

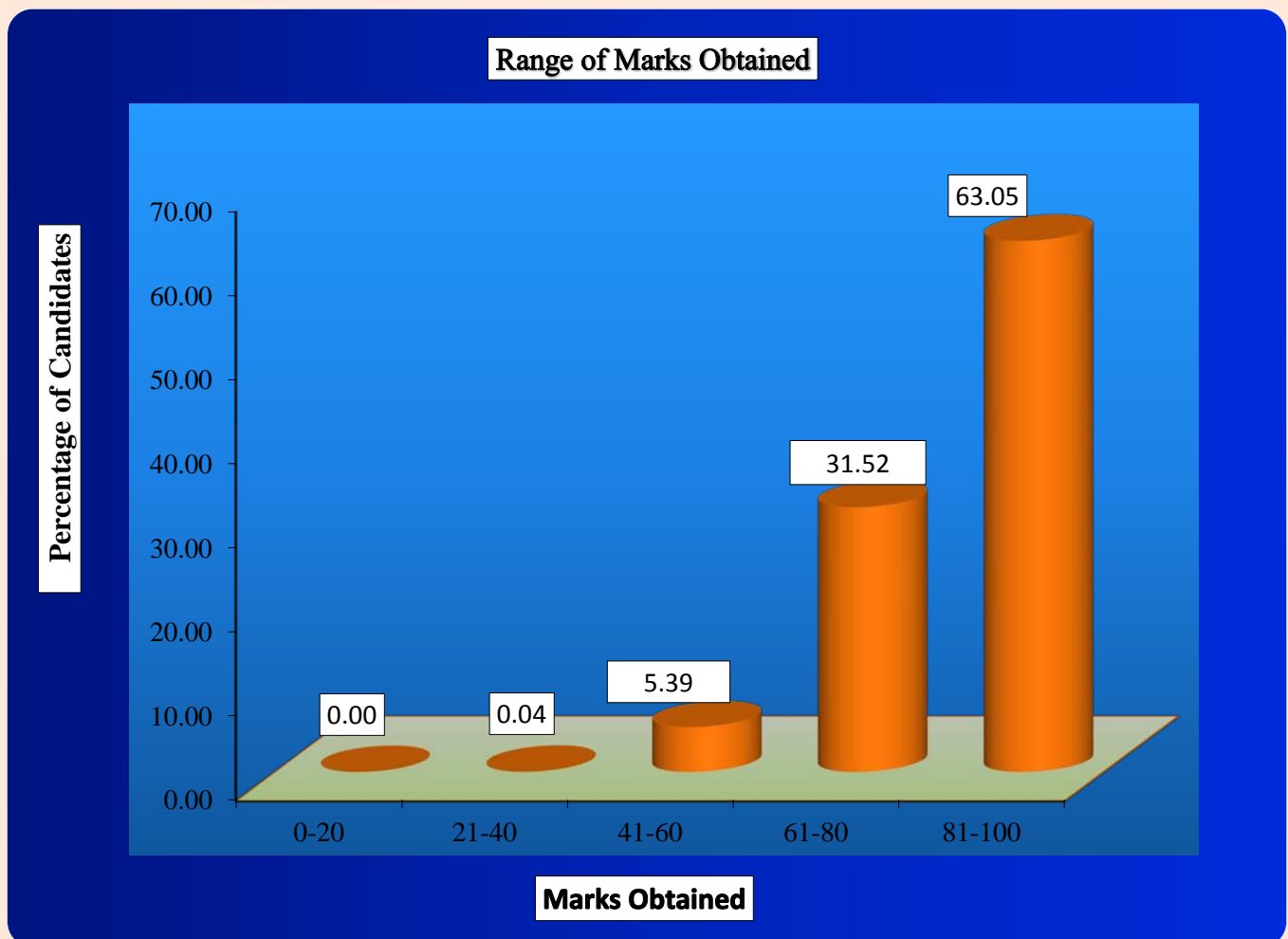
SOCIOLOGY

STATISTICS AT A GLANCE

Total Number of students who took the examination	2,855
Highest Marks Obtained	100
Lowest Marks Obtained	40
Mean Marks Obtained	83.81

Percentage of Candidates according to marks obtained

Details	Mark Range				
	0-20	21-40	41-60	61-80	81-100
Number of Candidates	0	1	154	900	1800
Percentage of Candidates	0.00	0.04	5.39	31.52	63.05
Cumulative Number	0	1	155	1055	2855
Cumulative Percentage	0.00	0.04	5.43	36.95	100.00



SOCIOLOGY

PART I (20 Marks)

Answer *all* questions.

