limited material or non material goods.
- **Conflict:-** It implies clash of interest. The basis of conflict may vary but it is always a part of a society.
- As modern society is based on capitalism, therefore competition is at its peak which gives rise to conflict. Cooperation is just for show case.

OR

Define social groups. Explain any four types of social groups. (2+4)
SOCIAL GROUP

- (a) Collection of continuously interacting people.
- (b) They share common culture, value, norm and interest.

Different types of social groups are:-

- (a) Primary and secondary group
- (b) Community and society group
- (c) Peer group
- (d) Reference group
- (e) In-group and out-group

25. Read the passage given below and answer the following questions:

A world to convince: why a woman can't have it all

Every woman who has battled societal prejudice, peer pressure, male insecurity and internal conflict in pursuit of her professional ambition knows exactly what PepsiCo CEO Indra Nooyi meant when she proclaimed with disarming candour that "women can't have it all". Growing up as the daughter of a working mother — one who belonged to a generation of trailblazer women journalists who initially had to fight just to get mainstream reporting assignments — I naively believed that talent, rebellion and grit were enough to "have it all". The truth, I would discover, is way more complex. Women pay a price for professional success that men never have to not only are we assessed by a different barometer (women have to be better than their male colleagues to achieve the same recognition), we are scrutinised by a harsher gaze, judged much more easily and treated with suspicion if we are not married or mothers at the 'right' age. It's equally true, as Nooyi argued, that the biological clock is in "total and complete conflict" with the career clock. Chasing a professional goal with single-minded focus — which is often the requirement of any job — can sometimes mean that you postpone personal decisions like parenthood until it's too late or you simply don't feel mentally ready for it, even if the option presents itself earlier. But the debate triggered by Nooyi's comments is two-fold: Does biology itself militate against a truly free choice for women? Or does it — profoundly unfair as it is — limit and define our choices in a way that it never does for men. The second, more compelling question is whether women — even those who are brilliant trapeze artistes at multi-tasking and juggling — are expected to DO it all, even if they can't have it all. Nooyi's own account has a telling anecdote of a conversation between her mother and her wherein she is commanded to go out and get milk for the household on a night when she returns late and has exciting news of her own promotion to share. But for her mother, the PepsiCo CEO's primary responsibility remains that of wife, mother, daughter and daughter-in-law. In the everyday work-lives of women this is an argument many a daughter would have had with her mother or mother-in-law. At one level, with the rise of women in almost every profession, it would appear as if the glass ceiling has been smashed. But it's still only cracked, not broken. Women who manage boardrooms and billion-dollar deals are still expected to keep an eye on what's for dinner, whether the linen has been changed, what vegetables are in stock and whether the children have completed their homework. While an increasing number of fair-minded and enlightened men have made home-keeping a partnership, for the most part managing the home — whether they work or not — is still treated as a female domain. In some

ways by chasing and even embracing the label of 'super-women' and 'super-moms' we have done this to ourselves. Instead of romanticising the female ability for managing multiple roles, we should be negotiating for a more equal playing field — at work, and at home. It's become reasonably common to hear that women make for more compassionate bosses or are better at shaping consensus in the workplace and so on. One cannot want the essentialism of being female smashed at home but reiterated at work. Sometimes it is our own internal contradictions and confusions that end up confirming the clichés that persist about being a woman at the workplace. - Barkha Dutt July 04, 2014

- (i) Define Stereotypes and role incompatibility. (2)**
 - (a) Role stereotyping is a process of reinforcing some specific role for some member of the society.
 - (b) Role incompatibility occurs when individuals experience expectations from outside the group about their role that are different from their own role expectations.
- (ii) Explain how multiple status leads to role conflict. (4)**
 - (a) Status refers to the social position with defined rights and duties assigned to that position.
 - (b) Role conflict is incompatibility among roles corresponding to one or more status.
 - (c) When a person is having different roles to play as the person is acquiring multiple status; conflict is bound to arise .
 - (d) For example- working women.

SAMPLE PAPER 2
SOCIOLOGY
CLASS XI

Max.Marks 80

Time: 3 hrs.

General Instructions

Question No. 1-14 are of 2 marks each and are to be answered in about 30 words each.
Question No. 15-21 are of 4 marks each and are to be answered in about 80 words each.
Question No. 22-25 are of 6 marks each and are to be answered in about 200 words each.
Question No.25 carries 6 marks, and is to be answered with the help of the passage given

1. Do you think that social inequality is universal in nature? Support your answer.
2. What is the difference between In group and Out group?
3. Explain the role of mass media on youth?
4. Mention any two examples of tasks that demand cooperation with reference to agricultural or industrial operations.
5. What is meant by social order and how is it maintained?
6. Why is enlightenment important for development of sociology?
7. Mention any two features of caste system given by Ghurye.
8. Why peer pressure is considered as social pressure?
9. What is the difference between ethnocentrism and cosmopolitan outlook?
10. Mention any two advantages which privileged groups enjoy in our society.
11. What changes are brought by technology and economy?
12. What is the difference between mechanical and organic solidarity?
13. What does D.P Mukherjee mean by "living tradition"?
14. What do you mean by structural change? Give examples.
15. Why sociology and social anthropology is considered as "sister disciplines"?
16. Explain how multiple status leads to role conflict?
17. "Institution of marriage is considered universal in nature." Justify.
18. Explain any four causes that bring social change. Or Explain how social change and order differs from urban to rural society.
19. Explain why environmental problems are simultaneously social problems.

20. Define Bureaucracy. Mention any three basic feature of bureaucracy. or According to Karl Marx, "Capitalism is a way to socialism." Comment.
21. What is welfare state? Why is A.R. Desai critical of claims made on its behalf?
22. Explain the different forms of family.
23. What do you understand by socialization? Explain any four agencies of socialization? Or What do you understand by culture? Explain the various dimensions of culture?
24. Explain social process of Cooperation, competition and conflict.
25. Read the following passage carefully and answer the questions given below:- A jaundiced view of the Taj 19 January 2015 - The Taj Mahal is in the news again and — as can be expected — for all the wrong reasons. American and Indian researchers released a study last month which establishes and identifies the pollutants that are being deposited on the marble facade of "the miracle in marble", turning it from luminous white to brownish-yellow. It is as if the Taj, over the last four decades, is suffering from a prolonged — and possibly fatal — attack of jaundice. This finding has hit the headlines the world over. In experiments lasting over a year, the team, led by Dr Mike Bergin of the Georgia Institute of Technology in Atlanta, collected airborne particulate matter (PM) in air filters at the site. These were "found to contain relatively high concentrations of light-absorbing particles that could potentially discolour the Taj Mahal marble surfaces, that include black carbon (BC), light absorbing organic carbon (brown carbon, BrC), and dust". Their analysis of particles deposited on marble "surrogate" samples suspended from the top of the Taj indicate that a large proportion of the surface is covered with particles that contain both carbon components and dust. The team developed a novel approach that estimated the impact of these particles on the reflectance of visible light. This in turn was used to estimate the perceived colour by the human eye.
 - a) Which form of environmental hazard has affected the glory of Taj Mahal? Why is environment management a complex and huge task for society? (1+3)
 - b) Why ecology is not limited only to forces of nature? (2)

