

Analysis of Pupil Performance

**ISC Year 2017
Examination**

**Humanities
&
Commerce**

SOCIOLOGY



Research Development and Consultancy Division

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FOREWORD

This document of the Analysis of Pupils' Performance at the ISC Year 12 and ICSE Year 10 Examination is one of its kind. It has grown and evolved over the years to provide feedback to schools in terms of the strengths and weaknesses of the candidates in handling the examinations.

We commend the work of Mrs. Shilpi Gupta (Deputy Head) and the Research Development and Consultancy Division (RDCD) of the Council who have painstakingly prepared this analysis. We are grateful to the examiners who have contributed through their comments on the performance of the candidates under examination as well as for their suggestions to teachers and students for the effective transaction of the syllabus.

We hope the schools will find this document useful. We invite comments from schools on its utility and quality.

November 2017

**Gerry Arathoon
Chief Executive & Secretary**

The Council has been involved in the preparation of the ICSE and ISC Analysis of Pupil Performance documents since the year 1994. Over these years, these documents have facilitated the teaching-learning process by providing subject/ paper wise feedback to teachers regarding performance of students at the ICSE and ISC Examinations. With the aim of ensuring wider accessibility to all stakeholders, from the year 2014, the ICSE and the ISC documents have been made available on the Council's website www.cisce.org.

The document includes a detailed qualitative analysis of the performance of students in different subjects which comprises of examiners' comments on common errors made by candidates, topics found difficult or confusing, marking scheme for each answer and suggestions for teachers/ candidates.

In addition to a detailed qualitative analysis, the Analysis of Pupil Performance documents for the Examination Year 2017 have a new component of a detailed quantitative analysis. For each subject dealt with in the document, both at the ICSE and the ISC levels, a detailed statistical analysis has been done, which has been presented in a simple user-friendly manner.

It is hoped that this document will not only enable teachers to understand how their students have performed with respect to other students who appeared for the ICSE/ISC Year 2017 Examinations, how they have performed within the Region or State, their performance as compared to other Regions or States, etc., it will also help develop a better understanding of the assessment/ evaluation process. This will help them in guiding their students more effectively and comprehensively so that students prepare for the ICSE/ ISC Examinations, with a better understanding of what is required from them.

The Analysis of Pupil Performance document for ICSE for the Examination Year 2017 covers the following subjects: English (English Language, Literature in English), Hindi, History, Civics and Geography (History & Civics, Geography), Mathematics, Science (Physics, Chemistry, Biology), Commercial Studies, Economics, Computer Applications, Economics Applications, Commercial Applications.

Subjects covered in the ISC Analysis of Pupil Performance document for the Year 2017 include English (English Language and Literature in English), Hindi, Elective English, Physics (Theory and Practical), Chemistry (Theory and Practical), Biology (Theory and Practical), Mathematics, Computer Science, History, Political Science, Geography, Sociology, Psychology, Economics, Commerce, Accounts and Business Studies.

I would like to acknowledge the contribution of all the ICSE and the ISC examiners who have been an integral part of this exercise, whose valuable inputs have helped put this document together.

I would also like to thank the RDCD team of Dr. Manika Sharma, Dr. M.K. Gandhi, Ms. Mansi Guleria and Mrs. Roshni George, who have done a commendable job in preparing this document. The statistical data pertaining to the ICSE and the ISC Year 2017 Examinations has been provided by the IT section of the Council for which I would like to thank Col. R. Sreejeth (Deputy Secretary - IT), Mr. M.R. Felix, Education Officer (IT) – ICSE and Mr. Samir Kumar, Education Officer (IT) - ISC.

November 2017

Shilpi Gupta
Deputy Head - RDCD

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INTRODUCTION

This document aims to provide a comprehensive picture of the performance of candidates in the subject. It comprises of two sections, which provide Quantitative and Qualitative analysis results in terms of performance of candidates in the subject for the ISC Year 2017 Examination. The details of the Quantitative and the Qualitative analysis are given below.

Quantitative Analysis

This section provides a detailed statistical analysis of the following:

- Overall Performance of candidates in the subject (Statistics at a Glance)
- State wise Performance of Candidates
- Gender wise comparison of Overall Performance
- Region wise comparison of Performance
- Comparison of Region wise performance on the basis of Gender
- Comparison of performance in different Mark Ranges and comparison on the basis of Gender for the top and bottom ranges
- Comparison of performance in different Grade categories and comparison on the basis of Gender for the top and bottom grades

The data has been presented in the form of means, frequencies and bar graphs.

Understanding the tables

Each of the comparison tables shows N (Number of candidates), Mean Marks obtained, Standard Errors and t-values with the level of significance. For t-test, mean values compared with their standard errors indicate whether an observed difference is likely to be a true difference or whether it has occurred by chance. The t-test has been applied using a confidence level of 95%, which means that if a difference is marked as 'statistically significant' (with * mark, refer to t-value column of the table), the probability of the difference occurring by chance is less than 5%. In other words, we are 95% confident that the difference between the two values is true.

t-test has been used to observe significant differences in the performance of boys and girls, gender wise differences within regions (North, East, South and West), gender wise differences within marks ranges (Top and bottom ranges) and gender wise differences within grades awarded (Grade 1 and Grade 9) at the ISC Year 2017 Examination.

The analysed data has been depicted in a simple and user-friendly manner.