Question 1

Answer briefly each of the following questions:

[10×2]

- (i) Define *Classificatory Kinship Terms*.
- (ii) Explain the term *Consanguineous Family*.
- (iii) Explain *moral code* and *religious code*.
- (iv) What is a *Taboo*?
- (v) Define *Xenophobia*.
- (vi) What are *Bal Panchayats*?
- (vii) What is meant by *Sanskritization*?
- (viii) State *any two* functions of education.
- (ix) Distinguish between *economic goods* and *free goods*.
- (x) What is the racial classification of the Tribes?

Comments of Examiners

- (i) Some candidates were unsure about the answer and confused it with 'Descriptive terms' and 'Degree of Kinship'.
- (ii) Most of the candidates answered this part correctly, though some confused it with 'Morgan's Consanguineous' family.
- (iii) Almost all candidates were able to answer this part correctly.
- (iv) Candidates were able to write this part correctly.
- (v) Many candidates did not know the meaning of 'Xenophobia'.
- (vi) Most candidates knew the answer though some gave unclear answers showing that they did not have thorough knowledge of Bal Panchayats.
- (vii) Many candidates gave correct answers. However, some did not understand the concept and wrote that 'Sanskritization' meant 'learning the Sanskrit language'.
- (viii) Most of the candidates were able to attempt this part correctly.
- (ix) Most candidates answered this part well.
- (x) Most candidates were aware of the 'racial classification of tribes' and had no difficulty attempting this question. Some however confused it with the 'linguistic classification of tribes'.

Suggestions for teachers

- Teachers should be thorough with the scope of the syllabus and must guide students accordingly providing them with study strategies.
- Explain key terms and important concepts in every chapter.
- Encourage students to do a thorough revision to avoid confusion between similar concepts or sub-topics.

MARKING SCHEME	
Question 1.	
(i)	<p><i>Classificatory Kinship Terms:</i></p> <ul style="list-style-type: none"> Several people lineal, collateral and affinal are <u>referred to by the same term</u>. These terms are more characteristic of primitive societies and depend on the social organization and power structure of a society. <p>They indicate the marriage patterns (cross-cousin and parallel cousin).</p>
(ii)	<p><i>Consanguineous Family:</i></p> <ul style="list-style-type: none"> Consists of members <u>related by birth</u>. <p>The nucleus of the family consists of <u>blood relatives</u>.</p>
(iii)	<p>Moral code: are those <u>rules of behaviour</u> which are admitted at large in society, it is equivalent to mores and coincides with customs, fashion etc. It is “that body of rules or principles concerned with the good and evil as manifested to us by conscience”.</p> <p>Religious code: It is originated in the <u>belief in divinity</u>. It refers to the body of rules prescribed by a particular religion for its followers to observe and follow. The code prescribes desirable conduct and behaviour.</p>
(iv)	<p><i>Taboo:</i></p> <ul style="list-style-type: none"> It originates from the Polynesian word ‘tabu’ which means ‘to forbid’. In primitive groups there are certain <u>restrictions on behavior</u> which <u>ensure order, stability and solidarity within the group</u>. Taboos are like verbal laws which have three functions- protective, productive and prohibitive. (Any two)
(v)	<p><i>Xenophobia:</i></p> <p>An unreasonable fear or hatred of foreigners or strangers or of their politics or culture.</p>
(vi)	<p><i>Bal Panchyats:</i></p> <p>Bal Panchayat is the Panchayat that has emerged for empowering children by involving them in decisions about their welfare and other matters.</p>
(vii)	<p><i>Sanskritization:</i></p> <ul style="list-style-type: none"> This term was coined by M.N Srinivas. It is an upward social mobility of the lower caste or tribe members, who imitate the customs, ideology, rituals and way of life of the upper or dominant caste.
(viii)	<p><i>Functions of education:</i></p> <ul style="list-style-type: none"> It is a means of socialization. It is a means of social control. It aids in personality development. It acts as an integrative force. It is an agent of social mobility. <p>(Any two)</p>
(ix)	<p><i>Economic goods and free goods:</i></p> <p>The goods or services that are devoted to further production or for consumption are <u>economic</u></p>

