

SYLLABUS

- **THEORY (80 MARKS)**

BOOK 1- Indian Society

1. The Demographic Structure of The Indian Society
2. Social Institutions: Continuity and Change
3. The Market as a Social Institution
4. Patterns of Social Inequality and Exclusion
5. The Challenges of Cultural Diversity

BOOK 2- Social Change and Development in India

1. Structural Change
2. Cultural Change
3. The Story of Indian Democracy
4. Change and Development in Rural Society
5. Change and Development in Urban Society
6. Globalisation and Social Change
7. Mass Media and Communications
8. Social Movements

- **PRACTICAL (20 MARKS)**

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|--|-----------------|
| A. Project (undertaken during the academic year at school level) | 10 marks |
| <ul style="list-style-type: none"> • Statement of the purpose • Methodology/technique • Conclusion | |
| B. Viva - based on the project work | 02 marks |
| C. Research design | 08 marks |
| <ul style="list-style-type: none"> • Overall format (01 mark) • Research Question/Hypothesis (01 mark) • Choice of Technique (02 marks) • Details of implementation of the technique (02 marks) • Limitations of the above technique (02 marks) | |

QUESTION PAPER DESIGN							
SOCIOLOGY		Code No. 039		CLASS-XII			
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 & No. of Questions	%Weight
1.	Remembering- (Knowledge based Simple recall questions, to know specific facts, terms, concepts, principles, or 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.	High Order Thinking Skills (Analysis & Synthesis- Classify, compare, contrast, or differentiate between different 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			14*2=28	7*4=28	4*6=24	80 (25)	100%

PROJECT WORK (10 MARKS)

The project must involve actual first hand research done by each student in close consultation with the teacher over the duration of the academic year. The actual timing of the project can be decided by the teacher.

PREPARATION AND SUBMISSION OF PROJECT REPORT

At the end of the stipulated term, each student will prepare and submit her/his project report. Each report must fulfil the following requirements:

1. The body of the Project Report will be of approximately 15-20 A4 Pages excluding additional appendices, questionnaires etc.
2. The project report will be written in the student's own hand; though they may include other illustrative material that is not hand - written
3. The project report will contain the following matter:
 - a) **Cover page** showing project title, student's information, school and session
 - b) **List of contents**
 - c) **Acknowledgements and preface**
 - d) **Introduction**- This will include definitions and explanations associated with the topic/area of research. The candidate should carry out research to be able to understand the topic/area of research well and make that a part of the introduction. Various possible dimensions of the topic/area of research should be incorporated.
 - e) **Rationale (Purpose)** - The reason for the choice of the subject and its social significance.
 - f) **Methodology /Technique** - Mention the methodology e.g. questionnaire, case study, ethnographic description {I.e., a detailed description based on observations noted in a field diary}. The students may use any method which is appropriate for the topic selected. Detailed steps and procedures adopted must be given.
 - g) **Presentation of evidence** - There must be a major section formally presenting the evidence gathered as a part of the project. This can be in the form of tables, extracts from interviews, reports on case studies or discussion of documentary data (newspapers, articles, magazines, diaries, photographs). However, there should be value addition by the student and it must not be a simple reproduction of the original material.
 - h) **Analysis of evidence & conclusions** - Each project should summarize its conclusions in a separate section. This can be brief but should be clearly and carefully stated. If possible, some suggestions can be given for further enhancement in the area/subject studied. This section can also include a statement describing the limitations of the study.
 - i) **Bibliography/ Appendix** or other supporting material - This should include the references to relevant books and other sources used for the study. The appendix will include questionnaires, list of interviews, documents or any other material used in the study, if any.

VIVA-VOCE (2 MARKS)

The viva will be conducted by an external examiner appointed by CBSE and its content will be confined to the subject matter of the project report.

RESEARCH DESIGN (8 MARKS)

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?
6. Possible limitations and anticipated difficulties in conducting the study may also be mentioned.

EXAMPLE OF A RESEARCH DESIGN

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 IA: **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 1B: **Occupational hazards as perceived by rickshaw pullers.**

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

Example 1C: **Factors determining choice of neighbourhood.**

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

Example 1D: **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?

Example 1D 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-pullers 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 neighbourhood 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 neighbourhood. 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 an 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 especially if their answers are being written down by someone. Also, 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.

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?

Assignment No.1**VSA Type Questions**

1. What is demography? Give one reason why demographic data is important?
2. What is formal demography?
3. What is meant by social demography?
4. What do you mean by the following-
Birth rate, death rate, maternal mortality rate, infant mortality rate, life-expectancy, dependency ratio, age-structure, fertility rate, total fertility rate, replacement level, sex-ratio.
5. Explain why the birth rate is relatively slow to fall while death rate declines much faster.
6. Why is a rising dependency ratio a cause for worry in many countries?
7. What is meant demographic dividend?
8. What were the broad objectives of the National Family Planning Programme?
9. What is the difference between infant mortality rate and maternal mortality rate?
10. What is population explosion?
11. What is the difference between epidemic and pandemic?
12. What was the relation between global population and Spanish Flu that occurred in the year 1918-19?
13. How can an epidemic be controlled?
14. What are the possible reasons why people in the past tended to have many more children?
15. What are the possible reasons for the acceleration of rural-urban migration?
16. What is meant by growth rate?
17. What are some of the factors that might influence the family or a couple's decision about how many children to have?
18. What is meant by sterilisation?
19. Why were the metropolises swelling up in population? Give any 2 reasons.
20. All over the world it has been found that there are slightly more females than males in most countries. Why?
21. The problem of sex-selective abortion is not due to poverty or ignorance or lack of resources. Discuss the statement.
22. There are two reasons why there are more females than males in most countries. However, in India and South Korea, the sex ratio has been declining. Why? Give your viewpoint also.
23. Two reasons for the decline in sex-ratio in some prosperous regions of India are.....
24. What are the reasons for the decline in sex ratio in India?
25. What two factors led to the growing importance of demography?
26. What did Amartya Sen mean by the phrase 'failure of entitlements'?
27. What does the Pre-Natal Diagnostic Techniques Act say?
28. What were the criticisms accorded against the theory given by Malthus?
29. What is Famine?

SA Type Questions

30. How are age structure and dependency ratio interlinked? What is the ageing of population? Why is rising dependency ratio a cause of worry in countries facing an ageing population?
31. What are some of the implications of a declining sex ratio? What is the reason for more males to females in some states in our country? Give one example. Why do some states have almost equal ratio between males and females? Give one example.
32. Name some of the countries where most die under the age of 5. According to you, what are the most common causes of death?
33. Does changing age structure offer a 'demographic dividend' for India? Elaborate.
34. Do you feel that parents still prefer to have sons than daughters? What, in your opinion, could be some of the reasons for this preference?
35. Give some reasons for the decline in sex ratio in India.
36. What are the positive and preventive checks mentioned by Malthus?
37. Why Malthus's theory is considered a pessimistic one?
38. What are the three phase of demographic transition? When does population explosion occur?
39. Which stage of the demographic transition is India in? Why?
40. What is the reason for increase in urban population?
41. 'Public face of India is increasingly becoming urban.' Explain the statement.
42. Changes in age structure due to the demographic transition lower the dependency ratio, or the ratio of non-working age to working age population, thus creating the potential for generating growth which is possible through increasing levels of education and employment. Why?
43. Why is there a drastic fall in the child sex ratio? What factors may be held responsible for the decline in the child sex ratio? Give examples of 2 states with the lowest child sex ratio.
44. Which states in India have reached replacement level? Which ones still have high rate of population growth? In your opinion, what could be the reason for the regional variation?
45. What is meant by the 'age structure' of the population? Why is it relevant for economic development and growth?
46. Literacy as a prerequisite to education is an instrument of empowerment. Discuss.
47. Literacy varies considerably across gender, social groups and regions. Explain.
48. Discuss India's Demographic Achievement.
49. What is Famine? How can it be prevented?
50. Explain the regional variations of low child sex-ratio.

LSA Type Questions

51. 'The power of population is so superior to the power of earth to produce subsistence for man that premature death must in some or other form visit the human race.'
Elaborate on this statement by a famous political economist. Why has his theory been criticised?
52. What are three phases of demographic transition? Explain with the help of the theory.
53. Keeping in mind The Spanish Flu or Influenza virus epidemic answer the following questions-What is influenza?
- i) Why was Spanish Flu the single biggest epidemic and global phenomena?
 - ii) Why was it believed that World War 1 quickened the spread of the disease?
 - iii) Mention two other influenza epidemics, which caused significant morbidity and mortality globally.
24. Describe the process of evolution India's National Family Welfare Programme?
Why did it suffer a setback in the year 1975-76? What was the role of the new government elected after emergency period?
25. State any 6 National Socio-Demographic Goals for 2010.

Assignment No.2**VSA Type**

1. Define the term caste.
2. Give any four differences between caste and varna.
3. Dominant caste is a term used to refer to.....Give some examples.
4. What is sanskritisation?
5. Write a note on purity and pollution.
6. How is a member of a high caste liable to be polluted by a member of a low caste?
7. What is the role of the ideas of difference and separation in the caste system?
8. What is the role of the ideas of wholism and hierarchy in the caste system?
9. Mention any two changes that caste underwent during the colonial rule.
10. Define tribe.
11. What is tribalism?
12. Discuss assimilation in relation with tribes.
13. Mention two states that have the highest population of tribals and two states which have lowest tribal population.
14. Give two points discussed in the constituent assembly regarding tribes.
15. Give a brief summary of the linguistic distribution of tribes with the help of examples.
16. What are the traits used to classify tribes? Briefly describe each of the traits.
17. What are the two important issues which gave rise to tribal movements?
18. Give a brief summary of the geographical distribution of tribes with the help of examples.
19. State any two changes which have occurred in the life of the tribes in the colonial period.
20. What evidence would you offer against the view that 'tribes are primitive communities living isolated lives untouched by civilisation'?
21. Distinguish between the isolationists and integrationists viewpoints towards the tribal societies.

SA Type

22. Highlight the sources of conflict between national development and tribal development.
OR National development has benefited the mainstream at the expense of the tribal development.
23. What are the witnessed in the life of tribes in India today?
24. Discuss any four differences between caste and tribe.
25. How have tribes been classified in India?
26. Assertion of tribal identity is on the rise. What are the factors behind the assertion of tribal identities today?
27. How have the tribals been exploited by the non-tribals?
28. What are some of the different forms that family can take?
29. In what ways can changes in social structure lead to changes in the family structure?

30. Describe in detail the changes experienced by caste under colonial rule.
31. How did caste considerations play a role in mass mobilization of the national movement?
32. What role did caste progressive reforms play during the freedom struggle?
33. The caste system can be understood as the combination of two sets of principles, one based on difference and separation and the other on wholism and hierarchy. Explain this statement.
34. What are some of the rules that caste system imposes?
35. Discuss politicisation of caste.
36. In what sense has caste become relatively invisible for the urban upper castes?
37. How has caste become all too visible for the lower castes?
38. How can we say that caste is a resilient institution?
39. "Caste is a discriminatory system." Explain.

LA Type

40. How can one complex household, comprising three married brothers, give birth to a simple household as a result of entrepreneurial opportunities? Discuss keeping the muslim biradri (community) called the Multani Lohars in mind.
 41. Khasi society is a matrilineal society but the men are the power holders. How will you explain this statement?
 42. How do you explain the juxtaposition of two caste groups-a seemly caste-less upper caste group and an apparently caste-defined lower caste group?
 43. Explain the most commonly cited defining features of caste.
 44. Discuss in detail the changes brought about in the institution of caste by colonialism.
 45. Write a brief essay on tribal identity today.
 46. Discuss the two main traits of a tribal society.
 47. Forced incorporation of tribal community into the mainstream processes has had its impact on tribal culture and society as much as it has on their economy. Discuss.
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Assignment No.3**VSA Type**

1. Define a market.
2. What is meant by 'Laissez-Faire'?
3. What is meant by 'Invisible Hand'?
4. What is a status symbol?
5. How may caste and kin networks contribute to the success of a business?
6. The banking and trading activities are deeply embedded in the social organization of the Nakarattars. Elaborate.
7. Write a note on NASDAQ.
8. What is meant by 'Free Market'?
9. The 'Jajmani System' can be defined as.....
10. What is marketisation?
11. What is globalisation?
12. Who are the Marwaris?
13. What are the significant differences between the Nakarattar banking system and the modern western banking system?
14. What is the reason for caste based specialization in trade?
15. What is liberalization?
16. What is a Hundi?
17. Sociologists view markets as social institutions that are constructed in culturally specific ways. Discuss briefly giving one example.
18. Can you think of examples within the modern capitalist economy where economic activities are similarly embedded in social structures?
19. What are the different ways in which Nakarattar trading and banking activities are linked to other social structures?
20. What is meant by support price?
21. What is the nature of markets, especially share and financial markets in today's world?
22. Mention any two adverse impacts of liberalisation.