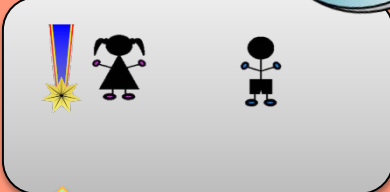
Given below is an example showing the comparison tables used in this section and the manner in which they should be interpreted.

Comparison on the basis of Gender

Gender	N	Mean	SE	t-value
Girls	2,538	66.1	0.29	11.91*
Boys	1,051	60.1	0.42	

*Significant at 0.05 level

Girls performed significantly better than boys.



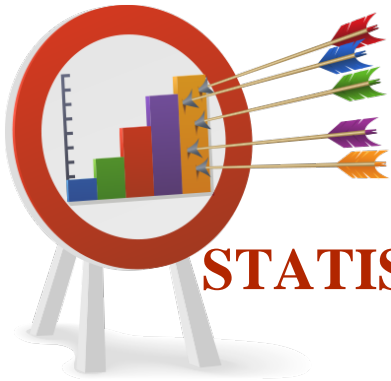
The results have also been depicted pictographically. In this case, the girls performed significantly better than the boys. This is depicted by the girl with a medal.

The table shows comparison between the performances of boys and girls in a particular subject. The t-value of 11.91 is significant at 0.05 level (mentioned below the table) with a mean of girls as 66.1 and that of boys as 60.1. It means that there is significant difference between the performance of boys and girls in the subject. The probability of this difference occurring by chance is less than 5%. The mean value of girls is higher than that of boys. It can be interpreted that girls are performing significantly better than boys.

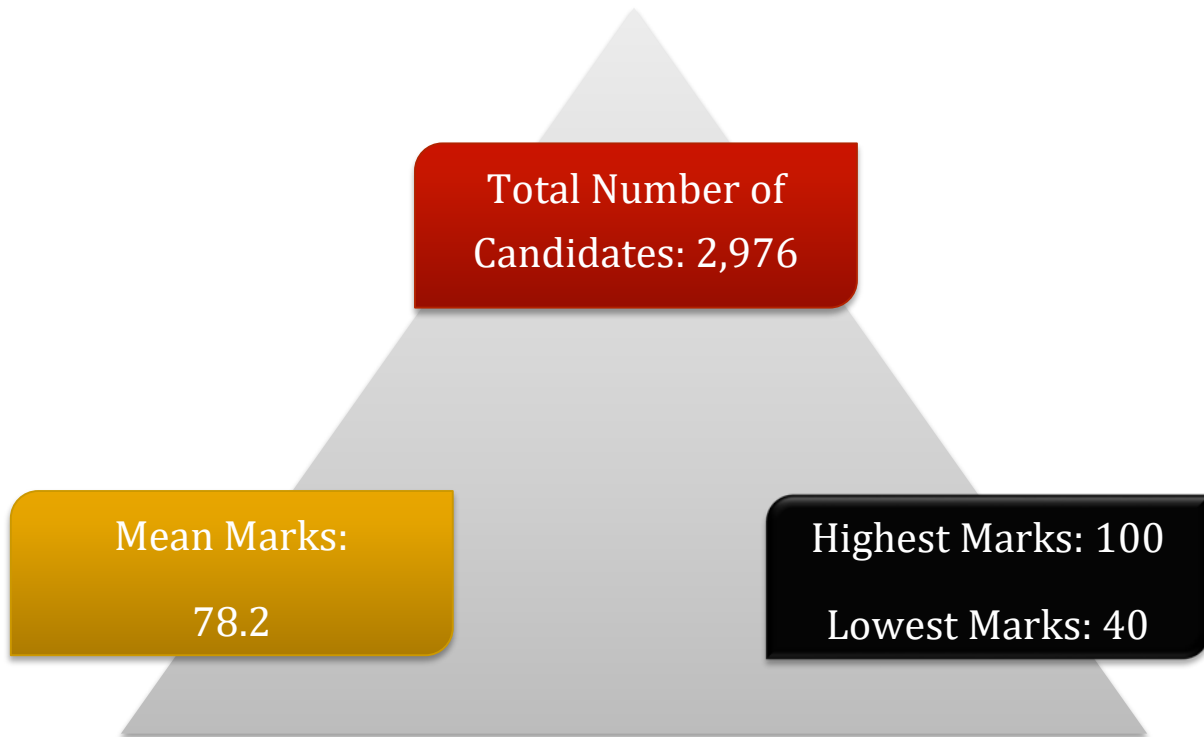
Qualitative Analysis

The purpose of the qualitative analysis is to provide insights into how candidates have performed in individual questions set in the question paper. This section is based on inputs provided by examiners from examination centres across the country. It comprises of question wise feedback on the performance of candidates in the form of *Comments of Examiners* on the common errors made by candidates along with *Suggestions for Teachers* to rectify/ reduce these errors. The *Marking Scheme* for each question has also been provided to help teachers understand the criteria used for marking. Topics in the question paper that were generally found to be difficult or confusing by candidates, have also been listed down, along with general suggestions for candidates on how to prepare for the examination/ perform better in the examination.