SAMPLE PAPER 2
MARKING SCHEME

1. **Do you think that social inequality is universal in nature? Support your answer.** **2**
 - (a) Yes
 - (b) In ancient society- on the basis of caste
In modern society- on the basis of class,gender and to some extent caste also .
2. **What is the difference between In and Out group?** **2**

In group

 - It refers to 'we' group
 - For any individual 'In group' is the group to which he belongs

Out group

 - It refers to 'they' or 'other group'.
 - 'Out group' is the one to which members of 'in group' do not belong.
3. **Explain the role of mass media on youth?** **2**

Role of mass media on youth is very effective as it helps in moulding their opinion and also exposes them to outside world.
4. **Mention any two examples of tasks that demand cooperation with reference to agricultural or industrial operations.** **2**
 - (a) Transportation for sending manufactured goods and agricultural products to the market.
 - (b) Communication
 - (c) Banking (any 2 relevant examples)
5. **What is meant by social order and how is it maintained?** **2**

The notion of social order is restricted to the idea of resistance to change. Social order is maintained by transmitting from one generation to another through two important factors —

 - (a) Socialization
 - (b) Dominant institutions
6. **Why is enlightenment important for development of sociology?**
 - (a) People started thinking scientifically and rationally
 - (b) This period helped to develop attitudes of mind that we refer to today as secular, scientific and humanistic.
7. **Mention any two features of caste system given by Ghurye G. S. Ghurye's study on caste (any 2)**
 - (a) Caste as an institution based on segmental division
 - (b) Caste is also based on hierarchical division

- (c) Institution of caste involves restrictions on social interaction.
- (d) Caste also involves differential rights and duties for different castes.
- (e) Caste restricts the choice of occupation.
- (f) Caste involves strict restrictions on marriage.

8. Why peer pressure is considered as social pressure? 2

Peer pressure is a social pressure as it influences its peers or an individual on what one ought to do or not. It encourages others to change their attitudes, values, or behaviours to conform to those of the influencing group or individual.

9. What is the difference between ethnocentrism and cosmopolitan outlook? 2

Ethnocentrism-It is application of one's own cultural values in educating the behavior and belief of people from other cultures. Cosmopolitan Outlook-Ethnocentrism is the opposite of cosmopolitanism, which values other cultures for their differences. It does not seek to evaluate the value and belief of other people according to one's own. 2

10. Mention any two advantages which privileged groups enjoy in our society. 2

There are three basic forms of advantages which privileged groups may enjoy —

- (a) Life chances
- (b) Social status
- (c) Political influence (any 2)

11. What changes are brought by technology and economy? 2

- (a) Discovery of steam engine led to establishment of large scale industries.
- (b) Steamships and railways led to easy movement of people and goods.
- (c) Discovery of gunpowder writing paper in China also brought modernization.
- (d) New Spinning and weaving machines destroyed the handloom industry. (Any 2 points)

12. What is the difference between mechanical and organic solidarity? MECHANIC SOLIDARITY (any 2) 2

- (a) Existed in pre-industrial society
- (b) Agriculture was the main occupation and all the work. Was labour intensive
- (c) Existed in small population
- (d) There was more of cooperation
- (e) Social relationships are more personal

- (f) The society is person oriented
- (g) Relationship between members is intimate, close and direct.
- (h) The people have common interest
- (i) No formal code of conduct

ORGANIC (any 2)

- (a) It existed in industrial society
- (b) Many other occupations are taken up and work is done by machines
- (c) Existing in large population
- (d) There was more or conflict and competition
- (e) Social relationships are more impersonal
- (f) The society is goal oriented
- (g) Relationships are neither intimate nor close but formal
- (h) The people have selfish aims
- (i) There is detailed code of conduct

13. What does D.P Mukherjee mean by "living tradition"? LIVING TRADITION 2

- (a) According to him the first duty of an Indian sociologist to study and to know the social tradition of India.
- (b) For him the study of tradition was not oriented only towards the past, but also included sensibility to change
- (c) Thus tradition was a "living tradition" maintaining its links with the past, but also adopting to the present and thus evolving with time

14. What do you mean by Structural Change? Give examples. 2

Structural Change:- Change which led to the overall change in the structure of society. E.g. Industrialization and Urbanization.

15. Why sociology and social anthropology is considered as "sister disciplines"? 4

Sociology and social Anthropology are considered as "sister disciplines" because:-

- (a) Sociology is the study of existing society whereas social anthropology tends to study small and simple societies, which are relatively unchanging and lacking in historical records.
- (b) For social anthropologist the field is small whereas for sociologist field can be large.
- (c) Social anthropologist generally lives in the community that they study in order to record what they see.
- (d) On the other hand, sociologists rely on what they see.
- (e) In spite of obvious differences between the two, in 19th century, there had been a great deal of convergence between the two disciplines

because with rapid development the area of study of anthropologist is shrinking.

16. Explain how multiple status leads to role conflict? 4

- (a) Status refers to the social position with defined rights and duties assigned to that position.
- (b) Role conflict is incompatibility among roles corresponding to one or more status.
- (c) When a person is having different roles to play as the person is acquiring multiple status; conflict is bound to arise.
- (d) For example- working women 4

17. "Institution of marriage is considered universal in nature." Justify.

- Marriage has got religious sanctity as it is prescribed in our Vedas and puranas as one of the most important ashrams of life (Grihastha ashram)
- Marriage helps in taking the family name forward.
- Validity is given to procreation after marriage 4

18. Explain any four causes that bring social change. Causes of social changes are (any 4)

- (a) Environment (Explain)
- (b) Technology (Explain)
- (c) Education (Explain)
- (d) Politics (Explain)
- (e) Economics (Explain)
- (f) Culture (Explain)

OR

Explain how social change and order differs from urban to rural society.