	goods, while the goods for which human being pays nothing like sunlight, air, etc. are called <u>free</u> goods.
(x)	<p>Racial classification of the Tribes:</p> <ul style="list-style-type: none"> • Mongoloid • Caucasoid • Australoid • Negrito

PART II (50 Marks)

Answer any *five* questions.

Question 2

- (a) *Social Institutions are the main building blocks of society.* In this context, explain the features of the Social Institutions. [5]
- (b) Explain *any five* features of family. [5]

Comments of Examiners

- (a) This question was answered well by most of the candidates. Some also went on to describe features of different types of Social Institutions in detail.
- (b) This was well attempted by most candidates. However, some confused ‘features of family’ with ‘functions of family’.

Suggestions for teachers

- Teachers should, through a regular recapitulation explain the difference between similar sub-topics in a chapter. Features and functions of family are similar but the differences should be explained while teaching this chapter.

MARKING SCHEME

Question 2.

(a)	<p>Social institutions are the main building blocks of society:</p> <p>A social institution is a complex integrated set of social norms organized around the preservation of a basic societal value, and therefore help us to understand society. According to Ginsberg- Institutions “may be described as, recognized and established usages governing the relations between individual and groups”. The features of social institutions are:</p> <ul style="list-style-type: none"> • Social in nature • Universality • They are standardized norms • Institutions as a means of satisfying needs • Institutions as controlling mechanisms • Relatively permanent
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	<ul style="list-style-type: none"> • Abstract in nature • Oral and written traditions • Synthesizing symbols • Interrelation with other institutions <p style="text-align: right;"><i>(Any five points with adequate explanation)</i></p>
(b)	<p>Features of family:</p> <ul style="list-style-type: none"> • Universality • Emotional basis • Limited size • Formative influence • Nuclear position in social structures • Responsibility of members • Social regulation <p style="text-align: right;"><i>(Any five points with adequate explanation)</i></p>

Question 3

- (a) *Marriage is characterized by both Exogamy and Endogamy.* Explain this statement [5]
with a detailed discussion of these two rules of marriage.
- (b) Discuss *Panchayati Raj* and its three tiers. [5]

Comments of Examiners

- (a) Most of the candidates answered this question correctly. Some of them did not explain the types and causes of 'Endogamy' and 'Exogamy' in detail.
- (b) Almost all of the candidates were able to answer this question satisfactorily. A few number of candidates gave diagrammatic explanations for the three tier structure of the Panchayati Raj.

Suggestions for teachers

- Teachers should guide students by giving them clarity about the content of essay type answers and details that are to be included. Explanations must be supported with relevant examples.
- Teachers should encourage students to give simple diagrammatic explanations for certain concepts. E.g. The pyramidal structure of the Panchayati Raj system.

MARKING SCHEME

Question 3.