SA Type

23. How rational self-interest in a free market economy leads to well-being. Explain this economic philosophy of Adam Smith.
24. How does an economic perspective on market differ from a sociological one?
25. 'Weekly markets are a central feature of the social and economic organization of tribal villages'. Explain.
26. How did the advent of colonialism in India produce a major upheaval in the economy?
27. What is the relationship between adivasis and the state (represented by Forest Department officials)? Why are Forest Guards so important in tribal areas? Why are they making payments to tribal labourers?

28. What does the layout of the weekly market suggest to you about its organisation and functioning? What kind of people would have permanent stalls and who are the 'less established traders' sitting on the ground?
29. How did the weekly market for tribal areas change after independence? Extensive and sophisticated trading networks existed in pre-colonial India. Elaborate.
30. What is meant by traditional business community? Give an example.
31. Briefly discuss Karl Marx's view of capitalism as a system of commodity production.
32. Explain commodification with the help of suitable examples.
33. Explain the term status symbol by giving appropriate examples.
34. 'Consumption is not only an economic feature but also has symbolic meaning'. How do you explain this statement?
35. How is trading in a stock market like NASDAQ different from trading in other markets?
36. What are the main arguments for and against liberalisation?
37. Select any one advertisement of your choice and answer the following-
 - a) What is the product that is being advertised? What image of the product has been created?
 - b) How has the advertiser connected the product to a desirable lifestyle or social status?
38. How can globalisation be used to explain the workings of the financial markets?

LA Type

39. Explain weekly market as a social institution and the link between the local tribal economy and the outside and the exploitative economic relationship between the adivasis and the non-tribals.
40. India has entered a new era of its economic history following the changes in the economic policy ushering in the era of globalisation. Explain this statement with the help of an example.
41. Keeping in view the immense popularity of the Pushkar Fair answer the following-
 - a) What are the new circuits of goods, services, money and people that have been created at Pushkar because of it now being a part of the international tourist circuit?
 - b) How do you think the coming of large numbers of foreign and Indian tourists has changed the way in which this fair operates?
 - c) How does the religiosity of the place add to the marketability? Can we say that there is a market for spirituality in India?
42. Explain the meaning of commoditisation. Give examples where things or processes have been commodified. What are the reasons for this change? Do you think plain commodities can have a negative social effect? Explain briefly with the help of examples.
43. Describe the tribal market of Dhorai, in Bastar, Chattisgarh.

Assignment No.4**VSA Type**

1. Hard work and individuality alone cannot improve an individual's life chances.
Comment.
2. What do you understand by the concept of social inequality?
3. How are inequality and exclusion, social?
4. What is meant by prejudice? Give an example to show prejudice.
5. How do we decide whether a certain kind of portrayal is prejudiced or not?
6. How do prejudices influence our behaviour in the society?
7. Give two examples of prejudiced behaviour from films or novels.
8. Can you distinguish between instances of prejudice that are intentional or unintentional?
9. What is meant by discrimination?
10. Give an example to show how prolonged experience of discrimination behaviour often produces a reaction from the socially excluded group.
11. Compare the correlation between social status and economic status of the past and contemporary times.
12. Sociologists use the term social stratification to refer to
13. How in your opinion is caste system discriminatory in nature?
14. Why do the scheduled castes prefer to be called dalits and how did it become an accepted term by them?
15. Give two examples to show how dalits have fought for dignity and justice.
16. What factors have contributed for the backwardness among the tribal community?
17. Name any two projects that have alienated the tribal communities.
18. Who are the other backward classes?
19. How are the OBCs different from the dalits?
20. What is apartheid? Give an example, which illustrates the discrimination shown by the whites against the African-Americans.
21. Women from privileged background may face sexual harassment in public places. Why?
22. Who founded Satyashodhak Samaj? What were its objectives?
23. What was the name of the social movement started by Jyotiba Phule? What did it literally mean? What two aspects did he fight for?
24. Give names of any two women organizations that emerged at the national level.
25. What do you mean by the term differently abled?
26. The two common features of the public perception of disability worldwide are.....
27. What do you understand by 'Distance Pollution'?

SA Type

28. Explain the three features of social stratification.
29. Social exclusion is the result of structural features of society. Comment.
30. Prejudices are often governed by stereotypes. Discuss.
31. Explain with examples the concept of public exclusion.

32. Explain two principles of social stratification.
33. Elaborate the problems faced by the adivasis.
34. Other Backward Classes are a much more diverse group than the dalits. Elaborate on the above statement.
35. Elaborate on the ideas that affected the lives of women in Indian society.
36. Give the points of declaration of the Karachi Session of 1931.
37. Explain the role of social reformers in uplifting the status of women in India.
38. 'The struggle for women's upliftment in the 19th and early 20th centuries was led by the male reformers.' Discuss with suitable examples.
39. Write about the public perception of disability all over the world.
40. Highlight the importance of integration of the differently abled into the mainstream educational system.

LA Type

41. There have been many state initiatives and laws passed to prohibit caste discrimination. Elaborate.
42. Untouchability is a vicious aspect of the caste system in our country. Discuss its dimensions. Quote two examples, which show the practice of this social evil.
43. Highlight different dimensions of 'untouchability' by giving suitable examples.
44. Describe some of the States initiatives addressing caste and tribe discrimination.
45. What is the relationship between caste and economic inequality today? Elaborate in your own words.
46. Social inequality differentiates between individuals. Highlight the principles to explain the concept of social stratification.

Assignment No.5**VSA Type**

1. What is meant by Cultural diversity?
2. How can cultural diversity present tough challenges?
3. What is your opinion on exclusive nationalism and what do you think is the solution?
4. India, irrespective of its diversity, is a strong nation-state. Comment.
5. Define state.
6. What is meant by assimilationist and integrationist policies? What are some of these policies?
7. What is meant by community identity? What is the significance of this identity and how is it formed?
8. Two features of ascriptive identity are.....
9. Why is it difficult to define nation? How are nations and state related in modern society?
10. Why is inclusion and democratic vision a dominant trend in Indian nationalism?
11. What is regionalism? What factors is it usually based on?
12. How are the minority groups culturally at a disadvantage?
13. Define the term assimilation.
14. What were presidencies during colonialism? Give 2 examples.
15. What are the reasons for inter-regional economic and infrastructural inequalities?
16. The term minority generally implies a relatively small but also disadvantaged group. Comment.
17. Illustrate with two examples how a minority group is disadvantaged in one sense but not in another.
18. Which group is the largest religious minority in our country? What is the percentage of population of this group according to 2001 census? Give 4 states in which they have a sizeable number.
19. What were Dr. Ambedkar's thoughts on protection of minorities?
20. Non-recognition of the rights of different groups of people in a country can have great implications for national unity. Comment on the above statement keeping in mind Pakistan and Sri Lanka.
21. What is communalism?
22. Communalism is about politics not about religion. Comment.
23. What is meant by secularism? What were the different senses in which secularism has been understood in India?
24. What is meant by authoritarianism?
25. Differentiate between democracy and authoritarianism?
26. What is civil society? Give any two examples.
27. Why do most states fear cultural diversity?
28. Who are privileged minorities?

SA Type

29. What were the features of community identity? Why is community identity important?
30. Give examples of inclusion and exclusion from Indian history.
31. Assimilationist and Integrationist strategies try to establish singular national identities through various interventions. Explain any two in detail.
32. What are the key factors that help in consolidating and deepening democracies and building enduring 'state-nations'?
33. What are the important factors for building a multicultural democracy like India?
34. How is a nation different from other communities? Give 2 examples to show that a single state does not represent one nation and vice versa.
35. India is socially and culturally one of the most diverse countries of the world. Explain.
36. Explain the meaning of communalism in Indian context.
37. Why is secularism difficult to practice in India? Comment on the authoritarian rule in India when emergency was enforced in 1975-77. What was the reaction of the people?
38. What are some of the issues taken up by civil society organisations today?
39. Could the RTI be a means of forcing the state to respond to the people of India? Elaborate.
40. Mention the contentious issues found in the federal system which led to inter-regional disputes.

LA Type

41. The Right to Information makes the state machinery accountable to the people. Discuss.
42. Far from undermining Indian unity, linguistic states have helped strengthen it. Explain this statement in your words.
43. Why is communalism an important issue in India? Discuss.
44. What are some of the various interventions through which assimilation and integration strategies try to establish singular national identities? Why are assimilationist and integrationists suspicious of diversity?

Assignment No.6**VSA Type**

1. State few instances, which illustrate that British colonialism lives on in cotemporary India.
2. How has the knowledge of English given an edge to Indians in the global market?
3. What is meant by colonialism? How is its impact different from all the previous rules?
4. British colonialism directly interfered in the policies of the country to ensure greater profits and benefits for themselves. How?
5. Why is capitalism so effective?
6. Mention any two structural changes brought about by colonialism.
7. Give the names of 2 cities which grew during the British rule.
8. Mention the names of 2 cities whose importance declined during colonialism.
9. Cities during colonialism were the concrete expressions of global capitalism. Elaborate.
10. What steps were taken by colonial rulers for the smooth functioning of its role?
11. Every policy during colonialism was geared at expansion and strengthening British capitalism. Elaborate.
12. Coastal cities were important to colonial empire because.....
13. Give a brief account of the impact of colonial forest policy in Northeast India in the colonial period.
14. How did colonial laws favour the owners and managers of the tea industry?
15. Colonialism was responsible for the movement of people. Elaborate.
16. What is meant by industrialization?
17. What is meant by de-industrialization?
18. How did British industrialization lead to de-industrialization in some sectors in India?
19. Industrialization saw the decline of earlier urban centres and the emergence of new colonial cities like Calcutta. Comment.
20. What is meant by urbanization?
21. Industrialization and urbanization are linked processes. Discuss.
22. What were the finds of the Census of India Report, 1911?
23. What does the principle of nationalism assume?

SA Type

24. India's early industrialization and urbanization were governed by colonial interest. Explain this through the case of the tea industry.
25. Briefly discuss how the urban set up made an impact on the rural set up?
26. Envisage Nehru's vision of a modern and prosperous India.
27. What were the consequences of industrialisation?
28. What has been the role of colonialism in the emergence of new markets?
29. What was the lifestyle of a British tea planter in Assam?
30. Compare the life of planters with that of labourers in the tea plantations during the British rule.
31. Write about the decline of old urban centres with the coming of the British rule.
32. 'Nation-states became the dominant political form during colonialism.' Explain.

33. 'The practice of colonialism and principle of nationalism are contradictory.' Explain.

LA Type

34. Discuss the impact of the urban centres on the villages.
35. How has colonialism impacted our lives in all spheres?
36. Explain the structural changes seen in the period of colonialism.
37. What is 'industrialisation'? How did British industrialization lead to 'de-industrialization' and urbanisation in India?
38. Colonialism brought in changes that altered the structure of India society. explain.

Assignment - 7**VSA Type**

1. What is the meaning of social structure and culture according to sociologists?
2. Two major developments were the complex product of the impact of colonial rule. What were these developments?
3. The special feature of the 19th century social reform movements was the modern context and mix of ideas. Elaborate on this statement with the help of examples.
4. How did the modern social organisation reach out to the public?
5. Give two instances of debate in regard to some practices within a country.
6. How did English education change the mindset of the educated Indian middle class?
7. Illustrate with an example, how modernity led to rethinking and reinterpretation of tradition.
8. Define sanskritisation. Write briefly about M.N.Srinivas's views on sanskritisation.
9. What is de-industrialisation?
10. What is meant by westernisation?
11. According to M.N.Srinivas, westernisation means.....
12. Write a short note on how our lifestyles were affected by the western way of thinking.
13. What is meant by modernisation?
14. What is meant by secularisation?
15. Write briefly about rites and secularisation.
16. What does the term modernity assume?

SA Type

17. Sociologists have identified three major aspects of change in colonial India as modes of communication; forms of organisation; and the nature of ideas. Elaborate on any one of the three aspects.
18. Explain how the 19th century reformers initiated a period of questioning, reinterpretation and both intellectual and social growth.
19. The various social reform movements of the 19th century had common themes as well as some differences. Elaborate.
20. How did the social reform movements change the mindset of people in the 19th and 20th centuries?
21. 'Sanskritisation as a concept has been critiqued at different levels.' Elaborate upon any two points of criticism.
22. Discuss the different types of westernisation and given an example for each type.
23. Rituals have a secular dimension as distinct from secular goals. Comment.

on this statement.