Social order and social change in rural area (any 4)

- (a) Social order in rural areas is quite rigid as compared to social change.
- (b) Villages are small in size
- (c) So there exist more personalized relationships
- (d) The power of dominant sections in rural area is much more because they control most of their resources.
- (e) People in rural areas are illiterate and thus are unaware of their rights.
- (f) Therefore social order remains rigid.
- (g) Changes are slow because villagers are scared of powerful section. Moreover there is lack of unity as they are not well connected with rest of the world.

Social order and social change in urban area.

- (a) City life and modernity go hand in hand
- (b) Social change in urban area is very prominent as compared to social order.
- (c) People are educated
- (d) People unite themselves together and struggle for their rights. 4

19. Explain why environmental problems are simultaneously social problems.

"Environmental problems are considered as social problem."

- (a) The social inequality that exists in the society determines how the environmental crisis will affect different groups.
- (b) Development of science and technology has affected the inter relationship of animals, plants and environment.
- (c) The plants and environment have been destroyed by human beings for their comfortable living.
- (d) Destruction of forest, industrial pollution, water pollution and noise pollution have degraded the balance in the eco system.
- (e) This is increasingly destroying the balance among animals, plants and environment.
- (f) If this balance is continuously affected, human and animal life will be in danger in near future.
- (g) In the modern industrial societies, exploitation of environment has become alarming.
- (h) Any economic development seems directly related to destruction of nature.
- (i) If we do not control this destruction, world population will have to face serious survival threat.

20. Define Bureaucracy. Mention any three basic feature of bureaucracy. 4

Bureaucracy is a concept in sociology that the administrative execution and enforcement of legal rules are socially organized. It is a well defined division of administrative labour among persons and officials. Characteristics of bureaucratic authority are as follows:

- (a) Functioning of officials
- (b) Hierarchical ordering of positions
- (c) Reliance on written documents
- (d) Office management
- (e) Conduct in office.

OR

**According to Karl Marx, "Capitalism is a way to socialism."
Comment.**

According to Karl Marx, "Capitalism is a way to socialism." Karl Marx classified people into social groups with reference to production process. He talks mainly about two classes

- (a) Proletariats (working class) (Explanation)
- (b) Bourgeoisie (capitalist class) (Explanation)

CLASS STRUGGLE (EXPLANATION)

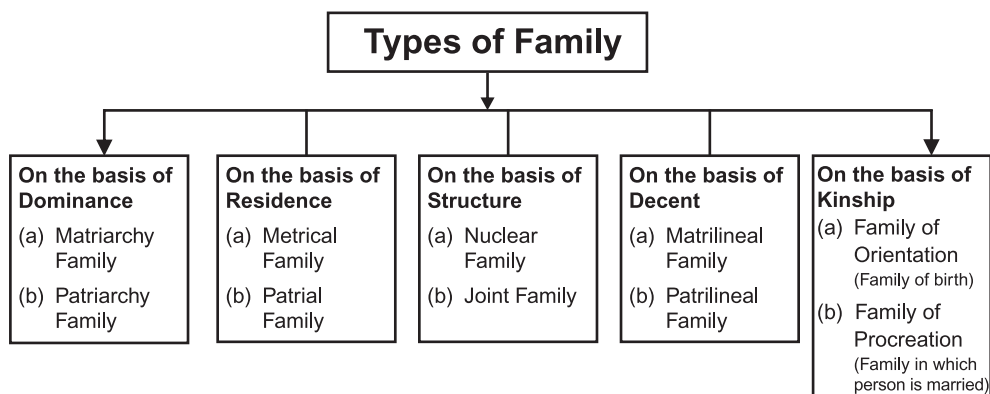
21. What is welfare state? Why is A.R. Desai critical of claims made on its behalf? 4

- I. (a) The welfare state actively uses its power to design and implement social policies for betterment of society.
- (b) Welfare state is a democratic state
- (c) A welfare state involves a mixed economy.

II. Example of USA and EUROPE

- (a) Fails to provide minimum level of economic and social security to all their citizens
- (b) Unable to reduce economic inequality
- (c) No stable development d) High level of unemployment

22. Discuss the different forms of family.



23. What do you understand by socialization? Explain any four agencies of socialization?

SOCIALISATION

It can be defined as the process whereby the helpless infant gradually becomes self-aware, knowledgeable person, skilled in the way of the culture into which he or she is born.

AGENCIES OF SOCIALISATION

- (a) Family
- (b) Peer Groups
- (c) School
- (d) Mass Media
- (e) Other socializing agencies like work place (2+4=6)

OR

What do you understand by culture? Explain the various dimensions of culture?

According to Taylor, "Culture is a complex whole which includes knowledge, beliefs, art, morals, laws, customs and any other habit acquired by men as member of society." (2)

Dimensions of culture are:-

- (a) Materialistic aspect
Tangible or concrete products of human creation are called materialistic aspect.
For example- clothes, jewellery etc.
- (b) Non-materialistic Aspect Non tangible or abstract things. *Cognitive aspect *Normative Aspect (4)

24. Explain the social processes of Cooperation, competition and conflict. 6

- (a) The concept of competition, cooperation and conflict (explain)
- (b) Features of competition, cooperation and conflict (Explain)
- (c) As modern society is based on capitalism, therefore competition is at its peak which gives rise to conflict. Cooperation is just for show case.

25. Read the following passage carefully and answer the questions given below:- 6

A jaundiced view of the Taj

19 January 2015 -

The Taj Mahal is in the news again and — as can be expected — for all the wrong reasons. American and Indian researchers released a study last month which establishes and identifies the pollutants that are being deposited on the marble facade of "the miracle in marble", turning it from luminous white to brownish-yellow. It is as if the Taj, over the last four decades, is suffering from a prolonged -- and possibly fatal — attack of jaundice. This finding has hit the headlines the world over.

In experiments lasting over a year, the team, led by Dr Mike Bergin of the Georgia Institute of Technology in Atlanta, collected airborne particulate matter (PM) in air filters at the site. These were "found to contain relatively

high concentrations of light-absorbing particles that could potentially discolour the Taj Mahal marble surfaces, that include black carbon (BC), light absorbing organic carbon (brown carbon, BrC), and dust".

Their analysis of particles deposited on marble "surrogate" samples suspended from the top of the Taj indicate that a large proportion of the surface is covered with particles that contain both carbon components and dust. The team developed a novel approach that estimated the impact of these particles on the reflectance of visible light. This in turn was used to estimate the perceived colour by the human eye.