QUANTITATIVE ANALYSIS

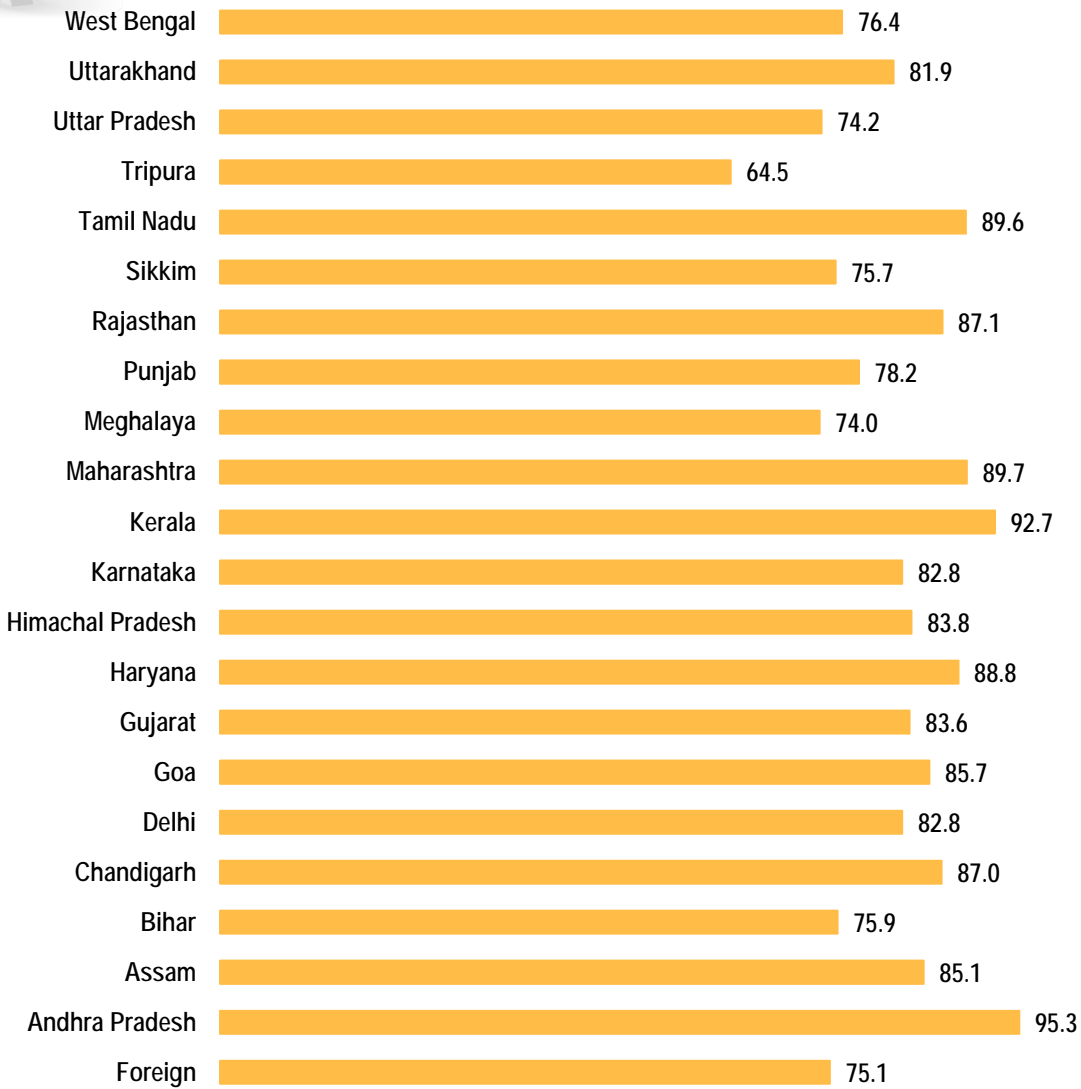


STATISTICS AT A GLANCE





PERFORMANCE (STATE-WISE & FOREIGN)



The States of Andhra Pradesh and Kerala secured highest mean marks. Mean marks secured by candidates studying in schools abroad were 75.1.