- (a) ***Marriage is characterized by both Exogamy and Endogamy:***
- Exogamy** – The practice of marrying outside one's clan, village or group- descent group or lineage.
- Three kinds of exogamy among the Hindus:

	<ul style="list-style-type: none"> • <u>Gotra</u> • <u>Pravara</u> • <u>Sapinda</u> <p style="text-align: right;"><i>(Expand on the above)</i></p> <p>Causes for exogamy:</p> <ul style="list-style-type: none"> • The fear of racial degeneration • The cultural factor of widening the area of co-operative cultural contact leading to prohibitions of sexual relations between close relatives • In hunting and food gathering communities women were a burden and this would have led to female infanticide and female scarcity. This would have forced men to marry girls from outside. • Man's tendency to vary led man to marital alliances with strangers. <p>Endogamy– the rule which requires a person to marry within his social group.</p> <p>There are three types of endogamy in marriage:</p> <ul style="list-style-type: none"> • Varna endogamy • Caste endogamy • Sub-caste endogamy <i>(Expand on these three)</i> • Among Indian tribes too endogamy exists. <p>Causes for endogamy:</p> <ul style="list-style-type: none"> • Due to the fear of the strange and the unknown. • To preserve socio-cultural, linguistic and territorial units of their groups • The need to marry within a culturally similar group to avoid adjustment problems and clashes.
(b)	<p>Panchayati Raj:</p> <ul style="list-style-type: none"> • Formalized by 73rd Amendment Act • Symbol of Decentralization of power of the government • It is a three tier structure of self-government <p>Three tiers:</p> <ul style="list-style-type: none"> • At district level – Zila Parishad • At Block level – Block Samities • At Village level – Village Panchayats <p style="text-align: right;"><i>(elaborate the level and function of each briefly)</i></p>

Question 4

- (a) What is meant by *secularism*? Discuss its role in plural society like India. [5]
- (b) Discuss *Totemism* as a theory of religion. [5]

Comments of Examiners

- (a) A few candidates who attempted this question wrote comprehensive answers. However, a number of candidates confused 'Secularism' with 'Communalism' and 'Fundamentalism'.
- (b) Most candidates wrote good answers, supported with suitable examples and theories of sociologists on the theory of Totemism in religion. A few candidates confused 'Totemism' with the theory of 'Naturism'.

Suggestions for teachers

- While teaching Secularism it is necessary to teach students the difference between this concept and Communalism. This should be done with the help of objective discussions of examples of such concepts.
- While teaching the different theories of religion, students should be taught to differentiate between the theories to avoid confusion.

MARKING SCHEME

Question 4.

(a)	<p><i>Secularism:</i></p> <p>Secularism means that no religion will be considered the state religion and no one will be discriminated on the grounds of religion.</p> <p>Role in plural society like India:</p> <ul style="list-style-type: none">• It enables the people of different religion to live in civility with respect for all faiths.• It is a part of democracy which grants equal rights.• It safeguards minority and democracy by limiting the powers of majority.• It checks the growth of destructive communalism.
(b)	<p><i>Totemism as a theory of religion:</i></p> <ul style="list-style-type: none">• A totem is a species of animal or plant, or part of an animal or plant, or a natural object, or a symbol which has significant distinguishing features for a human group.• Primitive people regard them with superstition, respect and believe that they guide them and members of their clan. The concept of totemism believes in reverence towards the totem and at times sacrifices are offered to the totem.• Members of a tribe affiliate themselves with the totem. The totem is a collective religious object with supernatural or mysterious powers for the group. It is associated with tribal organization and often becomes the name of the tribe/clan.• Totemism appeared to be important to those societies where it was found it was associated with the rule of exogamy between totemic groups. This exogamy was maintained for fear of the unknown. Sometimes primitive people believed that there was a blood relationship between them and the totem therefore the totem has to be crossed in marriage.• Killing or eating the totem is forbidden but at times if it an animal or a bird it is killed and eaten during festivals. Sometimes using the totem is taboo.

	<ul style="list-style-type: none"> A religious attitude is attached to the totem and descent is traced through the totemic line.
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Question 5

- (a) Write a note on the Agrarian land relations in India. [5]
- (b) State *any five* types of economies amongst the Indian tribes and briefly explain them. [5]

Comments of Examiners

- (a) Most candidates were able to attempt this question well. They were able to give the three tier structure with clarity and write about the characteristics of each. However, a few candidates confused it with 'shifting-axe-cultivation' and the 'jajmani system'.
- (b) Most candidates had no difficulty in writing this answer. A few candidates wrote on the 'economic problems of tribes' instead of types of economies among Indian tribes

Suggestions for teachers

- Teachers should give clarity regarding different sub-topics within the same chapter to help students avoid confusion.
- Ask students to read the questions properly to enable them to write answers accordingly.