- (a) Which form of environmental hazard has affected the glory of Taj Mahal? Why is environment management a complex and huge task for society? (1+3)
- (b) Why ecology is not limited only to forces of nature? (2)
 - (i) Air pollution (1)

Environmental management is a complex task because of

- (a) (i) Over usage of resources
 - (ii) Over population
 - (iii) Lack of planning leading to exploitation of non-renewable resources.
- (b) Ecology is not limited only to forces of nature as in this industrialized world a lot of things are modified by human action also. (2)

SAMPLE PAPER 3
SOCIOLOGY
CLASS XI

Max. Marks 80

Time: 3 hrs.

General Instructions

Question No. 1-14 are of 2 marks each and are to be answered in about 30 words each.

Question No. 15-21 are of 4 marks each and are to be answered in about 80 words each.

Question No. 22-25 are of 6 marks each and are to be answered in about 200 words each.

Question No.25 carries 6 marks, and is to be answered with the help of the passage given.

1. Why sociology is considered as a scientific study? 2
2. What is the difference between social and quasi group? 2
3. How mass media makes access to information more democratic? 2
4. What is the benefit or importance of cooperation in society? 2
5. How is education a factor of social change? 2
6. Define the term alienation given by Karl Marx. 2
7. What is a welfare state according to A.R Desai? 2
8. How do multiple status lead to role conflict? 2
9. What is the role of primary agency of socialization in moulding the life of an individual? 2
10. What are chief characteristics of social structure? 2
11. State the three types of authority as referred by Max Weber. 2
12. Who is considered as father of sociology & why? 2
13. What so you understand by the term "Living tradition"? 2
14. Briefly state how social order gets disturbed? 2
15. How is sociology and economics interrelated? 4
16. Define social groups. Explain any two types of social groups. (2+2)
17. "Institution of marriage is considered universal in nature." Justify. 4
18. Explain how social change and social order differs in rural and urban areas? 4
19. Describe the two way process by which the "social environments" emerge. 4
20. Define Bureaucracy. Explain the chief characteristic of bureaucratic authority. (1+3)

OR

Why sociology is considered as child of "age of revolution"?

21. Explain G.S Ghurye's study on caste? 4
22. "Religion affects the economic development of a country." Justify the statement. 6
23. "Environmental problems are considered as social problem." Comment. Or State Karl Marx's theory of class conflict and class struggle. 6
24. "Competition, cooperation and conflict co-exist in modern society." Justify. 6
25. Read the following passage and answer the questions below.

Educating girls will solve social problems: CM

Vithika Salomi, TNN Nov 12, 2013, 04.28AM 1ST

PATNA: Stressing on the importance of girl education, CM Nitish Kumar on Monday said it would help reduce population, stop female foeticide and end child marriage. Inaugurating the three-day Shiksha Diwas, Kumar said the state government was emphasizing on educating women as they, in turn, would educate the whole family.

In fact, in a bid to pacify disgruntled 'tola sewaks' who raised voices of protest during his

Speech, Kumar said their post, if regularized, would also be open for general category and not just for the reserved categories. "While the same number of posts is created, reservation rules would be applicable and only a few of you would get appointed," the CM told them. He, however, said the state would consider increasing their salary. Kumar said the salary of librarians would be fixed at Rs11, 000.

- (a) "Emphasis should be on educating women as they, in turn, would educate the whole family." Justify the statement. 2
- (b) Suggest any four measures that can be taken for empowering women of our country. 4

SAMPLE PAPER 3
MARKING SCHEME

1. **Why sociology is considered as a scientific study?** **2**
(a) Based on experimentation
(b) Value neutrality
(c) Based on social reality and hence can be proved. (Any 2 points)
2. **What is the difference between social and quasi group?** **2**
QUASI GROUP
(a) lacks structure and organization.
(b) they don't share common culture and value
SOCIAL GROUP
(a) Collection of continuously interacting people.
(b) They share common culture, value, norm and interest.
3. **How mass media makes access to information more democratic?**
Mass media makes access to information more democratic as it takes the information beyond boundaries without any type of distinction.
4. **What is the benefit or importance of cooperation in society?**
Benefit or importance of cooperation in society are
(a) Makes work easy
(b) Develops feeling of unity
(c) economically beneficial
(d) Sharing information Increases knowledge (Any 2 points)
5. **How is education a factor of social change?** **2**
Education as a factor of social change
(a) Education has far reaching consequences, not only for the individual but also for the society.
(b) A literate society paves the way for a progressive society, while illiteracy in the society give rise to unemployment, poverty, low standard of living etc.
(c) Role of education as an agent of social change is well recognized in society
(d) It can initiate social change by bringing about a change in the outlook and attitude of people. (Any 2 points)
6. **Define the term alienation given by Karl Marx.** **2**
Alienation is a process in a capitalist society by which human beings are separated and distanced from nature, other human beings their work and its products and their own nature or self.

- 7. What is a welfare state according to A.R Desai? 2**
- The welfare state actively uses its power to design and implement social policies for betterment of society.
 - Welfare state is a democratic state
 - A welfare state involves a mixed economy.
- 8. How do multiple status lead to role conflict? 2**
- Status refers to the social position with defined rights and duties assigned to that position.
 - Role conflict is incompatibility among roles corresponding to one or more status.
 - When a person is having different roles to play as the person is acquiring multiple status; conflict is bound to arise.
 - For example- working women 2
- 9. What is the role of primary agency of socialization in moulding the life of an individual? 2**
- Primary Socialization of a child takes place in infancy and childhood by family.
- Family is the first cradle of learning.
 - This initial learning shapes the overall personality of the child (Any other relevant point)
- 10. What are chief characteristics of social structure? 2**
- Chief characteristics of social structure are-
- It reflects the outer form of society
 - Social structure is abstract
 - The units have their own structure
 - Social structure is not same in all societies
- 11. State the three types of authority as referred by Max Weber. 2**
- The three types of authority as referred by Max Weber.
- Rational- Legal Authority
 - Charismatic Authority
 - Traditional Authority 2
- 12. Who is considered as "father of sociology" and why? 2**
- Auguste Comte is considered as the father of sociology as he not only coined this term but was responsible for establishing sociology as a separate a social science.
- 13. What so you understand by the term "Living tradition"? 2**
- According to D.P Mukherjee this is a tradition which maintains links with the past by retaining something from it and at the same time incorporating new things.