24. Write about the secularisation of castes. Substantiate it with the help of examples.
25. Westernisation is often just about adoption of western attire and lifestyle. Are there other aspects to being westernised? Discuss.
26. Highlight the relationship that existed between modernisation and secularisation.
27. Do you think sanskritisation is gendered? Does it affect women and men differently? How? Do you think that even if this does lead to positional change in men, the reverse may be true of women?

LA Type

28. Define sanskritisation. Why was it criticised at different levels?
29. How has sanskritisation as a concept been criticised?
30. Write a short essay on how westernisation among the middle class makes generational differences more complex?
31. 'Three major kind of changes brought about in colonial India were new forms of communication, new kinds of organisation and new ideas.'
Explain.
32. State and discuss the different aspects of modern change in colonial India.
33. Modernisation and secularisation are interlinked. Discuss.
34. Using Arunachal Pradesh as an example, show how traditions are being constantly redefined.
35. Sociologists have tried to define what constitutes the modernisation process. Elaborate.

Assignment - 8**VSA Type**

1. What is meant by democracy?
2. What is direct democracy?
3. What is representative democracy?
4. What are the features of representative democracy?
5. Why have participatory democracy and decentralized governance become popular?
6. Participatory democracy is a system in which.....
7. What is participatory democracy?
8. What is meant by democratic decentralisation?
9. Write a short note on some basic values of the India Constitution.
10. Discuss any two terms mentioned in the preamble.
11. The difference between law and justice is that.....
12. What is the connection between constitution and law?
13. In addition to political justice, the Indian constitution also seeks to ensure two other kinds of justice; these are.....
14. Why was Dr. Ambedkar not in favour of self government at the grass root level?
15. What was Gandhiji's concept of local government?
16. Why is the 73rd Constitutional Amendment of 1992 significant in terms of grass root democracy?
17. Mention the four powers and responsibilities of the Panchayat.
18. Mention any four social welfare responsibilities of the Panchayat.
19. What is the main source of income for the panchayats?
20. How is 'right to information' ensured at the grassroots level?
21. What are Nyaya Panchayats?
22. Why have Van Panchayats been set up?
23. The tribal institutions are not necessarily democratic in their structure and functioning. Comment.
24. Long history of inequalities based on caste, class, and gender make democratisation difficult. How?
25. What is meant by political parties?
26. Write a short note on features of a political party.
27. How do interest groups operate in political arena?
28. Who are the pressure groups?
29. Give two important interest groups formed by industrialists.
30. Interest groups are part and parcel of a functioning democracy. Comment.
31. Write two examples of competing interests.
32. What are the functions of Constitution of India?

SA Type

33. The Karachi Resolution clearly spelled out the vision of democracy of the nationalist movement in India. Comment.
34. What do you understand by competing interests? Illustrate with the help of an example. Being aware of this aspect how did the Constituent Assembly decide?
35. Take the example of demolition of illegal structures. Discuss the role of competing interests and democracy in this context.
36. Slums should be banned in cities and towns. Discuss with reference to democracy, citizen rights, and contending interest.
37. What arguments were given by Dr. Ambedkar and by Mahatma Gandhi for constituting local self governments?
38. The 73rd and 74th amendments to the constitution are significant in regard to the empowerment of women. Why?
39. Describe the powers and responsibilities delegated to the Panchayats by the 73rd amendment to the constitution.
40. Contrast and compare the traditional panchayats and the new processes ushered in by the 73rd amendment.
41. 73rd amendment has had a monumental role in bringing a voice to the people in the villages. Comment.
42. Many tribal areas have had a rich tradition of grassroots democratic functioning. Illustrate in detail with the help of examples.
43. Discuss what kind of interest groups exist in contemporary India. How do they function?

LA Type

44. Write an essay on the ways the Indian Constitution touches people's everyday life, drawing from different examples.
45. Explain the monumental role that 73rd and 74th amendments have played in bringing a voice to the people in the villages.
46. Define 'Panchayati Raj'. What are the powers and responsibilities of Panchayats in the colonial period?

ASSIGNMENT-9

VSA Type

1. In rural societies, agriculture is not just a form of livelihood; it is the way of life. Comment.
2. What types of diverse occupations have resulted due to increased interconnection of the rural and urban economies?
3. The term 'agrarian structure' refers to...
4. Subsistence agriculture refers to.....
5. The non-agricultural activities and occupations that are a part of rural society include....
6. What are the reasons for exclusion of women in the rural areas from ownership of land?
7. Who are the dominant castes? Give two examples.
8. How was a labour force created in the villages?
9. Briefly discuss the hereditary labour relationships which exist in some rural areas. Give one example.
10. Compare the condition of the farmers during pre-colonial and colonial period.
11. Write a short note on zamindari and raiyatwari systems which existed in colonial India.
12. Why was the abolition of zamindari system one of the most effective land reform laws after independence?
13. Why was the tenancy abolition and regulation act passed?
14. Large landowners managed to evade the land ceiling laws through 'Benami Transfer' which refers to...
15. What is Green Revolution?
16. Why were the Green Revolution programmes introduced only in few states? Name any two such states.
17. State two positive aspects of Green Revolution.
18. Identify two negative effects of Green Revolution.
19. Why are scientists and farmers movements suggesting a return to traditional cultivation?
20. What transformations have taken place in the social relations after independence especially in the regions that underwent Green Revolution?
21. What is meant by the process of diversification and how did it change the life of the entrepreneurial groups?
22. Contrast and compare the process of development in Bihar and Kerala.
23. How has Kerala changed due to rapid agricultural development?
24. What is seasonal migration?
25. Why do workers migrate to more prosperous areas? Give two reasons.
26. What did Jan Breman mean by 'Footloose Labour'?
27. What peculiar pattern of employment has emerged in the rural areas during the peak harvest seasons in the villages?
28. Briefly discuss the significant effects of rural society.

29. What is contract farming?
30. What measures do you think the government has taken, or should take, to protect the rights of landless agricultural labourers and migrant workers?
31. The agricultural extension agents have created an ecological crisis in rural areas. Comment.
32. What do you understand by the term 'Begar'?

SA Type

33. There is a close connection between agriculture and culture. Explain in your own words. Substantiate your answer with the help of examples.
34. How can agrarian society be understood in terms of its class structure? Discuss.
35. There is a complex interconnection between caste and class in a rural society and this has important implications for the rural economy and society. Explain.
36. What was meant by Land Ceiling Act and why was it introduced? Why was it not successful in most of the states?
37. Discuss the transformations in rural society and the reasons for the transformation in the nature of social relations in the Green Revolution belts.
38. What changes took place in the areas where agriculture became more commercialised?
39. What are the different factors that have enabled certain groups to transform themselves into new wealthy, entrepreneurial, dominant classes?
40. There are direct linkages between the situation of agricultural workers and their lack of upward socio-economic mobility. Name some of them.
41. Write an essay on 'circulation of labour'.
42. Discuss the incorporation of agriculture into the larger global market.
43. Explain the phenomenon of farmers' suicides.
44. Highlight the advantages and disadvantages of contract farming.

LA Type

45. Explain the impact of land reforms in India after independence.
46. Explain the social consequences of Green Revolution.
47. What is meant by the circulation of labour in India? Explain with examples.
48. Contract farming and entry of multinationals into the agricultural sector are indicators of the process of globalisation of agriculture. Elaborate.
49. The phenomenon of farmers' suicide can be attributed to the structural, cultural and social changes occurring in agrarian society. Discuss.

Assignment-10**VSA Type**

1. What are some of the social features associated with industry?
2. Industrialisation on one hand leads to greater equality, but on the other hand discrimination also exists. Comment.
3. What are the two major differences between developed countries and developing countries in terms of industrial capitalism?
4. Distinguish between organised and unorganised sectors.
5. What is meant by disinvestment?
6. What is outsourcing?
7. One of the major differences in the western and Indian patterns of industrialisation is.....
8. Why is outsourcing preferred by MNCs?
9. State some of the dangers and risks faced by mine workers.
10. How is a 'lock out' different from a 'strike'?
11. What is meant by alienation?
12. What are the patterns of job recruitment for factory workers?
13. How do you define a trade union?
14. Give the characteristic features of the organized sector.
15. What sectors or spheres are important in a modern economy?
16. What is the meaning of Globalisation?
17. Liberalisation refers to
18. Why has the number of permanent jobs in industries gone down?
19. Illustrate with the help of examples the lives of migrants in industries.
20. The changes that have happened in the Indian industry as a result of globalisation include....
21. How do people secure jobs in urban areas?
22. The term 'scientific management' or 'Taylorism' refers to methods of...
23. What are the ways by which workers are made to produce more?
24. Illustrate with the help of an example, how the working conditions of endanger lives of workers.
25. What role does a contractor play in hiring casual labour for work on construction site, brickyards, etc.?
26. Two demands of workers that led to the Bombay Textile Strike were...
27. Give examples of how machinery creates problems for workers.
28. What alternative forms of employment and industry did Gandhi suggest instead of mechanisation or the use of machines?
29. What is industrial engineering?
30. What are the basic tasks of a manager? How can s/he make the workers produce more?

SA Type

31. In India, what are the social implications of the small size of organised sector?
32. Discuss industrialisation in the early years of Indian independence.

33. Home-based work is an important part of the economy. Elaborate with the help of an example.
34. List the consequences of industrialisation.
35. What are the major forms of job recruitment in India?
36. Explain Taylorism in detail.
37. Discuss the changes that are occurring in the lives of people working in the service sector and their surroundings due to the adoption of Taylorist labour processes.
38. Compare the experience of industrialisation in developed and developing countries.
39. "The work in the services sector is subject to Taylorist processes." Comment.
40. "From a nation of interfering joint families, the nature of work in a globalised economy is taking people in the direction of loneliness and vulnerability." Justify.

LA Type

41. In industries like brick-making, bidi-rolling, software engineering or mines, describe the social composition of the workers, the working conditions and facilities available?
42. How do workers feel about their work? Answer in context of how work is carried out and the working conditions that workers are subjected to.
43. How has liberalization affected employment patterns in India?
44. Discuss the Bombay Textile strike.

Assignment-11**VSA TYPE**

1. How do you define Globalisation?
2. Briefly discuss the impact of globalisation on culture.
3. Write a short note on electronic economy.
4. What are the uses of culture in the context of globalisation?
5. What is meant by new international; division of labour. Substantiate with the help of an example.
6. Briefly discuss any two political developments which accompany globalisation.
7. 'Knowledge Economy' is one in which
8. With the help of an example, briefly discuss how globalisation has made inroads into the cultural forms like indigenous crafts.
9. Define Liberalisation.
10. What are Transnational Corporations?
11. What is meant by glocalisation? Give two examples.
12. 'Globalisation' affects us all but it affects us differently because.....
13. The 'new international division of labour' refers to.....
14. Write a short note on the World Trade Organisation.
15. What is meant by weightless economy?
16. What is meant by knowledge economy?
17. Give the names of the four cities which are key centres for financial trading.
18. How has the advance in world's telecommunications led to revolutionary changes in the global communications?
19. Mention any two reasons for the tremendous growth in the usage of cell phones.
20. Write a short note on International Non-Governmental Organisations.
21. How are INGOs different from intergovernmental organisations?
22. Mention any two well known INGOs.
23. Give any two examples of international/regional associations which have a role to play in political collaborations.
24. What is meant by corporate culture?
25. Write briefly about the professionals who are the main clientele of the booming consumer industry.
26. In India, the distribution of labour force across agriculture, industry and service is different from that in developed country because...
27. Is the concept of globalisation new to the world and India? Explain your answer.
28. In what ways does corporate culture increase productivity and competitiveness?
29. State the features of Transnational Companies.

SA TYPE

30. Discuss globalisation from the sociological point of view.
31. The effect of globalisation is far reaching. Comment.
32. Discuss the divided views about the impact of globalisation regarding its effects.
33. Explain the economic policy of liberalisation.

34. Explain the role of Trans National Corporation as an important factor of globalisation.
35. With globalisation there emerged a 'new international division of labour'. Discuss with suitable examples.
36. Discuss the impact of globalisation on employment in the urban areas.
37. Discuss the various political changes which have hastened globalisation.
38. How is culture of consumption playing a crucial role in the process of globalisation? Substantiate your answer with the help of examples.
39. How is globalisation a threat to indigenous craft and knowledge systems?
40. How can globalisation be used to explain the workings of the financial markets?
41. How can sociological imagination be used to understand globalisation?