MARKING SCHEME

Question 5.

(a)	<p>Agrarian land relations in India: In three tier structures:</p> <ul style="list-style-type: none"> Maliks or landlords Kisan or working peasants Mazdoors or labourers, tenant, farmers or share croppers <p><i>(Description of each highlighting relations between the classes)</i></p>
(b)	<p>Different types of economies amongst the Indian tribal:</p> <p>Several stages of economic development are involved as far as Indian tribes are concerned- stages are not sequential- at times tribes are involved in many activities simultaneously e.g. Santhals earn their livelihood by farming and collecting forest resources.</p> <p>The important economic categories among Indian tribes are –</p> <ul style="list-style-type: none"> Food gathering – tribes like the Birhor, Chenchu, Kadar and Kharia are food gatherers and hunters. They live by gathering forest products, fishing and trapping small animals. Agriculture – seventeen million depend on agriculture. It is the main occupation of tribals. Agricultural tribes include Oraon, Munda, Bhil, Santhal and Ho. Shifting axe cultivation – popular among the tribal people. This implies changing the place of cultivation after the cultivation of the crop. After independence the government has not been encouraging this since it led to deforestation. The Kamar are engaged in primitive shifting axe cultivation known as 'dahi' Handicrafts – tribes engage in spinning, weaving, pottery, metal works and cane work. Pastoralism- this is the economic organization based on animal rearing. The Toda and

	<p>Bhotiya are pastoralists. They live by selling and distributing milk products and milk.</p> <ul style="list-style-type: none"> Industrial labour – 2,50,000 of Bihar’s tribal population works in the mica industry and 17,000 work in TISCO. In Madhya Pradesh a large number work in the manganese industry. This region is rich in minerals such as coal, iron manganese and needs cheap labour. <p style="text-align: right;">(any five to be explained)</p>
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Question 6

- (a) Give a detailed account of *any five* features of Indian tribes. [5]
- (b) Define the term *ethnicity*. Describe *any four* features of ethnicity. [5]

Comments of Examiners

- (a) Most of the candidates could write this answer with ease explaining each characteristic through suitable examples. However, few candidates confused the question with the ‘racial classification of tribes’.
- (b) While a number of candidates were able to answer this with ease, a few wrote about the ‘causes of ethnicity’ instead of the features.

Suggestions for teachers

- Written practice should be given to students to avoid confusion between concepts.
- Thorough revision will help students differentiate between features and causes of ethnicity.

MARKING SCHEME

Question 6.

(a)	<p>Features of Indian tribes:</p> <ul style="list-style-type: none"> Tribes have a definite territory. Kinship bonds are strong/clan & family Tribal endogamy is strictly followed. All members of a tribe speak a common language/dialect. Intra-tribal conflict is not heard of. Property is mostly jointly owned. Tribes have their own Panchayat though politically they are under the Indian government/political organization. They have their own set of religious beliefs and moral code which is distinct from that of the Hindus. Unity & self-sufficiency. Common totemic ancestor. Common economy/occupation. Common culture. Common name. <p>There is an absence of formal schools but the dormitory is the training institution for children.</p> <p style="text-align: right;">(any five to be explained)</p>
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(b)	<p><i>Ethnicity.</i></p> <p>Ethnicity is a situation when a social group which is generally a minority in a society shares within itself a common culture and a we-feeling.</p> <p>Features of ethnicity:</p> <ul style="list-style-type: none"> • Ethnic divisions are social groups – people within the group share a common culture- they are like in groups and have the ‘we’ feeling. • Ethnic groups are characterized by discrimination by other groups. • Ethnic groups are generally not the dominant group. • Historical conditions influence ethnic group interrelationships. • Position and significance of ethnic groups varies from society to society. <p style="text-align: right;"><i>(any four to be explained)</i></p>
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Question 7

- (a) Briefly explain *any five* functions of Dormitories in tribal India. [5]
- (b) Write a note on the Telengana Movement. [5]

Comments of Examiners

- (a) Candidates could attempt this question well, though some focused mainly on one or two functions.
- (b) Candidates did not have any difficulty in writing the answer on the Telengana Movement. Some of them did not give all relevant information that was required.