GENDER-WISE COMPARISON



GIRLS

Mean Marks: 80.8

Number of
Candidates: 2,091



BOYS

Mean Marks: 72.1

Number of
Candidates: 885

Comparison on the basis of Gender

Gender	N	Mean	SE	t-value
Girls	2,091	80.8	0.30	15.81*
Boys	885	72.1	0.46	

*Significant at 0.05 level

**Girls performed
significantly better than
boys.**

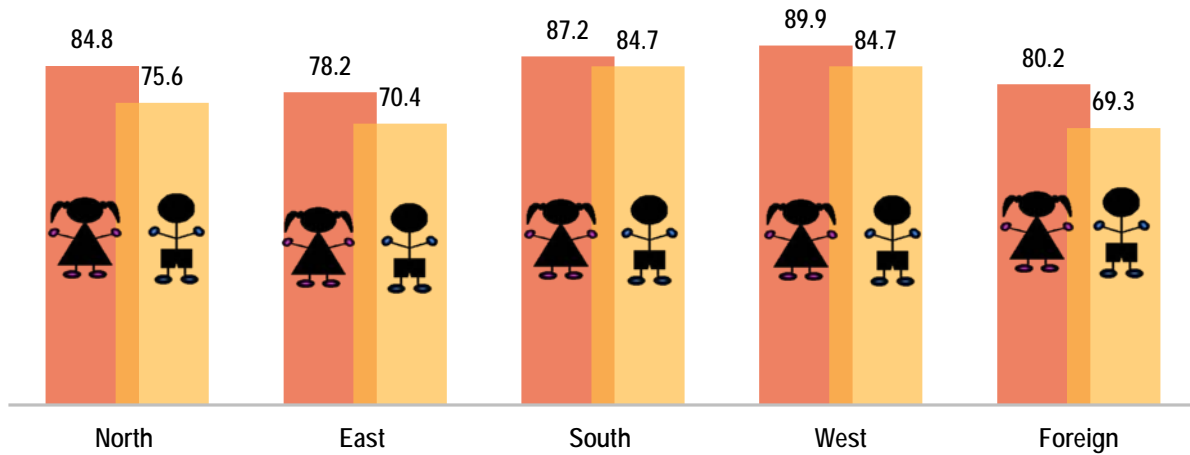




REGION-WISE COMPARISON



Mean Marks obtained by Boys and Girls-Region wise

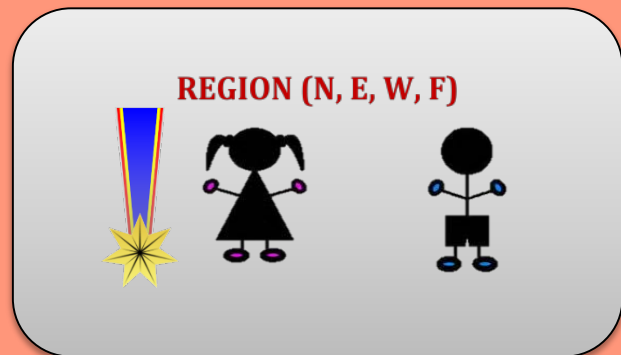


Comparison on the basis of Gender within Region

Region	Gender	N	Mean	SE	t-value
North (N)	Girls	254	84.8	0.73	6.75*
	Boys	110	75.6	1.15	
East (E)	Girls	1,469	78.2	0.37	12.22*
	Boys	687	70.4	0.52	
South (S)	Girls	102	87.2	1.08	1.13
	Boys	29	84.7	1.92	
West (W)	Girls	245	89.9	0.57	3.01*
	Boys	39	84.7	1.63	
Foreign (F)	Girls	21	80.2	2.67	3.19*
	Boys	20	69.3	2.13	

*Significant at 0.05 level

The performance of girls was significantly better than that of boys in all the regions except South wherein no significant difference was observed.





MARK RANGES : COMPARISON GENDER-WISE

Comparison on the basis of gender in top and bottom mark ranges

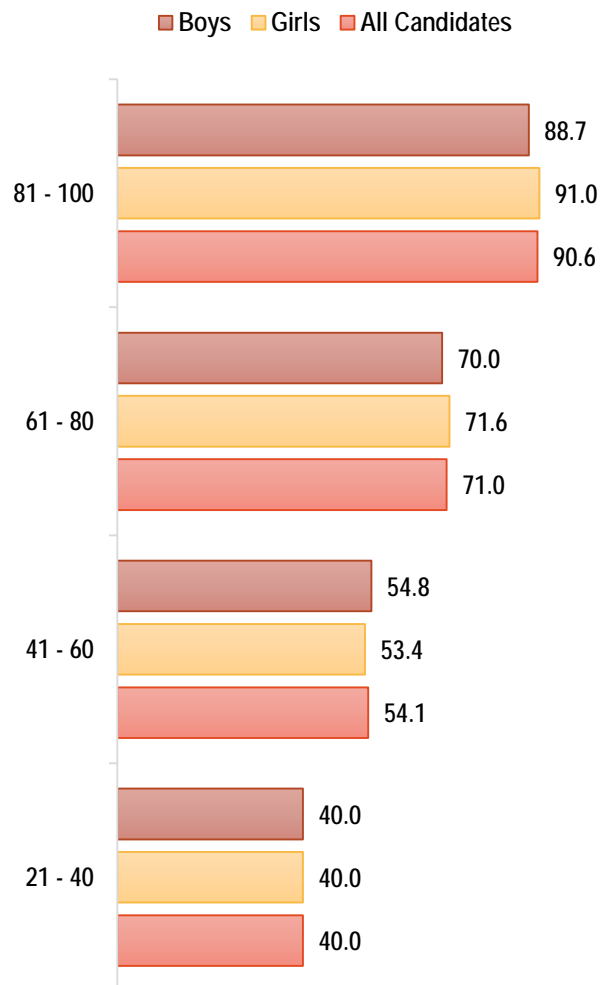
Marks Range	Gender	N	Mean	SE	t-value
Top Range (81-100)	Girls	1,183	91.0	0.16	6.12*
	Boys	266	88.7	0.34	
Bottom Range (0-20)	Girls	0	0	0	-
	Boys	0	0	0	

*Significant at 0.05 level

Marks Range (81-100)

Performance of girls was significantly better than the performance of boys.