LA TYPE

42. Globalisation affects different sections of people differently. Discuss.
43. Are global interconnections new to the World and to India? Explain this by giving suitable examples.
44. Explain the different dimensions of globalisation.
45. Discuss the economic dimension of globalisation.

Assignment-12**VSA TYPE**

1. What is meant by mass communications?
2. The different forms of mass media include...
3. Give two examples to show that mass media is part of our everyday life.
4. Mass media is an essential part of our personal and public life today. Comment.
5. The relationship between mass media and society is dialectical. Comment.
6. How did the print media help in the growth of nationalism?
7. Write a short note on the importance of press in India in the 19th and 20th century.
8. Mention any two important newspapers published during the freedom struggle.
9. Why did the need for printing press increase after the industrial revolution?
10. Mention any two important newspapers which were popular during the colonial period.
11. Write a short note on the control of the press by the British.
12. What difference did the AIR broadcasts make to the farmers in the 1960s?
13. What are the two reasons for the growth of print media?
14. How is mass media different from other means of communication?
15. Media acts as a watchdog of democracy because.....
16. What are the two main changes observed in the print media after globalisation?
17. Give any two examples of popular vernacular newspapers/popular dominant Indian language dailies.
18. Discuss why the rise in electronic media did not lead to a decline in the circulation of print media.
19. When a program becomes commercialized a shift in target audience is evident. How?
20. Give any two examples of regional-language broadcasting channels.
21. Why is adoption of localisation being done by some private satellite channels in India?
22. Many movies and programmes are dubbed in different languages. What do you feel about it? Give your opinion for or against it.
23. What is meant by a soap opera? Give any two examples.
24. Highlight the potential of FM channels in a post liberalized India.
25. Define the term 'Infotainment'.

SA TYPE

26. What are the different aspects of the phenomenal expansion or growth of mass communications which are of interest to sociologists?
27. Discuss the proposed role of mass media after independence.
28. The beginning of the printing press led to the growth of the idea of a 'nation' as an 'imagined community'. Discuss as suggested by Benedict Anderson.
29. Explain the role of radio before independence.
30. Briefly trace the growth of television from 1959 to the present.
31. What are the changes which are occurring in regard to the programmes in television?

31. In what ways did viewers express their interest in T.V. programmes like Hum Log? How do you think they express their interest today?
32. Discuss the ways in which a mass medium like television can act as a powerful agent in influencing public opinion in both positive and negative ways.
33. Discuss mass media before and after the advent of globalisation.
34. What effect did globalisation have on music?
35. What is the role played by the print media in today's world?
36. Radio is being used as an active media of communication. Comment.
37. Mass communication has accelerated the process of change regarding culture.
38. Interpret the given statement - "Newspapers have become a consumer product and as long as numbers are big everything is up for sale."
39. "From the late 1980s and 1990s newspapers have become fully automatic." Write two technological changes that produced this result.

LA TYPE

40. Write an essay on the infrastructure of All India Radio after independence and the difference AIR made to the people of India.
41. Discuss the reasons for the amazing growth of Hindi language newspapers.
42. Write an essay on the tremendous growth of television in the 1990s.
43. Give reasons for the popularity of television in today's world.
44. The advent of privately owned FM radio stations in 2002 provided a boost to entertainment programmes over radio. Comment.
45. Trace the changes seen in the field of print media and radio during globalisation.....
46. Do you think that with the growth of television and internet in India, the print media has been sidelined? Give your comments.
47. Discuss positive and negative functions of mass media.
48. Comment on the changes that have taken place in the medium of Television.

Assignment-13**VSATYPE**

1. What is meant by social movements? Give two examples of social movements (one from India and one outside India) which changed the world in fundamental ways.
2. Mention four features of a social movement.
3. Write a short note on counter movements. Give one example.
4. What are some of the distinct modes of protest used by social movements?
5. Distinguish between social movements and social change.
6. What is the importance of social movements for sociologists?
7. What is the theory of relative deprivation?
8. According to Mancur Olson social movements are made up of individuals pursuing their self interest. Elaborate.
9. Write a short note on resource mobilisation theory.
10. Write a short note on redemptive social movement.
11. The New Social Movements are different from the Old Social Movements because.....
12. What is Chipko Movement? Discuss.
13. Give two examples of peasant movements in the pre-colonial period.
14. Briefly discuss the two examples of agrarian struggle which got partially linked to the Independence movement.
15. Mention any two of the well-known peasant movements in India.
16. Which are the two peasant organisations which arose before independence?
17. Write a brief note on the various trade organisations which arose during the colonial period.
18. Give two examples workers' movements.
19. State any four basic differences between dalit and other movements.
20. Dalit Movements show a particular character. What is meant by this statement?
21. Two examples of a Dalit social movement are...
22. Write briefly about Dalit literature.
23. Give two examples of caste-based social movements.
24. What are the two reasons which make the upper caste feel that they are now being given a short rift?
25. Why did the Jharkhand movement begin?
26. Give reasons for the tribal social movement in the north-east.
27. Mention any two women organisations that existed before independence.
28. Give names of two agrarian movements during the colonial rule in which women participated.
29. How has the formation of AITUC made the colonial government more cautious in dealing with labour.

SA TYPE

29. Explain with the help of examples counter movements.
30. Why did Mc Carthy and Zald's resource mobilisation theory reject Olson's assumptions that social movements are made up of individuals pursuing their self interests?

31. Discuss the theory of relative deprivation and its requirements and limitations.
32. Write a short note on any two distinguishing features of a social movement.
33. How are 'Reformist' social movements different from 'revolutionary' social movements?
34. Write a short note on the social movements during the 1960s and 1970s.
35. Explain the difference between old and new social movements in the Indian context.
36. Explain 'ecological movements' with special reference to 'Chipko Movement'.
37. Write a short note on caste-based social movements in India.
38. Discuss the AITUC from its inception in 1920 to the split which occurred in the organisation in 1947.
39. Write a short essay on worker's movements in India after independence.
40. Explain Tribal Movements with special reference to Jharkhand.
41. "New farmer's movements can be seen as a part of the world wide new social movement." Explain.
42. Can we apply the distinction between old and new social movements in the Indian context?
43. Comment on the use of Dalit Literature in its struggle against caste hierarchy.
44. How is the Dalit movement an example of a New Age Social Movement?

LA TYPE

42. Describe the social movements which emerged during the 20th century across the world.
43. Distinguish between new social movements from the old social movements.
44. Concerns about economy, ecology, and political representation underlie the Chipko movement. Elaborate.
45. Discuss in detail the formation of Jharkhand.
46. Write a short essay on women movements in India after independence.

PRACTICE PAPER 1

1. What is meant by infant mortality rate?
2. What is social about social inequality?
3. Mention two factors that encourage regionalism.
4. What kind of factors is community identity based on?
5. What is meant by sanskritisation?
6. What is a political party?
7. Mention any two policies or laws for land reform introduced after independence.
8. List any two characteristic features of the organized sector.
9. What is meant by an 'electronic economy'?
10. What are transnational corporations?
11. Write the meaning of globalization in your own words.
12. Mention any two features of social movements.
13. Give two examples of peasant movements in India.
14. How are 'reformist' social movements different from 'revolutionary' social movements?
15. Highlight the main features of the age structure of the Indian population.
16. How have the living conditions of tribal communities changed after independence?
17. What is meant by 'communalism' in the Indian context?
18. Describe the main features of social reform movements before independence.
19. Municipal authorities in cities have to undertake controversial campaigns for the demolition of illegal structures and encroachments. Discuss the role of competing interests in this context.
20. Why are land reforms necessary? Explain their impact on Indian agriculture after independence.

OR

Migration and lack of job security create poor working and living conditions for migrant labourers. Explain with reference to the circulation of labour in India.

21. Describe the consequences of industrialization.

OR

What are the major forms of job recruitment in India?

22. Summarize the major changes in the institution of caste from colonial times to the present day.

OR

Explain the main factors influencing the formation of tribal identity in recent times.

23. What are the main arguments made for and against liberalization and marketisation? What position would you take in this debate and why?

24. How is colonialism different from earlier forms of conquest or domination, and in what ways did it affect Indian society?
25. Read the following passage, which reproduces a news item from the Times of India (20th July, 2009,p.7) and answer the questions below:

Three Die Attempting Aamir Stunt

Three teenaged friends in Punjab attempted Aamir Khan's Ghulam stunt of outracing an incoming train to reach a spot in their real life. But they failed and lost their lives too. Police said the boys had struck a bet to run on the track towards the train. However, they were run over by the train before they could jump off the tracks in Ludhiana. Kala and Lalu died on the spot while Anees succumbed to his injuries in a hospital. He told police that they had struck a bet to see who could run for the longest duration in front of a running train, said a railway official.

- a) The mass media often promotes a strong sense of identification with stars and the characters they play on screen. While this can sometimes result in tragedy (as in the above case), can you think of examples where it can have positive effects on viewers?
- b) Many Indian films and TV serials are very popular even though they usually depict situations that are far from real life. On the other hand, 'reality shows' and competitions featuring ordinary people (rather than stars) are also becoming very popular. In your opinion, what explains the popularity of these very different mass media products?

PRACTICE PAPER-2

1. Write two examples of caste based social movements.
2. Differentiate between jati and varna.
3. What are prejudices?
4. What is regionalism?
5. What do you understand by cultural diversity?
6. Mention any two structural changes brought about by colonialism.
7. Why were coastal cities favoured by the colonial regime?
8. In what ways did colonial labour laws benefit the owner's tea plantations?
9. What are pressure groups?
10. What is contract farming?
11. Why is disinvestment not preferred by workers in state owned units?
12. What are the dangers and risks faced by mine workers?
13. Distinguish between 'lock out' and 'strike'.
14. Mention any two factors that have led to the growth of print media.
15. In what ways has globalization affected Indian television?
16. Highlight the sources of conflict between 'National Development' and 'Tribal Development'.

OR

Explain the ways in which tribal societies have been classified on the basis of permanent traits.

17. What has been the role of colonialism in the emergence of new markets?
18. Explain the social consequences of green revolution.
19. What are community identities and why are they important?
20. What were the sources of inspiration for Indian democracy?

OR

What is the difference between law and justice, and how is this relationship expressed in constitutional norms?

21. Describe the main features of the women's movement since the 1970s.
22. Compare and contrast Sanskritisation and Westernisation as processes of social change in Indian society.
23. Analyse the success and failures of the family planning programme.

OR

Highlight the main social aspects of the process of urbanisation.

24. Globalisation affects different sections of people differently. Discuss.
25. Read the given passage and answer the following questions:

In a country where half of the children in the age group of 5-14 are out of school how can there be space for children with disabilities, especially if

segregated schooling is being advocated for them? Even if the legislation optimistically tries to make education available to every disabled child, parents in a village do not see this as instrumental in achieving any autonomy for their disabled child. What they would prefer is perhaps a better way of fetching water from the well and improved agricultural facilities. Similarly, parents in an urban slum expect education to be related to a world of work that would enhance their child's basic quality of life.

a) According to the author of this passage, what kind of educational facilities do disabled children need? Do you agree? Give reasons for your answer.

b) It is said that social attitudes towards the disabled are as much of a problem for them as their disability itself. What is the justification for such a view, and what is your opinion on this issue?



PRACTICE PAPER-3

1. Write a note on purity and pollution.
2. What is participatory democracy?
3. What features mark or characterize a social movement?
4. Define 'State'.
5. What steps were taken by colonial rulers for the smooth functioning of its rule?
6. What sectors or spheres are important in a modern economy?
7. What is meant by support prices?
8. What is meant by assimilationist policies?
9. How did British industrialization lead to deindustrialization in some sectors in India?
10. What are the ways by which workers are made to produce more?
11. Highlight the potential of FM channels in a post liberalized India.
12. What does the principle of nationalism assume?
13. Identify two negative social effects of Green revolution.
14. Highlight any two features of an organized sector.
15. In what ways can changes in the social structure lead to changes in the family structure?
16. Discuss what is an ecological movement by giving suitable examples.

OR

Write a short note on AITUC.

17. What arguments were given by Dr. Ambedkar and by Mahatma Gandhi for constituting local governments?

OR

73rd amendment has had a monumental role in bringing a voice to the people in villages. Comment.

18. In what ways did the Indian economy change after the coming of colonialism?
19. The beginning of the printing press led to the growth of the idea of a 'Nation' as an 'imagined community'. Discuss as suggested by Benedict Anderson.
20. What changes took place in the areas where agriculture became more commercialized?
21. What are community identities? Why are they important?
22. Highlight the dimensions of 'untouchability' by giving suitable examples.
23. Are global interconnections new to the world and to India? Explain this by giving suitable examples.
24. How has sanskritisation as a concept been criticized?