Suggestions for teachers

- All important functions of Dormitories should be explained well to candidates.
- Candidates should be taught about the goal and challenges faced by a movement, and the outcome of a social movement.

MARKING SCHEME

Question 7.

(a)	<p>Functions of Dormitories in primitive India:</p> <p>Dormitories are a form of association in which young people spent time from the age of four to twenty-two, and were trained to acquire knowledge about their future roles in society.</p> <ul style="list-style-type: none"> • Play and recreation. • Transmitting the culture and tradition. • Juniors serve the seniors. • Agency for community services. • Secrecy regarding the relationship between members. • The existence of the protective God Lingo in the dormitory. • Widows and widowers are allowed inside the dormitory.
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	<ul style="list-style-type: none"> • Training in discipline. • Economic functions thus fulfilling an educative role. <p style="text-align: right;"><i>(any five points to be explained briefly)</i></p>
(b)	<p>Telangana movement:</p> <p>Telangana movement refers to the urban ethnic movement for the creation of a new state of Telangana from the existing state of Andhra Pradesh in South India.</p> <p>Causes:</p> <ul style="list-style-type: none"> • Money and resources diverted from here to the Andhra region. • Development of Andhra Pradesh at the cost of Telangana region. • Under developed and overdeveloped areas together posed a challenge for administration • The backward tribal areas did not get their rightful share. Eg. 45% of the state income comes from Telangana region but only 28% is utilized for its development. • Nagarjuna Sagar Dam is in the Telangana District but water from this Dam is supplied to other areas and this area is worst drought hit area. • Building of dam has resulted in the loss of several hectares of lime stone mines which were the source of livelihood of the tribals. • Because of scarcity of water cultivation in this region is not possible and the peasants have migrated to urban areas as daily wages labourers. • No projects were completed and the people suffered because of political apathy. <p>Consequences:</p> <ul style="list-style-type: none"> • Formation of a new State. • All employees holding posts reserved for Telangana locals were transferred immediately. • The surplus resources will be put to use for the development of this region. • They were provided with educational facilities, jobs and proper budget allocation. • Water problem to be solved as soon as possible. <p style="text-align: right;"><i>(any five relevant points with brief explanation)</i></p>

Question 8

- (a) Explain *any five* features of castes in India. [5]
- (b) What does *gender bias* imply? Mention *any four* consequences of gender bias. [5]

Comments of Examiners

- (a) Most candidates were able to answer this question with ease.
- (b) Most candidates could clearly explain the meaning of 'Gender Bias' supported by detailed explanations of consequences along with references to examples and Acts related to these consequences. A number of candidates wrote about the problems that are faced by the women in society.

Suggestion for teachers

- Teachers should explain the concept of Gender Bias and its consequences with reference to the examples mentioned in the scope of the syllabus, to give students a clear understanding.