Marks Range (81-100)



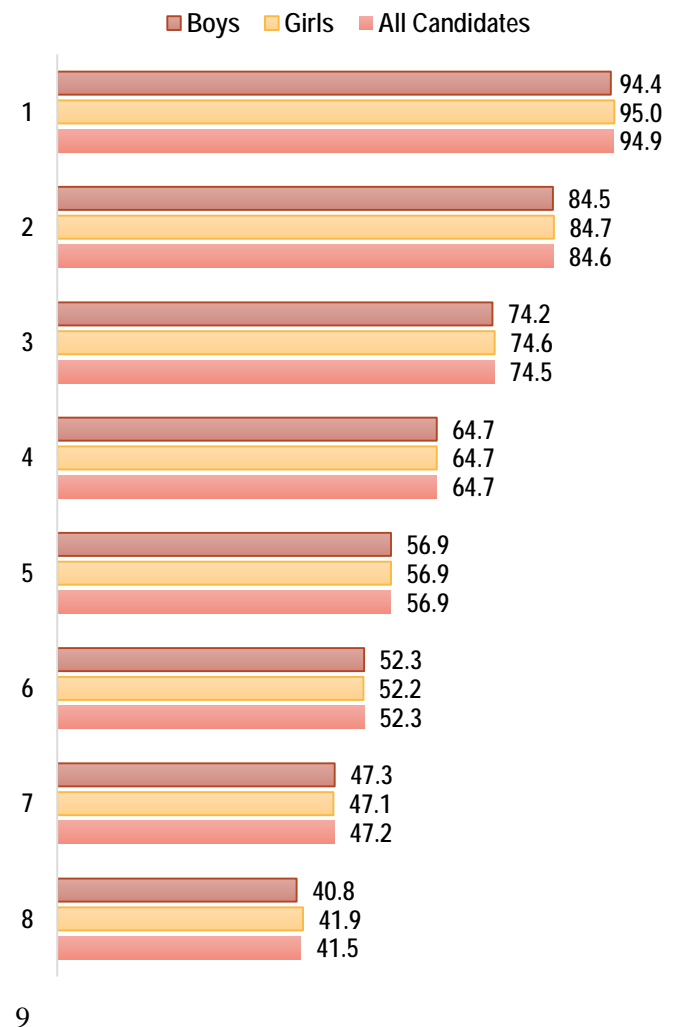


GRADES AWARDED : COMPARISON GENDER-WISE

Comparison on the basis of gender in Grade 1 and Grade 9

Grades	Gender	N	Mean	SE	t-value
Grade 1	Girls	695	95.0	3.60	0.06
	Boys	107	94.4	9.05	
Grade 9	Girls	0	0	0	-
	Boys	0	0	0	

In Grade 1 no significant difference was observed between the average performance of girls and boys.



QUALITATIVE ANALYSIS

PART I (20 Marks)

Answer all questions.

Question 1

Answer briefly each of the following questions:

[10×2]

- (i) Distinguish between *polyandry* and *polygyny*.
- (ii) Define *Gotra*.
- (iii) Explain the term *superstition*.
- (iv) What is meant by *barter exchange*?
- (v) Differentiate between *sex* and *gender*.
- (vi) What is meant by *globalisation*?
- (vii) What is the basic difference between *religion* and *science*?
- (viii) Define *racism*.
- (ix) Name *any two* laws that have helped in the empowerment of women.
- (x) What is meant by *social change*?

Comments of Examiners

- (i) Most of the candidates were confused between 'polyandry' and 'polygyny' and wrote the definition of one for the other.
- (ii) A large number of candidates were unsure about the definition of 'gotra' and confused it with 'clan', 'tribe', 'caste' and 'descent'. The key word 'rishi' was missing from most of the answers.
- (iii) Most candidates answered this question correctly. Some however could only describe examples of superstition.
- (iv) Several candidates were able to explain the term 'barter' correctly. A few candidates explained it as an exchange with money.
- (v) A large number of candidates did not know the sociological explanations of 'sex' and 'gender'.

Suggestions for teachers

- Focus on the sociological perspective while dealing with important concepts.
- Review the scope of the syllabus thoroughly so that all concepts are covered.
- Emphasis should be laid on key terms to be included in definitions in every topic.
- Ask students to do written revision to avoid confusion and to gain clarity of terms from each topic.

- (vi) Many candidates wrote about global warming instead of giving the meaning of ‘globalization’.
- (vii) Most candidates did not have any difficulty in answering this question.
- (viii) Most candidates knew the meaning of ‘racism’ but some confused it with ‘race’ or ‘caste’.
- (ix) Candidates could answer this question with ease.
- (x) Most candidates were able to give the complete definition of ‘social change’.

MARKING SCHEME

Question 1

(i)	Polyandry is the form of a marriage in which a woman marries more than one man at a given point of time while Polygyny is the form of marriage in which a man marries more than one woman at a given point of time.
(ii)	A Gotra consists of a large number of cognates supposed to be descendent from the same rishi- ancestor, who lived in ancient past.
(iii)	<i>Superstitions</i> are religious beliefs that establish connection between disproportionately unrelated events and lead to following of practices blindly and repetitively.
(iv)	<i>Barter exchange</i> is the simplest form of economy. This has existed since before the advent of the monetary system. It simply involves an exchange of commodities or services based on one’s needs and excess availability of a commodity.
(v)	<i>Sex</i> implies the biological characteristics one is born with such as being male and female. <i>Gender</i> implies the social construction around the biological sexes with elaborate role expectations. Thus masculine and feminine are the two genders associated with male and female sexes respectively.
(vi)	Globalisation broadly refers to the expansion of global linkages, the organisation of social life on a global scale and the growth of a global consciousness, hence to the consolidation of world society.
(vii)	The basic difference between <i>religion</i> and <i>science</i> is that religion asks one to surrender before the supernatural without any questioning, purely on faith. While science encourages questioning and tells its adherents not to accept anything on face value. Thus deep scepticism is a virtue in science while it is considered heresy in religion.
(viii)	The belief that all the members of each race possess characteristic abilities or qualities so specific to that race, so as to distinguish it as inferior or superior to another race or races.
(ix)	The <i>laws</i> that have helped in the empowerment of women can be any of the following or any other suitable act. The Anti-Dowry Act, 1961; The Anti-Rape Bill; The Hindu Succession Act, 1956(amendment in 2005); Domestic Violence Act, 2005; Prevention of Sexual Harassment of Women at the Work-Place, 2013. (<i>any two</i>)
(x)	The term social change is used to indicate the changes that take place in <u>human interaction</u> and <u>human interrelation</u> .