OR

State and discuss the different aspects of modern change in colonial India.

25. Read the passage and answer the following questions:

Most deaths of children under five occur in India, says Unicef report

This is another ranking that India would hate to top.

Close on the heels of recording the largest number of women dying during child birth the country now occupies another top spot. India holds the unenviable record of being home to the highest number of children who die before reaching their fifth birthday.

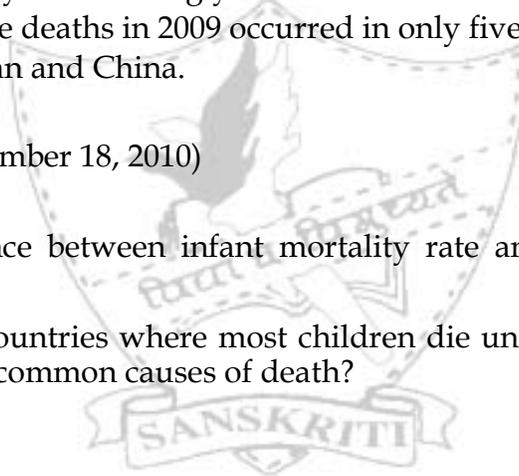
According to the latest United Nations under-five mortality estimates, released by Unicef, India recorded 17.26 lakh under five deaths with a mortality rate of 66 in 2009.

The statistics was much worse in 1990-the base year when the progress made by countries to combat child mortality is calculated.

In 1990, India recorded 31 lakh under-five deaths, with a mortality rate of 118. The under-five mortality is increasingly concentrated in a few countries. About half of global under-five deaths in 2009 occurred in only five countries: India, Nigeria, Congo, Pakistan and China.

(TOI, New Delhi, September 18, 2010)

- 1) What is the difference between infant mortality rate and maternal mortality rate?
- 2) Name some of the countries where most children die under-five. According to you what are the most common causes of death?



PRACTICE PAPER-4

1. "It is mainly now-after Mandal so to speak-that we are beginning to understand why caste was almost invisible in urban middle-class contexts." Why was caste referred to as being invisible? 2
2. "From the late 1980s and early 1990s, newspapers have become fully automatic." Which two technological changes produced this result? 2
3. How can 'sociological imagination' be used to understand globalization? 2
4. Briefly talk about India's policy of industrialization in the early years of independence. 2
5. M.S.A.Rao describes three different situations of urban impact on villages. Discuss any one. 2
6. What are the functions of the constitution of India? 2
7. Define 'proprietary caste'. 2
8. A mix of ideas was used to fight social evils. Mention some of these ideas. 2
9. What is the purpose of collecting demographic data? 2
10. Name and define the family types with regard to rule of residence. 2
11. Define commodification. 2
12. Why does social inequality and exclusion appear inevitable, almost natural? 2
13. How does cultural diversity present tough challenges? 2
14. Why are 'new farmer's movements' termed as 'new social movements'? 2
15. "The rural is not just agriculture'. Explain the statement. 4
16. As students of sociology, there are many aspects to the growth of mass-communication which is of great interest to us. What are these aspects? 4

17. What are the basic tasks of a manager? How can s/he make the worker produce more? 4
18. Does the changing age-structure offer a demographic dividend? 4

OR

The National Family Planning Programme was renamed as the National Family Welfare Programme. Describe the reasons.

19. What are the different kinds of westernization? Describe each of them. 4

OR

Explain the process of sanskritisation.

20. Mention the contentious issues found in the federal system which led to the inter-regional disparities. 4
21. Examine the arguments given by Dr. Ambedkar and Mahatma Gandhi for the inclusion of Panchayati Raj in the constitution. 4
22. Provide evidence to support the view that tribes are not primitive communities living in isolation. 6

OR

Delineate the structural tensions faced by men and women in matrilineal system.

23. In agrarian societies, periodic markets are a central feature of social and economic organization. Explain. 6
24. Enumerate the assimilationist and integrationist strategies used to establish singular national identities. 6

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

25. Every woman who has battled societal prejudice, peer pressure, male insecurity and ⁶ 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”.

To begin with, biological determinism obstructs or at the very least controls free will for many of us. As a fresh-eyed feminist who was not yet 20, I remember irate but simplistic college debates on motherhood and careers and why women were expected to prioritise one over the other.

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.

A fellow journalist who was writing an essay on women who don't have children once asked me whether I had ever wanted to be a parent. I told her – and I suspect this happens to many women – that by the time I felt ready for it, I was probably biologically too old.

There were also looming concerns in my head. As a mother, could you afford to be a vagabond journalist who likes spending long stretches out in the boondocks? Could you still get up and go to report from Libya or Egypt or on the latest conflagration that had captured your imagination with a young life dependent on you back home? Of course, the same questions should apply just as much to men. But they don't.

None of this is to script a victimhood narrative. In the end, all of us make our own choices and then try and live a life making the best of them. 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. We should be pushing for paternity-leave benefits at the workplace and flexi-hours for men and not just women.

Instead of demanding daycare and crèches for the children of female employees, we should ask for it as a benefit for all employees.

If the work-life balance is skewed, that should be as much of a problem for men as it ends up being for women.

Till men partner women equally in the rearing of children and the managing of the home – or till the choice of who does more of the household stuff is determined not by gender but by the specific demands of either job (for instance, a man may be a soldier stationed at the border, a woman may be a school teacher with more flexibility, but the situation could be exactly the reverse as well) we are continuing to stereotype the expectations that are made of women. It's equally problematic when professional women glorify certain skills as quintessentially female.

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.
- (ii) How does stereotype lead to exclusion, discrimination and prejudice?

Academic Session: 2015-16
Pre-Board Examination
Answer Scheme
Subject- Sociology
M/2/1 and 2

1. **“In Indian nationalism, the dominant trend was marked by an inclusive and democratic vision.” What do you understand by the words inclusive and democratic in the given statement?**

Answer: In Indian nationalism, the dominant trend was marked by an inclusive and democratic vision-

- **inclusive** because it recognized diversity and plurality;
- **democratic** because it sought to do away with discrimination and exclusion and bring forth a just and equitable society.

2. **Define Tribe.**

Answer: Tribe is a word used for communities that are very old, being among the oldest inhabitants of the sub-continent. Tribes did not practice a religion with a written text; did not have a state or political form of the normal kind; did not have sharp divisions; and did not have caste and were neither Hindus nor peasants. The term ‘tribe’ was introduced by British administrators for administrative convenience.

OR

Define De-skilled workers using an example.

Answer: Sociologist **Harry Braverman** argues that the use of machinery actually **deskills** workers i.e. skills and potential skills of the workers are rendered useless due to the extensive use of technology. For example, whereas earlier architects and engineers had to be skilled draughtsmen, now the computer does a lot of the work for them.

3. **Compare the experience of industrialisation of developed and developing countries.**

Answer: Differences between experience of industrialisation in India and the western model of industrialization-

1. **Based on the work people do:**

In developed countries, the majority of people are in the services sector, followed by industry and less than 10% are in agriculture.

In India, in 1999-2000, nearly 60% were employed in the primary sector (agriculture and mining), 17% in the secondary sector (manufacturing, construction and utilities) and 23% in the tertiary sector (trade, transport, financial services, etc.)

2. **based on employment pattern:**

In developed countries, the majority are formally employed.

In India, over 50% of the population is self-employed, only about 14% are in regular salaried employment, while approximately 30% are in casual labour.

(If you write about the case of de-industrialisation in India at the cost of industrialization and profit in the Britain, it won't be completely wrong. But please mention these points too.)

OR

Define Glocalisation.

Answer: Glocalisation refers to the mixing of the global with the local. It is not entirely spontaneous. Nor is it entirely delinked from the commercial interests of globalisation. Example- McDonald sells only vegetarian and chicken products in India and not its beef products, which are popular abroad. McDonald's goes vegetarian during the Navaratri festival.

4. **What is labour power?**

Answer: Capacity for labour; the mental and physical capabilities of human beings that are used in the process of production.

5. **What is the difference between Infant Mortality Rate and Maternal Mortality Rate?**

Answer: Infant Mortality Rate- This is the number of deaths of babies before the age of one year per 1000 live births, in a specific area for a given time period.

Maternal Mortality Rate- This is the number of women who die in childbirth per 1000 live births in a specific area for a given time period.

OR

Answer: Total Fertility Rate- This refers to the

1. total number of live births that a hypothetical women
 2. would have if she lived through the reproductive age group and
 3. had the average number of babies in each segment of this age group
 4. determined by age-specific fertility rates for that area.
6. Justify the use of Dalit literature in its struggle against caste hierarchy.

Answer: Dalit literature is opposed to the Chaturvarna system and caste hierarchy which it considers as responsible for crushing the creativity and very existence of lower castes. Dalit writers are insistent on using their own imageries and expressions

rooted in their own experiences and perceptions. The belief was that mainstream social imageries would hide the truth rather than reveal it. Dalit literature gives a call for social and cultural revolt. While some emphasise the cultural struggle for dignity and identity, others also bring in the structural features of society including the economic dimensions.

7. **Interpret the given statement- “Newspapers have become a consumer product and as long as numbers are big everything is up for sale.”**

Answer: The effort of newspapers has been to widen their audience and reach out to different groups. This is because reading habits have changed. This implies that while older people read the paper in its entirety, younger readers have specific interests like sports, entertainment or society gossip and directly move to the pages earmarked for these items.

The segmented interests of readers imply that a newspaper must have a plurality of stories to appeal to a wide range of readers. This is done to sustain the interests of the readers. Thus, it has become a consumer product which emphasizes strongly on the consumer. Thus, if audiences do like a certain type of story that does not match the conventional definition of news, even that would sell in the name of newspaper. Also, larger the audience, larger is the sale.

8. **Define Infotainment.**

Answer: This is a combination of information and entertainment which has become the content of newspaper today, given the fact it has become a consumer product.

9. **Name any two INGOs.**

Answer: Greenpeace, the Red Cross and Amnesty International, Medecins Sans Frontieres (Any two)

10. **Can we apply the distinction between old and new social movements in the Indian context?**

Answer: India has experienced a whole array of social movements involving women, peasants, dalits, and others. We cannot apply the distinction of old and new social movements in the context of India. **In a social movement, questions of social inequality can occur alongside other, equally important issues.**

Social inequality and unequal distribution of resources continue to be important elements in these movements. Dalit labourers have acted collectively to ensure that they are not exploited by upper-caste landowners and money-lenders. The women's movement has worked on issue of gender discrimination in diverse spheres like the workplace and within the family.

They are not just about old issues of economic inequality, nor are they organized along class lines alone. Identity politics, cultural anxieties and aspirations are essential elements in creating social movements and occur in ways that are difficult to trace to class-based boundaries.

11. Write two examples of competing interests.

Answer: The multi-religious and multicultural composition of the population with distinct streams of tribal culture is one aspect of the plurality in India. The impact culture, religion and caste have on the urban-rural divide, rich-poor divide and the illiterate divide is varied. Deeply stratified by caste and poverty, there are groupings and sub-groupings among the rural poor.

There exists competing interests from all these different groups of people for the control of State's resources.

Example, the issue of the close down of a factory because it emits toxic waste and affects the health of those around. This is a matter of life, which the Constitution protects. The flipside is that the closure will render people jobless. Livelihood again, is a matter of life that the Constitution protects. The tribal exploitation at the cost of national development is another example of competing interests. Whereas the tribals are native inhabitants of the forests of our nation, these forests are exploited by the state for the purpose of national development. This created a conflict.

12. "In rural areas, there is a complex relation between caste and class." Explain.

Answer: In rural areas there is a complex relationship between class and caste structure. We might expect higher castes to own more land and have higher incomes which will go down as the caste comes down. But this may not exactly be true. For instance, in most areas the highest caste i.e. Brahmins, are not major landowners, and so they fall outside the agrarian structure though they are part of the rural society. In most regions, the major landowning groups belong to the upper castes. In each region there existed a dominant caste, which is economically and politically very powerful and dominates local society. Example- Vokkaligas and Lingayats in Karnataka, Kammas and Reddis in Andhra Pradesh.

13. How can globalization be used to explain workings of the financial markets?

Answer: A central feature of globalisation is the increasing extension and integration of markets around the world. This implies that changes in the market in one part of the world will lead to changes somewhere else far away. The impact of globalization can be explained using the example of **NASDAQ**. This is a major electronic stock exchange based in New York. It operates exclusively through computerized electronic communications. It allows stock brokers and investors from around the world to buy and sell shares in the companies it lists. These transactions happen in real time- i.e. they take effect in seconds, and they involve no paper-no paper documents or paper currency.