- 14. Briefly state how social order gets disturbed? 2**
- (a) The existence of domination, power, authority and law does not imply that they always meet with obedience
 - (b) Contestation is the biggest enemy of social order
 - (c) Contestation results into crime
 - (d) Crime results into violence and thus conflict arise in society and results in breaking of social norms and order.
- 15. How is sociology and economics interrelated? 4**
- a) Economics is social science which deals with wealth in terms of production, consumption and distribution of goods and services.
 - b) Sociological approach looks at economic behavior in a broader context of social norms, values, practices and interest.
 - c) The large investment in advertisement industry is directly linked to the need to reshape lifestyles consumption patterns.
 - d) Economist known for the precision of their terminology and exactness of their measures whereas sociology encourages questioning and critical perspective and exactness of their measures.
- 16. Define social groups. Explain any two types of social groups. (1+11/2+11/2)**
- Social Groups** refers to collection of continuously interacting person who shares common culture, values, interest and norms.
- Types of social groups:-**
- (a) Primary and secondary group (explanation)
 - (b) Community and society group (explanation)
 - (c) Peer group (explanation)
 - (d) Reference group (explanation)
 - (e) In-group and out-group (explanation) (Any 2) (1*2)
- 17. Institution of marriage is considered universal in nature. Justify.4**
- (a) Marriage is a part of Indian Vedas. It is one of the essential Ashrams of life.
 - (b) to carry one's family name forward
 - (c) partner's support for old age
 - (d) partner stays in good and bad times
- 18. Explain how social change and social order differs in rural and urban areas? 4**
- Social order and social change in rural area
- (a) Social order in rural areas is quite rigid as compared to social change.

- (b) Villages are small in size
- (c) So there exist more personalized relationships
- (d) The power of dominant sections in rural area is much more because they control most of their resources.
- (e) People in rural areas are illiterate and thus are unaware of their rights.
- (f) Therefore social order remains rigid.
- (g) Changes are slow because villagers are scared of powerful section. Moreover there is lack of unity as they are not well connected with rest of the world. (1+1)

Social order and social change in urban area

- (a) City life and modernity go hand in hand
- (b) Social change in urban area is very prominent as compared to social order.
- (c) People are educated
- (d) People unite themselves together and struggle for their rights. (1+1)

19. Describe the two way process by which the "social environments" emerge. 4

Social environment emerged from interaction between bio physical ecology and human interventions. This is a two way process.

"Just as nature shapes society, the society shapes nature"

- (a) Nature affect society : Nature affects society in such a way that human schedule, their wearing style and their living style are according to the nature of the Region. Explain giving an example.
- (b) Society affects nature : Society affects nature through urbanization and industrialization Explain giving an example.

20. Define Bureaucracy. Explain the chief characteristic of bureaucratic authority. (1+3) 4

Bureaucracy is a concept in sociology that the administrative execution and enforcement of legal rules are socially organized. It is a well defined division of administrative labour among persons and officials. Characteristics of bureaucratic authority are as follows:

- (a) Functioning of officials
- (b) Hierarchical ordering of positions
- (c) Reliance on written documents
- (d) Office management
- (e) Conduct in office.

OR

Why sociology is considered as child of "age of revolution"?

Sociology is considered as child of "age of revolution" as its origin lies in the revolution that took place in Europe in 19th century. These revolutions changed the structure of society as well as mindset up of people.

- (a) French Revolution
(Explanation)
- (b) Industrial Revolution
(Explanation)
- (c) Enlightenment
(Explanation)

21. Explain G.S Ghurye's study on caste?

4

G. S. Ghurye's study on caste

- (a) Caste as an institution based on segmental division
- (b) Caste is also based on hierarchical division
- (c) Institution of caste involves restrictions on social interaction.
- (d) Caste also involves differential rights and duties for different castes.
- (e) Caste restricts the choice of occupation.
- (f) Caste involves strict restrictions on marriage.

22. "Religion affects the economic development of a country." Justify the statement.

6

- (a) Pioneering work by Max Weber demonstrates how sociology looks at religion in its relationship to other aspects of social and economic behavior.
- (b) Weber argues that Calvinism (a branch of protestant Christianity) exerted an important influence on the emergence and growth of capitalism as a mode of economic organization.
- (c) The Calvinist believed that the world was created for the glory of god that any work in this world has to be done for His glory, making even mundane work s acts of glory.
- (d) Calvinist also believed in the concept of pre destination which meant whether one will go to heaven or hell was pre ordained.
- (e) The money earned was not to be used for worldly consumption rather the ethics of Calvinism was to live frugally.

23. "Environmental problems are considered as social problem." Comment.

6

"Environmental problems are considered as social problem."

- (a) The social inequality that exists in the society determines how the environmental crisis will affect different groups.
- (b) Development of science and technology has affected the inter relationship of animals, plants and environment.

- (c) The plants and environment have been destroyed by human beings for their comfortable living.
- (d) Destruction of forest, industrial pollution, water pollution and noise pollution have degraded the balance in the eco system.
- (e) This is increasingly destroying the balance among animals, plants and environment.
- (f) If this balance is continuously affected, human and animal life will be in danger in near future.
- (g) In the modern industrial societies, exploitation of environment has become alarming.
- (h) Any economic development seems directly related to destruction of nature.
- (i) If we do not control this destruction, world population will have to face serious survival threat.

OR

State Karl Marx's theory of class conflict and class struggle.

According to Karl Marx, "Capitalism is a way to socialism."

Karl Marx classified people into social groups with reference to production process. He talks mainly about two classes

- (a) Proletariats (working class) (Explanation)
- (b) Bourgeoisie (capitalist class) (Explanation)
- (c) According to him these two classes are always in conflict with each other. The aim of the capitalism is to extract maximum profit for which they exploit the labour class.
- (d) CLASS STRUGGLE (EXPLANATION)

24. 'Competition, cooperation and conflict co-exist in modern society.' Justify. 6

- (a) The concept of competition, cooperation and conflict (explain)
- (b) Features of competition, cooperation and conflict (Explain)
- (c) As modern society is based on capitalism, therefore competition is at its peak which gives rise to conflict. Cooperation is just for show case.

25. Read the following passage and answer the questions below. 6

Educating girls will solve social problems: CM

PATNA: Stressing on the importance of girl education, CM Nitish Kumar on Monday said it would help reduce population, stop female feticide and end child marriage. Inaugurating the three-day Shiksha Diwas, Kumar said the state government was emphasizing on educating women as they, in turn, would educate the whole family.

In fact, in a bid to pacify disgruntled 'tola sewaks' who raised voices of protest during his speech, Kumar said their post, if regularized, would also be open for general category and not just for the reserved categories. "While the same number of posts is created, reservation rules would be applicable and only a few of you would get appointed," the CM told them. He, however, said the state would consider increasing their salary. Kumar said the salary of librarians would be fixed at Rs11,000.

- (a) "Emphasis should be on educating women as they, in turn, would educate the whole family." Justify the statement. (2)
- (b) Suggest any four measures that can be taken for empowering women of our country. (4)

SAMPLE PAPER 4
SOCIOLOGY
CLASS XI

Max. Marks 80

Time: 3 hrs.