PART II (50 Marks)

Answer any five questions

Question 2

- (a) What is meant by *kinship usages*? Discuss the kinship usage of avoidance, in detail. [5]
- (b) Define *marriage*. Discuss its functions in human life. [5]

Comments of Examiners

- (a) A large number of candidates were able to explain only one example of avoidance without justifying the sociological reasons for the prevalence of this usage.
- (b) This question was answered without any difficulty by most of the candidates.

Suggestions for teachers

- Focus on the important aspects of the sub- topics.
- Discourage students from learning examples by rote.
- Understanding concepts and social processes is imperative.
- For holistic interpretation of topics, refer to more than one book.

MARKING SCHEME

Question 2

- (a) *Kinship usages* are particular behaviour patterns based on kinship relations found in different parts of the world.
- Avoidance* refers to the kinship usage where particular kin are supposed to avoid each other. According to Tyler, origin of this usage can be traced to matrilineal residence where mother in law and son in law avoidance were practiced. Son in law was seen as a stranger in the household dominated by mother in law. Hence to prevent any hostility between them, they avoided each other.
- Frazer saw this as a mechanism to prevent incest between brother and sister amongst Veddas of Sri Lanka and the Trobriand Islanders.
- Freud also sees this as a mechanism to prevent sexual intimacy amongst close kins.
- Lowie sees father in law daughter in law avoidance in patrilineal residence as a mechanism to maintain peace.
- (b) Marriage is more or less the durable connection between male and female, lasting beyond the mere act of propagation till after the birth of offspring.
- Functions of marriage in human life:
- Regulates sex life
 - Leads to establishment of family
 - Provides economic cooperation
 - Contributes to emotional and intellectual inter-stimulation of the partners
 - Aims at social solidarity.

Question 3

- (a) Discuss the meaning of *family*, with respect to matriarchal societies. [5]
- (b) 'Family is a universal institution'. In this context, discuss the reasons for its universal existence. [5]

Comments of Examiners

- (a) Most of the candidates did not answer this part correctly. Relevant information with respect to matriarchal societies such as, authority, inheritance, descent and residence were missing in many answers. A number of candidates did not explain the examples properly.
- (b) While attempting this question, several candidates confused this answer with Mac Iver's features of family and did not write about the functions.

Suggestions for teachers

- Note that essays need to be well-structured with depth and detail, including all the relevant points.
- Examples need to be explained well in an essay type answer.
- Create a mind map on the basis of the scope while teaching a topic so that students do not get confused between similar sub-topics. E.g. 'Features' and 'Functions' of a Family.

MARKING SCHEME

Question 3

(a)	<p>Meaning of family with respect to matriarchal societies:</p> <p>Family in matriarchal societies – It is also known as the mother-centered or mother-dominated family. Here, the mother or the woman is the head of the family and she exercises authority. She is the owner of the property and the manager of the household. All the other members are subordinated to her.</p> <p>Characteristics:</p> <ul style="list-style-type: none">• Maternal descent, inheritance and succession• Matrilocal Residence• Matriarchal exercise of power• Structure of the family
(b)	<p>The reasons for the Universal existence of family can be explained through the functions played by the family:</p> <p>Functions:</p> <ul style="list-style-type: none">• Stable satisfaction of sex need• Reproduction or procreation• Rearing of the child• Provision of home• Instrument of cultural transmission• An agent of socialization

- Ascribes status
- Emotional functions, such as affection
- Performs economic functions
- Educational functions
- Religious functions
- Recreational functions.

Question 4

- (a) What is *communalism*? How can the problem of communalism be controlled in India? [5]
- (b) Explain *Animism* as a theory of religion. [5]

Comments of Examiners

- (a) Most of the candidates were able to explain the meaning of Communalism. However, some candidates wrote brief answers without explaining ways of tackling the issue. A few number of candidates got confused between ‘Communalism’ and ‘Communism’.
- (b) Some candidates confused ‘animism’ with other theories of religion and a number of candidates explained it in terms of animal worship.

Suggestions for teachers

- Provide regular recapitulation to explain the difference between similar sub-topics in a chapter.
- Guide students to gain clarity about the content of essay type answers, the manner in which they should be paraphrased and the details that are to be included.
- Give explanations with regular examples.

MARKING SCHEME

Question 4

- (a) Communalism considers a particular religious community separate from the rest of the communities. It believes that not only religious but secular interests of the community are separate from similar interest of other communities. Communalism believes that the specific interests of the community can be promoted by maintaining its separate identity and organise it separately for the promotion of that interests. Communalism makes a particular religious community to impose its religious views and social norms on the members of other religious communities also.