14. Interpret cultural diversity in your own words.

Answer: The term diversity implies differences rather than inequalities.

When we say that India is a nation of great cultural diversity, we mean that there are many different types of social groups and communities living here. These are communities with different cultural markers like language, religion, sect, race or caste.

15. Using the example of Multani Lohars, explain how family structures change.

Answer: In the Muslim biradri called the Multani Lohars, Karkhanedar is a person engaged in the business of manufacturing of which he is generally the owner. The karkhanas operate in domestic conditions and, therefore, have certain pervasive effects on the life of the karkhanedars who work in them.

Mahmood, aged forty years, was living with his two younger brothers, one of whom was married. He had three children and was the head of the complex household. All the three brothers were employed in various karkhanas and factories as skilled workers. Mahmood successfully fabricated replica of a motor part the import of which had been banned. This greatly encouraged him to start his own karkhana... Later it was decided that two karkhanas should be set up to manufacture the motor part. One was to be owned by the two elder brothers, and the other by the youngest, provided he set up a separate household. Rasheed set up an independent household, consisting of his wife and unmarried children. Therefore, one complex household, comprising three married brothers, gave birth to a simple household as a result of new entrepreneurial opportunities

OR

“The work in the services sector is subject to Taylorist labour processes.”

Comment.

Answer:

- An average workday is for 10-12 hours, and it is not uncommon for employees to stay overnight in the office (known as a ‘night out’), when faced with a project deadline. Long working hours are central to the industry’s ‘work culture’. In part this is due to the time difference between India and the client site, such that conference calls tend to take place in the evening when the working day in the U.S. begins.
- Another reason is that overwork is built into the structure of outsourced projects: project costs and timelines are usually under-estimated in terms of mandays, and because mandays are based on an eight-hour day, engineers have to put in extra hours and days in order to meet the deadlines.
- Extended working hours are legitimised by the common management practice of ‘flexi-time’, which in theory gives the employee freedom to choose

his or her working hours (within limits) but which in practice means that they have to work as long as necessary to finish the task at hand.

- Even when there is no real work pressure, they tend to stay late in office either due to peer pressure or because they want to show the boss that they are working hard.

16. Define the term Adivasi. In what context was this term coined? Describe the traits associated with the identity of Adivasis.

Answer: The term adivasi connotes political awareness and assertion of political rights. Literally meaning, 'original inhabitants', the term was coined in the 1930s as part of the struggle against the intrusion by the colonial government and outside settlers and moneylenders. Being adivasi is about shared experiences of loss of forests, the alienation of land, repeated displacements since Independence in the name of development.

Classification of Tribal Societies

- Permanent traits
- Acquired Traits

Permanent Traits are Language, region, physical characteristics and ecological habitat.

Under **language**, tribes are categorised under 4 categories- Indo-aryan, Dravidian (these two are shared by the rest of the population as well and only 1% of the tribes speak the former and 3% for latter), Austric and Tibeto-Burman (all tribes speak the former and 80% speak the latter)

Under **physical characteristics**, tribes are classified under- Mongloid, Australoid, Negrito, Dravidian and Aryan categories.

The biggest tribes are the Gonds, Bhils, Santhals, Oraons, Minas, Bodos, Mundas, who account for at least a million population.

The tribal population of India is widely dispersed but there are also concentrations in certain regions such as the 'middle India' - a wide band stretching from Gujarat and Rajasthan in the west to West Bengal and Odisha in the east; with Madhya Pradesh, Jharkhand, Chattisgarh and parts of Maharashtra and Andhra Pradesh forming the heart of this region. North-eastern states have the highest concentrations.

The ecological habitats covered include hills, forests, rural plains and urban industrial areas.

17. How is caste a discriminatory system? Elaborate.

Answer: a) Determined by Birth- It is not a matter of choice. A person is born into a caste. One cannot leave it or join it by choice.

b) Strict rules about marriage-It involve strict rules about marriage. Castes are endogamous units i.e. marriage is restricted to members of the group.

c) Involves strict rules about food and food-sharing- Caste determines the kind of food to be eaten and who one may share food with.

d) Involves system of many castes arranged in a hierarchy-Hierarchy is designed according to the purity-pollution principle wherein certain castes were pure and hence superior compared to the lower castes which were considered impure. The pure castes were associated with something considered sacred. And that distant from the sacred is polluted.

f) Caste is traditionally linked to occupations- a person born into a caste could only practice the occupation associated with that caste. So the occupations were hereditary.

The caste system is a distinct Indian social institution that legitimises and enforces practices of discrimination against people born into particular castes.

These practices of discrimination are exploitative, exclusionary and humiliating.

In scriptural terms, social and economic status was separated sharply. Thus they were associated by occupation and status which were ascriptive in nature.

The ritually highest caste i.e. the Brahmins, were not supposed to amass wealth and were subordinated to the secular power of kings and rulers belonging to the Kshatriya castes. On the other hand, despite having the highest secular status and power, the king was subordinated to the Brahmin in the ritual-religious space.

Thus, different castes are kept separate from each other and scriptural rules have been made to maintain and reinforce this separation.

OR

Social exclusion is the result of structural features in society. Explain.

Answer:

- It refers to ways in which individuals may become cut off from full involvement in the wider society.
- It focuses attention on a broad range of factors that prevent individuals or groups from having opportunities open to majority population.
- Social exclusion is not accidental but systematic and a result of structural features of the society.
- Social exclusion is involuntary i.e. exclusion is practices regardless of wishes of those who are excluded.
- Social exclusion is structural because people are excluded not randomly but due to a systematic pattern of unequal access to social resources that is called social inequality. Social inequality is not an outcome of innate differences between people but is produced by the society in which they live.

This refers to a system by which categories of people in a society are ranked in a hierarchy. This hierarchy then shapes people's identity and experiences, their relations with others, as well as their access to resources and opportunities. 3 key principles of social stratification are-

- Social stratification is a characteristic of society, not simply a function of individual difference.
- Social stratification persists over generations- A person's social position is ascribed.
- Social stratification is supported by patterns of belief, or ideology- No system of stratification can survive unless it is widely viewed as being either fair or inevitable. Example-caste system. People with greatest social privilege express the strongest support for systems of stratification.

18. "The varied social reform movements did have common themes, yet they were different." Interpret the given statement.

OR

Colonialism brought in changes that altered the structure of Indian society.
Comment.

Answer: The varied social reform movements did have common themes. The value of education became important; the idea of female education gained importance, new ideas self-conscious pride in culture and tradition emerged.

Yet there were also significant differences. For some the concerns were confined to the problems that the upper caste, middle class women and men faced. For others injustices suffered by the discriminated castes were crucial questions. For some social evils had emerged because of a decline of the true spirit of Hinduism. For others caste and gender oppression was intrinsic to the religion. Muslim reformers actively debated the meaning of polygamy and purdah.

Importance of education for women was a theme that resonated across all movements. However, self conscious pride in one's culture and heritage so varied treatment wherein efforts were made to subvert some of the discriminating practices such as sati and purdah.

OR

Industrialisation refers to the emergence of machine production, based on the use of inanimate power resources like steam or electricity. A prime feature of industrial societies is that a large number of people are employed in factories, offices or shops rather than agriculture. Over 90% people are living in cities and towns where most jobs are to be found and new job opportunities created.

For instance, in Britain the first society to undergo industrialisation was also the earliest to move from being rural to an urban country.

In India, British industrialisation led to deindustrialisation in some sectors and decline of old urban centres.

- Just as manufacturing boomed in Britain, traditional exports of cotton and silk manufactures from India declined in the face of Manchester competition.
- This period, also, saw the further decline of cities such as Surat and Masulipatnam while Bombay and Madras grew.
- When British took over Indian states, towns like Thanjavur, Dhaka and Murshidabad lost their courts and therefore, some of their artisans and court gentry.
- From the end of the 19th century, with the installation of mechanised factory industries, some towns became much more heavily populated.
- Village crafts in the interior and particularly in regions other than eastern India where British penetration was earliest and deepest, probably survived much longer, coming to be seriously affected only with the spread of railways.
- Unlike Britain where the impact of industrialisation led to more people moving into urban areas, in India the initial impact of the same British industrialisation led to more people moving into agriculture.

Colonial rule saw the growth of new urban centers and hence, saw the rise of urbanization.

- Cities had a key role in the economic system of the empires.
- Coastal cities such as Mumbai, Kolkata and Chennai were favoured.
- From here, primary commodities could be easily exported and manufactured goods could be cheaply imported.
- Colonial cities were the prime link between the economic centre or core in Britain and periphery or margins in colonised India.
- Cities in this sense were a concrete expression of global capitalism.
- Example- **Bombay** was planned and re-developed so that by 1900 over three quarters of India's raw cotton were shipped through the city. **Calcutta** exported Jute to Dundee, while **Madras** sent coffee, sugar, indigo dyes and cotton to Britain
- Urbanisation in the colonial period saw the decline of some earlier urban centres such as Dhaka, Masulipatnam and the emergence of new colonial cities such as Bombay and Calcutta.

19. Describe the impact of Westernisation.

OR

Explain the process of sanskritisation.

Answer:

- M.N.Srinivas defines westernization as 'the changes brought about in Indian society and culture as a result of over 150 years of British rule, the term subsuming changes occurring at different levels...technology, institutions, ideology and values.'
- There were different kinds of westernization-
 - ✓ One kind refers to the emergence of a westernized sub-cultural pattern through a minority section of Indians who first came in contact with the western culture. This included the sub-culture of Indian intellectuals who not only adopted many cognitive patterns or ways of thinking but also styles of life and supported its expansion.
 - ✓ There has been a general spread of western cultural traits such as the use of new technology, dress, food and changes in general.
- Westernization does involve the imitation of external forms of culture. It does not necessarily mean that people adopt modern values of democracy and equality.

OR

- The term sanskritisation was coined by M.N.Srinivas. It may be defined as the process by which a 'low caste or tribe or other group takes over the customs, ritual, beliefs, ideology and style of life of a high and, in particular, a 'twice-born (dwija) caste'.
- Its influence can be seen in language, literature, ideology, music, dance, drama, style of life and ritual.
- It is primarily a process that takes place in the Hindu space though Srinivas argued that it was visible even in sects and religious groups outside Hinduism.
- It operated differently in different regions. In those areas where a highly sanskritised caste was dominant, the entire region underwent a certain amount of Sanskritisation. In those areas, where non-sanskritic castes were dominant, it was their influence that was stronger. This can be termed the process of '**de-sanskritisation**'.
- Srinivas argued that, 'sanskritisation of a group has usually the effect of improving its position in the local caste hierarchy. It normally presupposes either an improvement in economic or political position of the group concerned or a higher group self-consciousness resulting from its contact with a source of the '**Great Tradition**' of Hinduism such as a pilgrim centre or a monastery or a proselytizing sect.

But in India, there are many obstacles to any easy taking over of the customs of the higher caste by the lower. Traditionally, the dominant castes punished those low castes, which was audacious enough to attempt it.

20. Khasi society is a matrilineal society but men are the power holders. How will you explain this statement?

Answer: Khasi custom prescribes the devolution of ancestral property in the female line. Several scholars have highlighted the inherent contradictions in matrilineal systems.

- One such contradiction arises from the separation of the line of descent and inheritance on the one hand and the structure of authority and control on the other. The former, which links the mother to the daughter, comes in conflict with the latter, which links the mother's brother to the sister's son. [In other words, a woman inherits property from her mother and passes it on to her daughter, while a man controls his sister's property and passes on control to his sister's son. Thus, inheritance passes from mother to daughter whereas control passes from (maternal) uncle to nephew.]
- Khasi matriliney generates intense role conflict for men. They are torn between their responsibilities to their natal house on the one hand, and to their wife and children on the other. In a way, the strain generated by such role conflict affects Khasi women more intensely. A woman can never be fully assured that her husband does not find his sister's house a more congenial place than her own. Similarly a sister will be apprehensive about her brother's commitment to her welfare because the wife with whom he lives can always pull him away from his responsibilities to his natal house.
- The women are more adversely affected than men by the role conflict generated in the Khasi matrilineal system not only because men wield power and women are deprived of it, but also because the system is more lenient to men when there is a transgression of rules. Women possess only token authority in Khasi society; it is men who are the defacto power holders. The system is indeed weighted in favour of male matri-kin rather than male patri-kin. [In other words, despite matriliney, men are the power holders in Khasi society; the only difference is that a man's relatives on his mother's side matter more than his relatives on his father's side.]

21. Comment on the changes that have taken place in the medium of Television.

OR

What affect did globalisation have on music?