General Instructions

Question No. 1-14 are of 2 marks each and are to be answered in about 30 words each.

Question No. 15-21 are of 4 marks each and are to be answered in about 80 words each.

Question No. 22-25 are of 6 marks each and are to be answered in about 200 words each.

Question No.25 carries 6 marks, and is to be answered with the help of the passage given

- | | |
|---|---|
| 1. Who is regarded as the father of sociology? Why? | 2 |
| 2. What are quasi groups? | 2 |
| 3. What do you understand by role conflict? | 2 |
| 4. State the rules of marriages. | 2 |
| 5. What is education? Name its types. | 2 |
| 6. How is ethnocentrism different from cosmopolitan outlook? | 2 |
| 7. Define cultural lag. | 2 |
| 8. Name the three basic forms of advantages enjoyed by privileged groups. | 2 |
| 9. What is the difference between overt and covert conflict? | 2 |
| 10. What is the difference between law and authority? | 2 |
| 11. What is counter culture? | 2 |
| 12. What are the sources of social change? | 2 |
| 13. Define alienation. | 2 |
| 14. State Marx's view on class struggle. | 2 |
| 15. Explain the relation between sociology and social anthropology. | 4 |
| 16. Explain the types of social control with the help of example. | 4 |
| 17. Explain the functionalist and conflict perspective of social processes. | 4 |
| 18. Explain the nature of social order and social change in rural society. | |

OR

Explain the nature of social order and social change in urban society. 4

- | | |
|--|---|
| 19. Explain how society shapes nature and nature shapes society. | 4 |
|--|---|

20. Explain the difference between organic solidarity and mechanical solidarity. 4
- 21 Give a brief bio sketch of M. N. Srinivas.
- OR
- Give a brief bio sketch of D.P Mukherjee. 4
- 22 Define modern state. Explain the chief characteristics of modern state.
- OR
- Explain the different forms of family. 1+5
- 23 What do you understand by socialization? Mention the various agencies of socialization. 2+4
- 24 State the features of caste system as given by Ghurye. 6
- 25 Read the passage given below and answer the following questions-
Environment of the state capital has degraded ever further. Almost all parameters describing the status of pollution, Concentration of Sulphur-di—oxide, oxides of nitrogen, suspended particulate matter (SPM) have registered an increase over the year. Even the noise pollution levels have registered an increase. According to the environment status report of Industrial Toxicology Research Centre released here on Thursday, all major commercial areas excepting that of Charbagh and Aminabad there is an increase in the pollution load.
- (a) Name the areas where there is less or no pollution. (2)
- (b) What are the causes of environmental degradation? Also suggest some steps to minimize this degradation. (2+2=4) 6

SAMPLE PAPER 5
SOCIOLOGY/CLASS XI

Max. Marks 80

Time: 3 hrs.

General Instructions

Question No. 1-14 are of 2 marks each and are to be answered in about 30 words each.
Question No. 15-21 are of 4 marks each and are to be answered in about 80 words each.
Question No. 22-25 are of 6 marks each and are to be answered in about 200 words each.
Question No.25 carries 6 marks, and is to be answered with the help of the passage given

1. What is the difference between micro and macro sociology? 2
2. State any two differences between ascribed and achieved status? 2
3. What is a reference group? 2
4. What do you mean by stateless society? 2
5. Define socialization. 2
6. Name the sociologists belonging to functionalist and conflict school of thought. (1+1)
7. What do you understand by conflict and competition? (1+1)
8. Distinguish between village, town and cities. (1+1)
9. Define ghettoisation. 2
10. Who proposed the theory of "survival of fittest"? 2
11. Define global warming. 2
12. Define in your own words what do you understand by the term ecology. 2
13. Name any two important works of Karl Marx. (1+1)
14. Define bureaucracy. 2
15. Explain with the help of example the difference between primary and secondary group? (2+2)
16. State the intellectual ideas that went into making of sociology. 4

OR

State the material issues that went into making of sociology.

17. Marriage as a social institution is universal in nature. Comment. 4
18. Mention the causes behind the disintegration of joint family system in India. 4

OR

How protestant ethics and spirit of capitalism related to socio-economic behavior. Comment.

19. Explain the various dimensions of culture. 4
20. Explain the difference between revolutionary and evolutionary change with the help of examples. 4
21. Explain the causes of social change. 4
22. Enlist the different tasks that demand cooperation with reference to agricultural and industrial tasks. (3+3)
23. Highlight the contribution of D.P Mukherjee on tradition and change. Or What is the criterion of measuring the performance of welfare state according to A.R Desai? 6
24. Explain why environment problems are also considered as social problems. 6
25. Read the passage given below and answer the following questions-We boys used the streets for so many different things as a place to stand around watching, to run around and play, try out the maneuverability of our bikes. Not so for girls. As we noticed all the time, for girls the street was simply a means to get straight home from school. And even for this limited use of the street, they always went in clusters, perhaps because behind their purposeful demeanor they carried the worst fears of being assaulted. (Kumar 1986)
 - (a) What does the passage convey about the society where the above observation has been made? 2
 - (b) Is the socialization process gendered? Justify with reference to the above passage. 4

SAMPLE PAPER 6
SOCIOLOGY/CLASS XI

Max. Marks 80

Time: 3 hrs.

General Instructions

Question No. 1-14 are of 2 marks each and are to be answered in about 30 words each.
Question No. 15-21 are of 4 marks each and are to be answered in about 80 words each.
Question No. 22-25 are of 6 marks each and are to be answered in about 200 words each.
Question No.25 carries 6 marks, and is to be answered with the help of the passage given

1. How is 'Quantitative' method of research different from 'Qualitative' method of research? 2
2. What is assembly line production? 2
3. What is division of labour? 2
4. Define 'Capitalism'? 2
5. Mention any two challenges to social order in urban areas. 1+1
6. What factors determine the choice of (research) method? 2
7. What is contestation? 2
8. Explain a 'slum'. 2
9. What is 'Urban Agglomeration'. 2
10. Define Dominate Castes. 1+1
11. What is Mono-culture? 2
12. Define the concept of 'Ideal Type'. 2
13. What are 'Gated Communities'? 2
14. Define Kinship and its types. 2
15. Explain Ethnocentrism. How different is it from Cosmopolitanism? 4
16. Define Socialization. Explain 'Mass Media' as an agency of socialization. 1+3
17. Define Objective. What are the problems for objectivity in social science/ sociology? 2+2
18. Explain the role of Enlightenment in the emergence of sociology? 4
19. What were the features of work in Pre-Modern Societies? 4
20. Differentiate between mechanical and organic solidarity. 2+2

OR

Differentiate between power and authority.