Ways to control the problem of communalism:

- Tackling poverty which encourages communalism
- Removal of communal hatred with proper socialization of children
- Proper use of mass media to spread tolerance and secularism.
- Ban on communal organisations and communal political parties.
- Foreign intervention should be carefully watched and prevented

	<ul style="list-style-type: none"> • Preventive measures in riot prone areas.
(b)	<p><i>Animism</i> is a theory on primitive religion put forth by Tylor. It explains the concept of origin of the idea of soul.</p> <p>The students should be able to build it logically through explanations of two types of spirits; funerals; different types of experiences such as dreams, echoes, reflections, shadows; ancestor worship; fear.</p>

Question 5

- (a) Explain *hypergamy* as a form of marriage and its effects on the Indian society. [5]
- (b) 'Morality is an informal means of social control'. Discuss. [5]

Comments of Examiners

- (a) Many candidates were confused between 'hypergamy' and 'hypogamy'. The table of choices for different castes was also missing from most answers. The social consequences stated by some candidates were either wrong or too general in nature. Answers on the whole were poorly structured.
- (b) Several candidates wrote brief answers. In most of the cases, answers lacked depth and clarity.

Suggestions for teachers

- Encourage students to do regular revision for better clarity of different sub topics.
- Ask students to write well-structured essays with all the relevant information.
- Explain concepts and inter relationship through examples.

MARKING SCHEME

Question 5

- (a) Hypergamy is one such form that is reluctantly prescribed in absence of caste endogamy. It is the social practice in which an upper caste man could marry a lower caste woman. A Brahmin man could marry a Kshatriya or Vaishya woman. However, marriage with a Shudra woman was condemned. Children of such a union were referred to as dasiputra. Hypergamous union of a Brahmin man with any other caste woman led to a partial lowering of the caste status for the progeny.
- However, the reverse practice of hypogamy in which an upper caste woman would marry a lower caste man, was prohibited. Children of such a union were called the untouchables. This explains the source of untouchability in Indian society.
- Consequences:
- Hypergamy had widespread consequences on the Indian society:
- Limited mate selection for Brahmin girls;
 - Huge demand for Brahmin men;

	<ul style="list-style-type: none"> • Kulinism, a practice of polygyny and matrilocality within the patriarchal society; • Dowry, child marriage as Brahmin men were in huge demand; • Female infanticide as due to dowry, girl child became a burden; • Polyandry or lifelong bachelorhood for a Shudra man due to limited mate selection.
(b)	<p>Morality is one of the fundamental social institutions. It is an effective guide of human behaviour. Morality has its own code of conduct. Moral ideas are embodied in the moral code. Therefore, morality is a powerful means of social control.</p> <ul style="list-style-type: none"> • Morality prescribes good behaviour and prohibits undesirable one's. • Moral values are the most dynamic, creative and important driving force behind human action. Ex- honesty, justice – informal means of social control • Influences and changes the course of society – political\social movements • Internalisation of moral norms by individuals during socialization process- customs, conventions, etc. • Disobedience brings displeasure of society • Sometimes more powerful than laws and legislations – people may break laws on some ground but not go against dominant moral values.

Question 6

- (a) Write a short note on the 73rd Constitution Amendment Act. [5]
- (b) What is meant by *Social Movements*? Discuss the causes of Social Movements. [5]

Comments of Examiners

- (a) Most of the candidates answered this part correctly. However, some candidates described the structure of the Panchayati Raj in detail and wrote nothing about the 73rd Constitution Amendment Act. Relevance of the Act in the empowerment of women should have been mentioned.
- (b) A few candidates could write a proper essay on the meaning and causes of Social Movements. Most candidates described a particular social movement without realising what the question demanded.

Suggestions for teachers

- Focus should be on the empowerment of women and the weaker sections through the 73rd Constitution Amendment Act.
- Help students differentiate between sub-topics belonging to the same topic.
- Encourage students to read the questions thoroughly before writing answers.

MARKING SCHEME

Question 6

(a)	<p>The 73rd Constitution Amendment Act has been added to part IX to the Constitution of India, entitled as Panchayats. This part consists of provisions from Article 243 – 0. A new Schedule called 11th Schedule lists 29 functional items that Panchayat are supposed to deal under these Articles:</p> <ul style="list-style-type: none">• 73rd Constitutional Amendment, 1992, brought effective changes to the Panchayati Raj system that helped in empowering women.• It provided a minimum of 33% reservation to women in panchayat elections. Gram sabhas gave an opportunity to women, rural poor and marginalised to be a part of the decision-making process.• Reservation of seats for SC/ST in proportion to their population.• All posts to be filled by direct election (with two exceptions)• Autonomy to Panchayats
(b)	<p>Social Movement is a collective effort to promote or resist change.</p> <p>Causes:</p> <ul style="list-style-type: none">• Feeling of relative deprivation• Strain in social relationships• To revitalize the causes and provide remedy to strained situations.• Dissatisfaction with the current situation and desire for reform.• Introduction and establishment of new ideologies. (<i>any four</i>)

Question 7

- (a) Briefly discuss the *Jajmani system*. [5]
- (b) Discuss *any three* gender related issues. Briefly mention the bills and amendments to deal with them. [5]

Comments of Examiners

- (a) Most of the candidates answered this part correctly. However, some candidates were not clear about the features of the ‘Jajmani System’.
- (b) Several candidates were able to write descriptive answers related to gender issues. In some cases, candidates wrote general answers. The bills mentioned by some candidates were not related to the issues described by them.