Answer:

- TV programming was introduced experimentally in India to promote rural development as early as 1959. Later, the Satellite Instructional Television

Experiment (SITE) broadcasted directly to community viewers in the rural areas of 6 states between August 1975 and July 1976.

- These instructional broadcasts were broadcasted to 2400 TV sets directly for 4 hours daily.
- TV stations were set up under Doordarshan in 4 cities (Delhi, Srinagar, Mumbai and Amritsar) by 1975. 3 more stations i.e. Kolkata, Chennai and Jalandhar, were added within a year. Every broadcasting centre had its own mix of programmes comprising news, children's and women's programmes, farmer's programmes as well as entertainment programmes.
- **As programmes become commercialised and were allowed to carry advertisements of its sponsors, a shift in target audience was evident.** Entertainment programmes grew and were directed to the urban consuming class. The advent of colour broadcasts during the 1932 Asian games in Delhi and the rapid expansion of the national network led to rapid commercialisation of television broadcasting.

During 1984-85 the number of television transmitters increased all over India covering a large proportion of the population. It was also the time when indigenous soap operas like Hum Log(1984-85) and Buniyaad(1986-87) were aired. They were hugely popular acclaim and attracted substantial advertising revenue for Doordarshan as did the broadcasting of the epics Ramayan(1987-88) and Mahabharat(1988-90).

- ❖ In 1991, there was one state controlled TV channel Doordarshan in India. By 1998, there were almost 70 channels. Privately run satellite channels have multiplied rapidly since mid-1990s. While Doordarshan broadcasts over 20 channels there were some 40 private television networks broadcasting in 2000. The staggering growth of private satellite television has been one of the defining developments of contemporary India.
- ❖ The Gulf War of 1991 (which popularised CNN), and the launching of star-TV in the same year by the Whampoa Hutchinson Group signalled the arrival of satellite channels in India. In 1992, Zee TV, a Hindi based satellite entertainment channel, also began beaming programs to cable TV viewers in India. By 2000, 40 private cable and satellite channels were available including several that focussed exclusively on regional-language broadcasting like Sun-TV, Udaya-TV, Raj-TV, and Asianet.
- ❖ While Doordarshan was expanding rapidly in the 1980s, the cable television industry was mushrooming in major Indian cities. The VCR greatly multiplies entertainment options for Indian audiences, providing alternatives to Doordarshan's single channel programming. Video viewing at home and in community-based parlours increased rapidly. The video fare consisted mostly of film-based entertainment, both domestic and imported. By 1984, entrepreneurs in cities such as Mumbai and Ahmedabad had begun wiring apartment buildings to transmit several films a day. The number of cable operators also increased significantly.

- ❖ The coming in of transnational television companies like Star TV, MTV, Channel V, Sony and others, worried some people on the likely impact on Indian youth and on the Indian cultural identity. But most transnational television channels have through research realised that the use of the familiar is more effective in procuring the diverse groups that constitute Indian audience. The early strategy of Sony International was to broadcast 10 Hindi films a week, gradually decreasing the number as the station produced its own Hindi language content. The majority of foreign networks have now introduced either a segment of Hindi language programming (MTV India) or an entire new Hindi language channel (STAR Plus). Star Sports and ESPN have dual commentary or an audio soundtrack in Hindi. The larger players have launched specific regional channels in languages such as Bengali, Punjabi, Marathi and Gujarati.
 - ❖ **Localisation of STAR TV**- in October 1996, STAR Plus, initially an all English general entertainment channel originating from Hong Kong, began producing a Hindi language belt of programming between 7 and 9 pm. By February 1999, the channel was converted to a solely Hindi channel and all English serials shifted to STAR World, the network's English language international channel. Advertising to promote the Hindi channel included the Hindi slogan: 'Aapki Boli, Aapka PlusPoint)
 - ❖ Both STAR and Sony continued to dub US programming for younger audience as children appeared to be able to adjust to the peculiarities that arise when the language is one and the setting another.
 - ❖ TV intruded into the personal lives of people. Television tries to exaggerate events and showcase them to be able to garner large audiences.
 - ❖ Most TV channels are on throughout the day, 24*7. The format for news is lively and informal. News has been made far more immediate, democratic and informal. Television has fostered public debate and is expanding its reach every passing year.
 - ❖ There are a growing number of news channels in Hindi and English, a large number of regional channels and an equally large number of reality shows, talk shows, Bollywood shows, family soaps, interactive shows, game shows and comedy shows.
 - ❖ Entertainment television has produced a new cadre of superstars who have become familiar household names, and their private life, rivalry on sets feed the gossip columns of popular magazines and newspapers. Many of the reality shows are modelled on lines of western programmes.
 - ❖ Soap operas are stories that are serialized. They are continuous, where characters keeps changing but the story continues. These soap operas, reality shows like Kaun Bangea Crorepati became extremely popular.
- (ALL DETAILS NEED NOT BE MENTIONED,THE BEGINNING, GLOBALISATION AND CHANGES DUE TO GLOBALISATION HAVE TO BE WRITTEN)

OR

It has been argued that the musical form is one that lends itself to globalisation more efficiently than any other. This is because music is able to reach people who may not know the written and spoken language. The growth of technology- from personal stereo systems to music television (such as the MTV) to the compact disc (CD) - have provided newer, more sophisticated ways for music to be distributed globally. The fusion of forms of media Although the music industry is becoming ever more concentrated in the hands of a few international conglomerates, some feel that it is under a great threat. This is because the Internet allows music to be downloaded digitally, rather than purchased in the form of CDs or cassettes from local music stores. The global music industry is currently comprised of a complex network of factories, distribution chains, music shops and sales staff. If the internet removes the need for all these elements by allowing music to be marketed and downloaded directly, what will be left of the music industry!

22. The practice of colonialism and principle of nationalism are contradictory. Explain.

Answer: The practice of colonialism and principle of nationalism are contradictory. For colonial rule implied foreign rule such as British rule over India. Nationalism implied that the people of India or of any colonized society have an equal right to be sovereign. Indian nationalist leaders were quick to grasp this irony. They declared that freedom or sawarj was their birth right and fought for both political and economic freedom.

Nation-states were the dominant political form in the modern world. A government has sovereign power within a defined territory and the people are citizens of a single nation. Nation-states are closely associated with the rise of nationalism. The principle of nationalism assumes that any set of people have a right to be free and exercise sovereign power.

For Indian nationalists the issue of economic exploitation under colonial rule was a central issue. The Swadeshi movement strengthened the loyalty to the national economy. Modern ideas made people realize that poverty was preventable. They noticed the contrast between the pre-colonial fabled riches of India and the poverty of British India.

23. Highlight the source of conflict between national and tribal development.

Answer:

- National development in the Nehruvian era focussed on the building of dams, factories and mines.
- But, because the tribal areas were rich in minerals and forests, they paid a heavy price for the development activity which benefitted the rest of the nation.

- The displacement of the tribes has been a result of setting up of dams and factories and using the forested areas for various mining and other developmental work.
- **The process of dispossessing tribals of their land has occurred as a necessary byproduct of the exploitation of minerals and the utilisation of favourable sites for setting up hydroelectric power plants, many of which are in tribal areas.**
- The idea of private property in land, also, adversely affected the tribes. Tribes who mostly had collective community-based ownership were at a disadvantage in the new system. Example- series of dams being built over the Narmada River
- Many tribal regions have experienced heavy in-migration of non-tribals into tribal areas due to pressures of development, reducing them to minorities. This threatens to disrupt their cultures and communities. Example- Jharkhand and Tripura

24. Discuss how the market has significance much beyond the economic functions.

Answer:

- These markets bring together people from surrounding villages, who come to sell their agricultural or other produce and to buy manufactured goods and other items that are not available in their villages.
- They attract traders from outside the local area, as well as moneylenders, entertainers, astrologers and a host of other specialists offering their services and wares.
- These periodic markets link different regional and local economies together.
- They, also, link these regional and local economies to the wider national economy and to towns and metropolitan centres.
- In hilly areas, where settlements are far-flung, roads and communication poor, and the economy relatively undeveloped, the weekly market is the major institution for the exchange of goods as well as for social intercourse.
- Local people come to the market to sell their agricultural or forest produce to traders, who carry it to the towns for resale, and they buy essentials such as salt and agricultural implements and consumption items such as bangles, jewellery.
- For many visitors, the primary reason to come to the market is social- to meet kin, to arrange marriages, exchange gossip.
- A good example to show the social character of markets is the weekly market in Dhorai in Bastar.
- At the weekly market, one can find local people, including tribals, non-tribals, as well as outsiders-mainly Hindu traders of various castes.
- Forest officials come to the market to conduct business with adivasis who work for the Forest Department.
- Market attracts a variety of specialists selling their goods and services.
- The major goods that are exchanged in the market are manufactured goods i.e. jewellery, trinkets, pots and so on; non-local foods such as salt, haldi; local food

and agricultural items and manufactured items such as bamboo baskets; and forest produce such as tamarind, oil-seeds.

- The forest produce that is brought by the adivasis is purchased by traders who carry it to towns.
- In the market, the buyers are mostly adivasis while the sellers are mainly caste Hindus.
- Adivasis earn cash from the sale of forest and agricultural produce and from wage labour, which they spend in the market mainly on low-value trinkets and jewellery, and consumption items such as manufactured cloth.
- The layout of Dhorai market symbolises the hierarchical inter-group social relations in this region.
- Different social groups are located according to their position in this caste and social hierarchy as well as in the market-system.
- The wealthy and high-ranking Rajput jewellers and middle-ranking local Hindu traders sit in the central zones and tribal sellers of vegetables and local wares in the outer circles.
- The quality of social relations is expressed in the kinds of goods that are bought and sold, and the way in which transactions are carried out.
- Interactions between tribal and non-tribal traders are very different than those between Hindus of the same community; they express hierarchy and social distance rather than social equality.

25. From Curzon's Speeches II, pp. 238-9

The labour system in Assam was essentially that of indenture by which the labourers went to Assam under contract for a number of years. The government helped the planters by providing for penal sanction in case of non-fulfillment of the contract by the labourers. This view is explicitly made by T. Raleigh, Law Member, when speaking on the Assam Labour and Emigration Bill of 1901: "The labour-contract authorised by this Bill is a transaction by which, to put it rather bluntly, a man is often committed to Assam before he knows what he is doing, and is thereupon held to his promise for four years, with a threat of arrest and imprisonment if he fails to perform it. Conditions like these have no place in the ordinary law of master and servant. We made them part of the law of British India at the instance and for the benefit of the planters of Assam... The fact remains that the motive power in this legislation is the interest of the planter, not the interest of the coolie".

- **Discuss the role of colonial state to help planters.**

Answer: Colonial administration was clear that harsh measures were taken against the labourers to make sure they benefitted the planters. They were also fully aware that the laws of a colonized country did not have to stick to the democratic norms

that the British back home in Britain had to follow. Since Assam was sparsely populated and tea plantations located on uninhabited hillsides, bulk of the sorely needed labour had to be imported from other provinces. But to bring these people from their far-off homes into strange lands possessing unhealthy climate and infected with strange fevers, required the provision of financial and other incentives, which the tea-planters of Assam were unwilling to offer. Instead they took recourse to fraud and coercion; and they persuaded the government to aid and abet them in this unholy task by passing penal laws. The labour system was essentially that of indenture by which labourers were sent to Assam under contract for a number of years. Labourers were committed to Assam before they knew it; with a threat of arrest and imprisonment if there is a failure to perform. Transport of Native Labourers Act (No.III) of 1863 of Bengal was one of the laws used in this task.

- **Can you draw similar parallels from the contemporary times?**

Answer: Internal colonialism in the context of tribals or The Bombay Mill Strike can be discussed here.



SET - 4

Series : SSO/1

कोड नं. **62/1**
Code No.

रोल नं.

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Roll No.

परीक्षार्थी कोड को उत्तर-पुस्तिका के मुख-पृष्ठ पर अवश्य लिखें ।
Candidates must write the Code on the title page of the answer-book.