21. Why are environment problems also social problems? 4

OR

Explain the social changes brought about due to industrial revolution.

22. Differentiate between competition and conflict. Give examples. 3+3
23. Define alienation. Explain Marxian concept of class struggle. 2+4
24. Differentiate between participant and non-participant observation. 3+3
25. Read the passage below and answer the questions that follow:-

When men migrate to urban areas, women have to plough and manage the agricultural fields. Many a time they become the sole providers of their families. Such households are known as female headed households. Widowhood too might create such familial arrangement. Or it may happen when men get remarried and stop sending remittance to their wives, children and other dependents. In such a situation, women have to ensure the maintenance of the family. Among the Kolams, a tribal community in south-eastern Maharashtra and northern Andhra Pradesh, a female headed household is an accepted norm.

- (i) What is understood by 'feminisation of agriculture'? 2
(ii) State any two causes of 'feminisation'. Name the states where this norm is practised. 2+2

DETAILED GUIDELINES & EXAMPLES FOR THE 'RESEARCH DESIGN' COMPONENT

As a part of the Research Design component of Sociology Practical Exam, students will be expected to write an on-the-spot answer to a question they will get as part of the practical examination to be conducted under the supervision of an external examiner. The question will provide for three or four different research topics, with each student being allotted one topic through a lottery. The student will then be expected to produce a 2 - 3 pages long outline of a Research Design on the topic allotted. This outline should demonstrate the student's familiarity with all the stages involved in a research study, from the choice of topic to the preparation of the study report. However, since this is a hypothetical research study which has not actually been conducted, the student will be expected to provide details only on the general procedures common to all research studies, within the specific topic chosen. These common procedures include the following steps:

1. A specific research question on the assigned research topic. (An actual question must be formulated by the student, which should be a researchable, useful question.)
2. A particular research method for conducting the study, which should not be the same as the method used by the student in her/his Project Report. Reasons for choosing the method and believing it to be suitable for the research question should be mentioned.
3. A specific research site for the study - this includes the location or place that will be studied, the selection of a sample, or identification of the categories of persons to be interviewed etc. Reasons for selection of the site must be mentioned.
4. A stage-wise list of the steps needed to implement the research plan - the particular actions through which the research will be carried out.
5. Expected outcomes of the study- if all goes well; what will be learnt after the study that was not already known to the student? Possible limitations and anticipated difficulties in conducting the study may also be mentioned. {Examples are given in brief; students may write more}

SAMPLE RESEARCH DESIGN TOPIC

1. Correlational Study between Violent Cartoons and Anti-social Behaviour of Children.
2. Indecent Dressing among Undergraduates.
3. The Effect of Rural Poverty on Environmental Degradation.
4. Influence of Parenting Style on Self-esteem of Children.

EXAMPLE 1

Broad Research Topic: Cycle rickshaws and rickshaw-walas in cities and towns

1. Research Question:

From the topic given above, the student must select and refine a specific research question like the ones shown in the following examples.

Example 1A: Occupational mobility and the occupation of rickshaw-walas.

What are some of the previous occupations of those who are currently rickshaw pullers? What other occupations are rickshaw pullers aspiring to or considering? Where is rickshaw pulling placed in terms of downward as different from upward occupational mobility?

Example 1 B: Occupational hazards as perceived by rickshaw pullers.

What, according to rickshaw-walas, are the main professional hazards or problems they face?

Example 1 C : Factors determining choice of neighborhood.

How do rickshaw pullers choose the particular neighborhood in which they will ply their rickshaws? What are the factors that influence their decision?

Example 1 D: How educated are rickshaw-walas?

Are they mostly illiterate or are they among the lower levels of the educated unemployed who have been unable to find better jobs?

Similar research questions (as mentioned above) (wiz Inc' linmulaied on the ba.,4s 0f lopie selected.

Example 1 D is picked as the research question for the following stages

Brief Justification or rationale for the research question:

The general impression is that rickshaw-pullers are all illiterate. But is this true? Why is it obvious that they are not highly educated & literate and we do not know what is their average level of schooling. Having occasionally seen some rickshaw-puliers reading newspapers, it would be very interesting to know how educated they are and why did they leave school.

2. Research Method:

The survey method based on a questionnaire can be used. A short questionnaire asking rickshaw-pullers about level of education and reasons for leaving the school could be prepared. Since most of the Rickshaw-Pullers may

not be able to read or write, the interviewer might need to fill in the answers while interviewing. Oral answers are best in this situation. A structured pre-prepared questionnaire will ensure that the same questions are asked to all. Keeping the questionnaire short and simple will let the survey cover more respondents: preferably a sample size of more than 30 respondents would be preferable.

3. Research Site:

Since no list of Rickshaw-pullers exists, it will be difficult to draw a random sample. So a snowball sampling approach can be implemented. beginning with some Rickshaw-pullers available handy in the neighborhood and then requesting them to introduce me to their friends and acquaintances and so on. Try to aim for a representative mix of respondents in terms of age groups and different localities in which they work.

4. Steps for Implementation:

Begin with some initial enquiries with Rickshaw-pullers in neighborhood. A few would be happy to help and this set could be used for the validation of questionnaire. After initial inquiries with selected rickshaw-walas, make the necessary changes in the questionnaire and make enough copies of it. Each questionnaire needs to be numbered so that it can be identified. Maintain a master sheet to keep a record of the respondents so that it can be ensured that enough persons in different age groups and localities are covered. After the questionnaires are filled, start the process of compiling the data. This needs a tabulation sheet where answers to a question given by different respondents can be entered in one place. Then the overall results of the survey will be prepared. Based on these results, prepare the section on the findings and conclusions.

5. Expected Outcomes:

It is hoped to find out the general level of education among rickshaw-walas in my town. This will let one know whether it is correct to think of them as educated unemployed, or whether they belong to category of uneducated unskilled labour. If it turns out that most of them have some years of schooling, then this might be useful to know if any social policy with respect to the occupation is being planned. One possible limitation of the study is that rickshaw-walas may become apprehensive about answering the questionnaire specially if their answers are being written down by someone. As respondents may want to hide their actual years of education (both if they have more. and If they have less education) because they may be embarrassed to admit this in front of others.

EXAMPLE 2

Bread Research Topic : Gendered differences in the socialization of girls and boys.