MARKING SCHEME	
Question 8.	
(a)	<p>Features of castes in India:</p> <ul style="list-style-type: none"> • Endogamy and heredity – caste is determined by birth and cannot be changed. A person born into a specific caste remains a member of that caste for the rest of his life. Marriages also must take place within the caste group. Marriages outside the caste are not preferred. Such marriages if they take place are known as anuloma and pratiloma marriages. • Segmental division of Society – Society is divided into innumerable segments and status is determined by birth. • Hierarchy – the caste system is organized on the principle of hierarchy. Brahmins are at the top, Kshatriyas come next, then the Vaishyas and finally the Sudras. This hierarchy determines the degrees of dominance and privileges that each caste has. • Hereditary occupations – birth into a particular caste determined one's occupation. Brahmins performed the priestly functions, Kshatriyas were the warrior caste and performed the protective functions, Vaishyas performed the agricultural and commercial activities for society and Sudras performed the menial tasks. Often names were given to individuals on the basis of the function that they performed. Sometimes a change in occupation led to the formation of a sub-caste. • Taboo due to restrictions on feeding and social intercourse– rules of purity and pollution were to be strictly observed. Specifications were made regarding whom to accept cooked food, uncooked food and water from. The higher castes were considered as the purest and Brahmins were considered to be a link between God and man. • Authority – under this system the authority of some castes over the others is accepted rigidly. Caste panchayats controlled the law and order situation within a caste group. <p style="text-align: right;"><i>(Any five)</i></p>
(b)	<p>Gender Bias: Is the unequal treatment, sexual discrimination, and expectations due to attitudes based on the sex of an individual.</p> <p>Consequences of gender bias at the workplace:</p> <ul style="list-style-type: none"> • Payment not equal/Unequal wages • Discriminatory actions(verbal/behavior) • Wrongly terminate based on gender • Denied promotions • Glass ceiling effect

Question 9

- (a) Explain *five* features of social change. [5]
- (b) Define *mass media*. Discuss various types of mass media. [5]

Comments of Examiners

- (a) Most of the candidates wrote good answers with relevant details.
- (b) Several candidates wrote detailed answers on the types of media and most of them included the advantages and disadvantages of the media in their discussion. Some candidates wrote a paragraph listing examples of the types of media.

Suggestions for teachers

- Teach candidates the relevance of the structuring the answer clearly with sub- headings.
- Insist on reading the question carefully and formulating the answer properly.

MARKING SCHEME

Question 9.

(a)	<p>Features of social change.</p> <p>Society is a system of relationships and institutions that are never static. They are ever changing. Social change refers to a change that occurs in the social organization, human interactions and interrelations and the structure and functions of society.</p> <ul style="list-style-type: none">• Social change is continuous• It is temporal• Social change is environmental• Social change is human change• It may create a chain reaction• It results from the interaction of a number of factors• Social change may be planned or unplanned• Social change may bring about immediate or long term results• It may involve change in a particular direction at a certain rate• Social change is an objective term where no value judgment can be added <p>(Any five of the above to be discussed in detail)</p>
(b)	<p>Mass media</p> <p>The mass media are diversified media technologies that are intended to reach a large audience via mass communication.</p> <p>Various types of mass media:</p> <p><u>Print Media:</u></p> <ul style="list-style-type: none">• News Papers• Magazines• Booklets and Brochures• Press release, etc. <p><u>Electronic Media:</u></p> <ul style="list-style-type: none">• Television

	<ul style="list-style-type: none"> • Radio • Mobile phones • Computers • Internet, etc.
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GENERAL COMMENTS:

(a) Topics found difficult by candidates in the Question paper:

- Question 1 (i): Classificatory Kinship.
- Question 1 (ii): Consanguineous family.
- Question 1 (v): Xenophobia.
- Question 1 (vii): Sanskritization.
- Question 1 (x): Racial Classification of the Tribes.
- Question 5 (a): Agrarian Land Relations.
- Question 7 (b): Telengana Movement.

(b) Concepts between which candidates got confused:

- Classificatory and Descriptive terms.
- Totemism with other theories of religion.
- Economies of tribes with Economic problems of tribes.
- Ethnicity and Race.

(c) Suggestions for candidates:

- The study plan for each chapter should be according to the scope of the syllabus.
- Equal importance should be given to every chapter and selective study must be avoided.
- Time management is very important and regular written revision will help.
- Utilise the reading time well to be able to understand and interpret questions accurately.
- While attempting short answers focus on the key words.
- Long answers should be written in paragraphs with an introduction and a conclusion.
- The presentation of essay type answers should follow a logical and systematic sequence.
- Each point of a five-mark answer should be explained preferably with examples and in a separate paragraph.
- Importance must be given to neatness – a line can be left between paragraphs and key terms, phrases and all subheadings should be underlined.