- कृपया जाँच कर लें कि इस प्रश्न-पत्र में मुद्रित पृष्ठ 7 हैं ।
- प्रश्न-पत्र में दाहिने हाथ की ओर दिए गए कोड नम्बर को छात्र उत्तर-पुस्तिका के मुख-पृष्ठ पर लिखें ।
- कृपया जाँच कर लें कि इस प्रश्न-पत्र में 25 प्रश्न हैं ।
- कृपया प्रश्न का उत्तर लिखना शुरू करने से पहले, प्रश्न का क्रमांक अवश्य लिखें ।
- इस प्रश्न-पत्र को पढ़ने के लिए 15 मिनट का समय दिया गया है । प्रश्न-पत्र का वितरण पूर्वाह्न में 10.15 बजे किया जायेगा । 10.15 बजे से 10.30 बजे तक छात्र केवल प्रश्न-पत्र को पढ़ेंगे और इस अवधि के दौरान वे उत्तर-पुस्तिका पर कोई उत्तर नहीं लिखेंगे ।
- Please check that this question paper contains 7 printed pages.
- Code number given on the right hand side of the question paper should be written on the title page of the answer-book by the candidate.
- Please check that this question paper contains 25 questions.
- **Please write down the Serial Number of the question before attempting it.**
- 15 minute time has been allotted to read this question paper. The question paper will be distributed at 10.15 a.m. From 10.15 a.m. to 10.30 a.m., the students will read the question paper only and will not write any answer on the answer-book during this period.

समाजशास्त्र
SOCIOLOGY

निर्धारित समय : 3 घंटे]

Time allowed : 3 hours]

[अधिकतम अंक : 80

[Maximum Marks : 80

सामान्य निर्देश :

- (i) प्रश्नों की कुल संख्या 25 हैं ।
- (ii) सभी प्रश्न अनिवार्य हैं ।
- (iii) प्रश्न संख्या 1 – 14 तक लघु-उत्तर वाले प्रश्न हैं । प्रत्येक प्रश्न के 2 अंक हैं । इनमें से प्रत्येक प्रश्न का उत्तर 30 शब्दों से अधिक का नहीं होना चाहिए ।
- (iv) प्रश्न संख्या 15 – 21 तक दीर्घ-उत्तर वाले प्रश्न हैं । प्रत्येक प्रश्न के 4 अंक हैं । इनमें से प्रत्येक प्रश्न का उत्तर 80 शब्दों से अधिक का नहीं होना चाहिए ।
- (v) प्रश्न संख्या 22 – 25 तक अति दीर्घ-उत्तर वाले प्रश्न हैं । प्रत्येक प्रश्न के 6 अंक हैं । इनमें से प्रत्येक प्रश्न का उत्तर 200 शब्दों से अधिक का नहीं होना चाहिए । प्रश्न-संख्या 25 का उत्तर दिए हुए अनुच्छेद के आधार पर देना है ।

General Instructions :

- (i) There are **25** questions in all.
- (ii) **All** questions are compulsory.
- (iii) Question Nos. **1 – 14** are short answer type questions carrying **2** marks each. Answer to each question should not exceed **30** words.
- (iv) Question Nos. **15 – 21** are long answer type questions carrying **4** marks each. Answer to each question should not exceed **80** words.
- (v) Question Nos. **22 – 25** are very long answer type questions carrying **6** marks each. Answer to each question should not exceed **200** words. Question No. 25 is to be answered with the help of the passage given.

1. औपचारिक जनांकिकी सामाजिक जनांकिकी से किस प्रकार भिन्न है ? 2
In what way formal demography is different from social demography ?
2. उदारीकरण की किन्हीं दो हानियों का उल्लेख कीजिए । 2
Mention any two adverse impact of Liberalisation.
3. अल्पसंख्यकों के अधिकारों की रक्षा के लिए दिए गए संविधानात्मक प्रावधानों में से किन्हीं दो का उल्लेख कीजिए । 2
State any two Constitutional provisions meant to protect minority rights.
4. विशेषाधिकृत अल्पसंख्यक कौन होते हैं ? 2
Who are the privileged minorities ?
5. आधुनिकता शब्द में क्या मान्यता निहित है ? 2
What does the term modernity assume ?
6. पंचायतों के सामाजिक कल्याण के उत्तरदायित्वों का उल्लेख कीजिए । 2
State the social welfare responsibilities of panchayats.

7. कृषि एवं संस्कृति किन रूपों में जुड़ी हुई हैं ? 2
In what ways are agriculture and culture linked ?
8. 'बेगार' शब्द से आप क्या समझते हैं ? 2
What do you mean by the term 'Beggar' ?
9. फोर्डिज़्म एवं उत्तर फ़ोर्डिज़्म (पोस्ट-फ़ोर्डिज़्म) में भिन्नता दर्शाइये । 2
Differentiate between Fordism and Post-fordism.
10. पारराष्ट्रीय निगमों की विशेषताएँ बताइए । 2
State the features of transnational corporations.
11. निगम संस्कृति (कोर्पोरेट कल्चर) उत्पादकता और प्रतियोगितापन को कैसे बढ़ा देती है ? 2
In what way does corporate culture increase productivity and competitiveness ?
12. सामाजिक परिवर्तन एवं सामाजिक आन्दोलन के मध्य अंतर स्पष्ट कीजिए । 2
Distinguish between social change and social movement.
13. एआईटीयूसी (एटक) के बनने से औपनिवेशिक सरकार मजदूरों के प्रति किस प्रकार सावधान (सतर्क) हो गई ? 2
How has the formation of AITUC made the colonial government more cautious in dealing with labour ?
14. सुधारवादी एवं प्रतिदानात्मक आन्दोलनों में क्या भिन्नता है ? 2
In what ways do reformist and redemptive movements differ ?
15. भारत में बच्चों के लिंग अनुपात में कमी होने में क्षेत्रीय विभिन्नता को समझाइए । 4
Explain the regional variations of low child sex ratio in India.

16. भारत में व्यापार और वाणिज्य जाति एवं नातेदारी संजाल (नेटवर्क) द्वारा परिचालित किया जाता है। विवेचना कीजिए। 4

अथवा

पूँजीवाद की एक विशेषता के रूप में पण्यीकरण (कॉमोडिफिकेशन) की व्याख्या कीजिए।

Trade and Commerce operated through Caste and Kinship networks in India. Discuss.

OR

Explain Commodification as feature of capitalism.

17. क्या आरटीआई राज्य को भारतीयों के प्रति जवाबदेही के लिए बाध्य करने का साधन हो सकता है? विस्तार से समझाइए। 4

Could the RTI be a means of forcing the state to respond to the people of India? Elaborate.

18. जनजातीय क्षेत्रों में आधारभूत जनतांत्रिक क्रियाशीलता का उदाहरण सहित वर्णन कीजिए। 4

Describe with example the grass-root democratic functioning in tribal areas.

19. सतीश सबरवाल द्वारा उल्लिखित औपनिवेशिक भारत में परिवर्तन के तीन पक्षों की विस्तार से व्याख्या कीजिए। 4

Elaborate on three aspects of change in Colonial India as stated by Satish Saberwal.

20. संविदा खेती के लाभ और हानियों को रेखांकित कीजिए। 4

अथवा

मजदूरों के संचरण की व्याख्या कीजिए।

Highlight the advantages and disadvantages of contract farming.

OR

Explain circulation of labours.

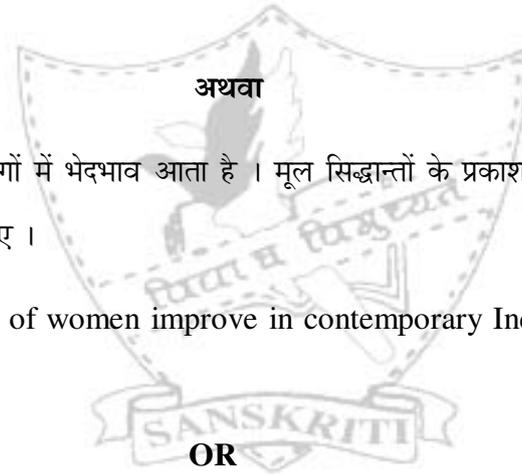
21. भारतीय उद्योगों में भूमंडलीकरण और उदारीकरण के बाद हुए परिवर्तनों की विवेचना कीजिए । 4

Discuss the changes that have emerged in Indian industries after globalization and liberalization.

22. 'जनजातियों का वर्गीकरण उनकी "स्थायी" और "ग्रहण की गई" विशेषताओं के अनुसार किया गया है।' स्पष्ट कीजिए । 6

'Tribes have been classified according to their "permanent" and "acquired" traits.' Explain.

23. समकालीन भारत में महिलाओं की प्रतिष्ठा में कितना सुधार हुआ है ? अपने उत्तर के समर्थन में उदाहरण दीजिए । 6



अथवा
सामाजिक असमानता से लोगों में भेदभाव आता है । मूल सिद्धान्तों के प्रकाश में सामाजिक स्तरीकरण की अवधारणा की व्याख्या कीजिए ।

How far did the status of women improve in contemporary India ? Give examples to support your answer.

Social inequality differentiates between individuals. Highlight the principles to explain the concept of social stratification.

24. उपनिवेशवाद से सभी क्षेत्रों में बहुत अधिक परिवर्तन आया – चाहे वह कानूनी हो अथवा सांस्कृतिक अथवा वास्तु संबंधी । उदाहरणों द्वारा इस कथन का औचित्य सिद्ध कीजिए । 6

Colonialism introduced a wide range of change in every sphere, be it legal or cultural or architectural. Justify the statement with examples.

25. दिए हुए गद्यांश को पढ़िए और नीचे दिए गए प्रश्नों के उत्तर दीजिए :

भारतीय भाषाओं के समाचारपत्रों की क्रांति

पिछले कुछ दशकों में एक अत्यंत उल्लेखनीय घटना से भारतीय भाषाओं के समाचारपत्रों में क्रांति आई है। इन समाचारपत्रों की वृद्धि उदारीकरण से पहले हो चुकी थी। भारत के दो प्रमुख दैनिक पत्र 'दैनिक जागरण' और 'दैनिक भास्कर' हैं जिनके पढ़ने वालों की संख्या क्रमशः 2.1 करोड़ और 1.7 करोड़ है। सबसे अधिक तेजी से बढ़ने वाले दैनिकों में असमिया भाषा के दैनिक हैं। (51.8 प्रतिशत वृद्धि) और बंगला के दैनिक ग्रामीण क्षेत्रों में (129 प्रतिशत वृद्धि) हैं।

(स्रोत : नेशनल रीडरशिप सर्वे 2002)

'ईनाडु' समाचारपत्र की कहानी भी भारतीय भाषाओं के समाचारपत्रों (प्रेस) की सफलता का एक उदाहरण है। 'ईनाडु' के संस्थापक रामोजी राव ने 1974 में इस समाचारपत्र को प्रारंभ करने से पहले एक चिट-फंड सफलतापूर्वक चलाया था। 1980 के दशक के मध्यभाग में ग्रामीण क्षेत्रों में अरक-विरोधी आंदोलन जैसे उपयुक्त मुद्दों से जुड़कर यह तेलुगु समाचारपत्र देहातों में पहुँचने में सफल हो गया। अपनी इस सफलता से प्रेरित होकर उसने 1989 में 'जिला दैनिक' निकालने शुरू किए। ये छोटे-छोटे पत्रक होते थे जिनमें ज़िला-विशेष के सनसनी फैलाने वाले समाचार और उसी ज़िले के गाँवों और छोटे कस्बों से प्राप्त वर्गीकृत विज्ञापन छापे जाते थे। 1998 तक आते-आते 'ईनाडु' आंध्र प्रदेश के दस कस्बों से प्रकाशित होने लगा था और संपूर्ण तेलुगु दैनिक पत्रों के प्रसार में इसका हिस्सा 70 प्रतिशत था।

(अ) मुद्रण संचार के विभिन्न प्रकार क्या है ?

2

(ब) भारतीय भाषाओं के समाचारपत्रों की वृद्धि के लिए किन कारणों को जिम्मेदार माना जा सकता है ?

4

Read the given passage and answer the following questions :

The Indian Language Newspaper Revolution

The most significant happening in the last few decades has been the Indian language newspaper revolution. The beginnings of this growth predated liberalization. The top two dailies in India are Dainik Jagran and Dainik Bhaskar with a readership of 21 million and 17 million, respectively. The fastest growing dailies are the Assamese dailies in urban areas (51.8 per cent increase) and the Bengali dailies in rural areas (129 per cent)

Source : National Readership Survey 2002.

The Eenadu story also exemplifies the success of the Indian language press. Ramoji Rao the founder of Eenadu, had successfully organized a chit-fund, before launching the paper in 1974. By associating with appropriate causes in the rural areas like the Anti-arrack movement in the mid-1980s, the Telugu newspaper was able to reach into the countryside. This prompted it to launch 'district dailies' in 1989. These were tabloid inserts of sensational features carrying news from particular districts as well as classified advertisements from villages and small towns of the same. By 1998 Eenadu was being published from ten towns in Andhra Pradesh and its circulation accounted for 70 per cent of the audited Telugu daily circulation.

- (a) What are the different forms of Print media ?
 - (b) What reasons can be attributed to the emerging growth of Indian language newspapers ?
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