1. **Research Question :** Are young girls socialized differently from boys when it comes to activities of choice, such as play? What kinds of toys/games are girls encouraged or discouraged to play compared with boys, in the age group of 3 to 6? Rationale : It is well known that girls and boys are socialized differently. But how precisely this happens is still important to know, specially in areas where adults do not necessarily control what children do. areas where children are supposed to have autonomy. is there a lot of resistance on the part of children that needs to be overcome by adults or peer pressure etc. or is this a relatively consensual process?
2. **Research Method :** Observations (including participant observation where possible). This is probably the best method of understanding the qualitative interactions that are the necessary medium for socialization. By observing children and participating in their play wherever possible, interviewer will have an opportunity to find out the concrete ways in which socialization takes place, and the responses of children to this process.
3. **Specific Site :** In this case the site is defined by the particular children of that age group who are available to me for doing a study. This would effectively mean the households and families to which interviewer have easy access, in other words, neighbors, relatives and other friends or family friends.
4. **Steps for Implementation:** First identify children of this age group who are accessible. Preferably look for instances where both girls and boys of this age group are present in the same family or household, but failing that try to identify a set of two or more households where (taken together) both girls and boys are present. Next seek permission for doing the study, and after getting permission, get the preliminary details of the household and of the children involved. (Parental occupation, type of household environment, what is the children's usual routine, how are their usual playmates etc.) Having done this, spend as much time as possible with these children in whatever forms possible. Thus, arrange to visit them regularly at different times, and keep up these visits for a long enough period to develop rapport with them. One can then observe the pattern of

their play, the types of toys they have, and the kinds of games they play with these toys etc. What instructions adults give, how they are responded to by children, and an overall outcome of this interaction are all important data for the study. For example, are "gender inappropriate" toys present in the environment? If so, how is their presence responded to by children , and by the adults around them ? Do other children (playmates) play a significant role in regulating gender appropriate/inappropriate play? interviewer should not intervene in the situation as far as possible but try to observe the spontaneous reactions of all involved. Try to keep a regular diary where detailed descriptions of each 'field work' session is recorded.

5. **Expected Outcomes :** A better understanding of the concrete ways in which socialization occurs in children of a particular social group or class. The chief limitation of the study is that it is relevant only for the particular social and economic group to which the families belong. Other children in other contexts may be socialized differently, so that the conclusions may not be correctly mapped on to other set of population that come from different social and economic group. Even within the specific group, it is possible that the particular cases studied are not typical but unusual. This should be factored in the study and an attempt to keep conclusions as generic as possible should be made by consulting relevant sources.

EXAMPLE 3

Broad Research Topic : The mass media and their changing role in social life.

1. **Research Question :** How has the growing importance of television affected advertisements in newspapers?

How has newspaper advertising tried to adapt - by emphasizing different products, by using different types of ads etc.? Rationale: Most people feel that television is now the dominant mass communication medium: however, newspapers have not done badly either. In fact they have been growing at a phenomenal rate, especially in local Indian languages. It would be interesting to know if the chief source of revenue for a newspaper - advertising - has undergone any change due to the emergence of TV.

2. **Research Method :** Archival method. based on content analysis of a sample of Newspapers. This is the most direct method of answering the research questions and quantifying the effect of cable and satellite television on volumes or quality of newspaper advertisements. Interviewing people for this maybe misleading as it will be prone to subjective errors. Observation does not seem to be a feasible method for this question.

However one limitation of the archival method is that it depends on the availability and access to the 'archive'.

3. **Specific Site :** In this case site is actually a sample of issues of specific newspapers that have been in existence for a long time . After deciding on a date (year) from when television became prominent in my town city, a sample of newspapers can be picked from before and after that date. The number of newspapers could vary from one (if there is only one in my city/town) to four. This way of selecting Issues of the newspaper will eliminate possible biases and ensure a wide enough selection of time points.

4. **Steps for Implementation:** First select a sample of newspaper issues. A selection set spanning over three years before TV became popular and three years after TV gained phenomenal inroads to audience could be sufficient representative set. These three years could be chosen according to some fixed principles (e.g: one year before/after TV, three years before/after TV, and six years before/after TV), or according to

availability of back issues of the newspaper. In these three years, randomly choose two issues (actual, issue of a daily newspaper for a particular day) per year, by taking random numbers between 1 - 365 (or 366 for leap years) from a random number table, or by getting random numbers from a calculator or computer program. Alternatively, one could use a draw of lots by first choosing the month (12 folded chits with numbers 1 to 12 written on them shuffled and selected blindly) and then the date (28, 30 or 31 chits depending on the month selected). Thus a total of 12 issues of the chosen newspaper(s) from six different years (three before TV, three after) will be the working set.

If all the back issues of newspapers are not available, they can be replaced by the available set using the same method of sample selection as above. Then collect detailed data on the advertisements shown in these selected issues and organize in the form of tables for easy interpretation and summary.

For example, one would like to know about any change in the number of advertisements in different categories of products -services, food items, clothing, .appliances, etc. To do this, one has to prepare a tally sheet where these categories are entered and prepare one such sheet for each year. Then go through each issue of the newspaper and count the number of advertisements for each category of product. After doing this for every issue, add up for each year and prepare a consolidated chart where the final figures are given. A table could then be prepared to highlight the major changes (if any) or lack of change before and after TV.

The type of advertising strategy adopted in the ads can as well be explored i.e., is there any change in the number of ads that emphasize product quality, lower cost, glamour of product, celebrity endorsement etc. etc. This change could then be presented in another table showing any changes in these strategies before and after TV.

Finally. based on this data, conclusions can be drawn about changes in the overall number and/or nature of advertisements before and after television. This would help to determine what effect, if any, television has had on the print medium.

5. **Expected Outcomes** : A better sense of changes in newspaper advertising before and after TV. Possible limitations: Old issues of newspapers may not include the advertising supplements and similar

pages, whereas more recent issues may have them. This means we can't get a full sense of what was advertised in the past. Moreover, changes in newspaper ads could have come about for reasons other than the coming of television, but which happened roughly at the same time. It will be hard for the study to be able to differentiate and accord these effects properly.

SUMMARY OF BASIC FORMAT OF RESEARCH DESIGN

Thus, the basic structure of the research design (to be written during the practical exam) is to include the following elements in the manner described above in the examples:

1. Topic Assigned.
2. Research Question based on topic, along with brief rationale.
3. Method to be used, along with justification for that method and its limitations.
4. Steps required to implement the above. i.e., how exactly will the investigation of this research question using the method specified proceed? What will be the major anticipated steps in the research process?
5. Expected outcomes: What is expected to be learnt from the study that was not already known? What could be some limitations of the study, reasons why we need to be careful about interpreting its results?