Suggestions for teachers

- Discuss gender related issues with the help of examples to give a better understanding of the topic and clarity regarding facts.
- Discuss bills mentioned in the scope in relation to the issues being taught.

MARKING SCHEME

Question 7

- (a) The Jajmani system represents one of the types one of the type of exchange that prevailed in India for a long time.
- The Jajmani system is governed by relationships based on reciprocity in inter-caste relations in villages.
 - It implies traditional occupational obligations between castes.
 - The Jajmani system is durable
 - Jajmani relationships are exclusive.
 - The Jajmani relationships are multiple.
 - It adds to village solidarity
- (Any five points to be explained)*

- (b) Gender related issues and the bills and amendments to deal with them:
- Gender related Issues:
- Gender discrimination
 - Female infanticide / feticide
 - Dowry harassment
 - Violence against women – rape / sexual harassment / honour killing / acid attacks
 - Discrimination in Female education
- Bills and Amendments:
- Child Marriage Restraint Act, 1929
 - Dowry Prohibition Act, 1959 / 1961
 - Indecent Representation of Women (Prohibition) Act, 1986
 - The Pre-conception and Pre-Natal Diagnostic Techniques (Prohibition of Sex selection) Act, 1994.
 - The Hindu Succession Act, 1956
 - Sexual Harassment Bill, 2012
 - The Criminal Law Amendment Act, 2013

Question 8

- (a) Discuss the role played by education in bringing about social change. [5]
- (b) Briefly explain the socio-economic problems faced by the tribal people in India. [5]

Comments of Examiners

- (a) Most candidates correctly answer the question on education and social change. However, some candidates were confused and wrote about social change.
- (b) This question was answered very well by most candidates.

Suggestions for teachers

- Emphasize the relevance of education in bringing about social change
- Focus on every sub-topic while teaching a chapter so that students do not get confused.

MARKING SCHEME

Question 8

(a)	The aim of education as a tool of social change and social development is widely recognised. <ul style="list-style-type: none">• It suggests better ways of meeting social needs.• Education can initiate social change by bringing about change in outlook and attitude.• It helps in the development of science and technology.• Education is a process which helps individuals to effectively participate in every activities of the society and make positive contribution to the progress of society.• Education can bring about change in the pattern of social relationships.
(b)	Socio-economic problems faced by the tribals in India: <ul style="list-style-type: none">• Exploitation• Unprofitable agriculture• Problems of land ownership• Unemployment and underemployment• Non-availability of banking facilities

Question 9

- (a) Examine the growth and nature of different classes. [5]
- (b) Briefly discuss *Right to Education (RTE)* and its implications. [5]

Comments of Examiners

- (a) Few candidates attempted this question. Some candidates were confused between caste and class and described the features of caste along with the Divine Origin theory of caste.
- (b) Most of the candidates answered this question correctly.

Suggestions for teachers

- Teach the difference between caste and class with emphasis on the features.
- Explain the growth of classes in a systematic manner. A time line would help.

MARKING SCHEME

Question 9

- (a) The growth and nature of Classes:
- Class is a category or a group of persons having a definite status in society which permanently determines their relations to other groups.
 - It is a status group
 - It is achieved not ascribed.
 - It is universal
 - There is classification of classes – namely, upper class, middle class and lower class which are further classified in six other classes, i.e. the upper upper class, lower upper class, upper middle class, lower middle class, the upper lower class and the lower lower class.
 - There is class consciousness
 - It is an open economic group.
- (b) R.T.E. and its implications:
- Right to Education (RTE) Act, 2009 or Right of children to Free and Compulsory Education
 - The Act provides for free and compulsory education to all children of the age of six to fourteen years.
 - The Right of children to Free and Compulsory Education Act came into force from April 1, 2010. This is a historic day for the people of India as from this day the right to education will be accorded the same legal status as the right to life as provided by Article 21A of the Indian Constitution.
 - Every child in the age group of 6-14 years will be provided 8 years of elementary education in an age appropriate classroom in the vicinity of his/her neighbourhood.
 - It has been made a Fundamental Right in the Constitution

GENERAL COMMENTS

Topics found difficult by candidates

- Question 3 (a): Matriarchal Family
- Question 3 (b): Functions of Family
- Question 1 (vii): Theories of Religion
- Question 2 (b): Forms of Marriage - Hypergamy
- Question 6 (b): Social movements- causes
- Question 9 (a): The Class System- it's rise
- Question 4 (a): Communalism
- Question 7 (a): Jajmani System

Concepts in which candidates got confused

- Gotra.
- Polyandry and Polygyny
- Superstition.
- Sex and Gender.
- Globalization.
- Animism

Suggestions for candidates

- A mind- map for each topic should be made according to the scope of the syllabus.
- Be thorough with all definitions and identify key terms. This will help avoid confusion between similar sounding terms.
- Selective study must be avoided. Every topic and sub-topic is equally important.
- Regular written revision will help understand the sociological perspective of concepts and aid in retention of important information to be included in answers.
- The reading time is critical and must be used well to be able to understand and interpret questions with accuracy.
- For answering Part-I, focus on key words and examples.
- Answers to Part -II should be written in paragraphs with an introduction and a conclusion, highlighting key terms.
- Sub-headings are important.
- Avoid answering parts of questions separately.