



OSDAV Public School, Kaithal
December Examination (2024-25)
Class : XI
Subject : Sociology

SET-

Time: 3 Hrs .

M.M. : 80

General Instructions:-

I. All questions are compulsory.

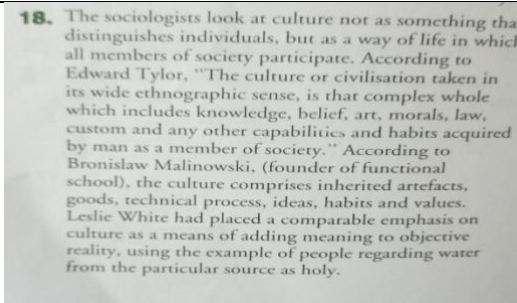
| Q.N. | Questions | Marks |
|------|--|-------|
| | Section-A | |
| 1 | <p>In everyday language, the word means unbiased, neutral, or based on facts alone. In order to be neutral about something, we must ignore our own feelings or attitudes about that thing. On the other hand, the word means something that is based on individual values and preferences. As you will have learnt already, every science is expected to be neutral, to produce unbiased knowledge based solely on facts.</p> <p>(a) objective, subjective (b) subjective, objective (c) qualitative, quantitative (d) quantitative, qualitative</p> | 1 |
| 2 | <p>Assertion (A) Colonialism was an essential part of modern Capitalism and Industrialisation. Reason (R) The invaders wanted to make their colony developed and prosperous.</p> <p>(a) Both A and R are true and R is the correct explanation of A. (b) Both A and R are true, but R is not the correct explanation of A. (c) A is true, but R is false. (d) A is false, but R is true.</p> | 1 |
| 3 | <p>The human relationships that are highly personal, intimate and enduring, those where a person's involvement is considerable if not total, as in the family, with real friends or a close-knit group. The phenomenon is known as (1)</p> <p>(a) association (b) community (c) society (d) agreement</p> | 1 |
| 4 | <p>Assertion (A) Women have started doing jobs and have become self sufficient that led to women empowerment. Reason (R) They live in Patriarchal society.</p> <p>(a) Both A and R are true and R is the correct explanation of A. (b) Both A and R are true, but R is not the correct explanation of A. (c) A is true, but R is false. (d) A is false, but R is true.</p> | 1 |
| 5 | <p>Assertion (A) The writings of Western sociologists on capitalism and other aspects of modern society are therefore relevant for understanding social change in India. Reason (R) Sociology in India also had to deal with Western writings and ideas about Indian society that were not always correct.</p> <p>Codes (a) Both A and R are true and R is the correct explanation of A. (b) Both A and R are true, but R is not the correct explanation of A.</p> | 1 |

| | | |
|----|---|---|
| | (c) A is true, but R is false. (d) A is false, but R is true. | |
| 6 | As a result of processes, family and kinship are subject to change and transition, but the course of change does not have to be the same in all countries and regions. Furthermore, transition does not imply that previous standards and structures are fully obliterated. Continuity and change coexist. (a) sustainability (b) patrilocal (c) microeconomic (d) macroeconomic | 1 |
| 7 | Which of the following concept is the basis of relationships in a society? (a) Concept of capitalism. (b) Concept of hierarchical society (c) Concept of ownership of property (d) Concept of conflicts | |
| 8 | He was strongly influenced by Marxism, though he had more faith in it as a method of social analysis than as a political programme for action. D.P wrote many books in English and Bengali. His Introduction to Indian Music is a pioneering work, considered a classic in its genre. The Sociologist in the passage is referring to _____ (a) DP Mukerji. (b) AnanthakrishnaIyer (c) Sarat Chandra Roy. (d) GS Ghurye | 1 |
| 9 | Which of the following rights includes the right to own property? (a) Social Rights. (b) Civil Rights (c) Political Rights (d) None of these | 1 |
| 10 | The termefers to developing sophisticated taste in classical music, dance styles, and painting. This sophisticated taste was thought to set people apart from the 'uncultured' masses, even in matters that we now consider to be personal, such as a preference for coffee over tea! (a) potential (b) culture (c) social (d) behaviour | 1 |
| 11 | Which of the following action is not a type of resource depletion? (a) Earthquake. (b) Crop cultivation(c) Soil erosion (d) Urbanisation | 1 |
| 12 | Assertion (A) Water pollution is a very serious issue affecting surface as well as groundwater. Reason (R) Major sources include not only domestic sewage and factory effluents but also the runoff from farms that are responsible for it. (a) Both A andR aretrue and R is the correctexplanation of A. (b) Both A andR are true, but Ris not the correct explanation of A. (c) A is true, but R is false (d) A is false, but R is true. | 1 |
| 13 | An extended family tree outlining familial relations across generations is known as (a) Genealogy (b) Population (c) Randomisation (d) Stratification | 1 |
| 14 | In outsourcing, the work is allocated by _____ countries to _____ countries. (a)Developed, developing (c) developing, underdeveloped (b) Underdeveloped, developed. (d) Developing, developed | 1 |
| 15 | Arrangement where individuals are permitted to marry again often on the death of first spouse or the after divorce is called _____ (a) Monogamy (b) Polygamy (c) serial monogamy (d) Polyandry | 1 |
| 16 | “Culture as civilization taken in its wide ethnographic sense, is that complex whole which ncludes knowledge, belief , art, morals, law, custom and any other capabilities and habits acquired by man as a member of society” is defined by | 1 |

| | (a) Max Weber (b) Edward Tylor (c) George Simmel (d) Emile Durkheim | | | |
|---|--|---|------------------|---|
| | Section B | | | |
| 17 | Discuss the significance of religion according to Ghurye? | 2 | | |
| 18 | How do sociologists anticipate culture in various societies? | 2 | | |
| 19 | <p>The groups to which we belong are not all of equal importance to us. Some groups tend to influence many aspects of our lives and bring us into personal association with others. The term primary group is used to refer to a small group of people connected by intimate and face-to-face association and co-operation. The members of primary groups have a sense of belonging. Family, village and groups of friends are examples of primary groups."</p> <p>What is the role of a primary group in a person's life?</p> <p style="text-align: center;">Or</p> <p>"Secondary groups are relatively large in size, maintain formal and impersonal relationships. The primary groups are person-oriented, whereas the secondary groups are goal oriented. Schools, government offices, hospitals, students' associations, etc. are examples of secondary groups."</p> <p>How does the Secondary group impact individual life? Explain.</p> | 2 | | |
| 20 | <p>"Endogamy requires an individual to marry within a culturally defined group of which he or she is already a member, as for example, caste".</p> <p>What are the implications of endogamy in India?</p> | 2 | | |
| 21 | How is conflicts made visible or recognisable in the society? | | | |
| 22 | How does sociology study religion? | 2 | | |
| 23 | What is material dimension of culture? | 2 | | |
| 24 | Does socialisation give birth to individual freedom? | 2 | | |
| 25 | <p>The political institution determines and enforces the laws and punished those who disobey them." In context to the statement, what is political institutions?</p> <p>Or</p> <p>The Industrial Revolution was based upon a new, dynamic form of economic activity – capitalism. This system of capitalism became the driving force behind the growth of industrial manufacturing. Capitalism involved new attitudes and institutions. Entrepreneurs now engaged in the sustained, systematic pursuit of profit. The markets acted as the key instrument of productive life. And goods, services and labour became commodities whose use was determined by rational calculation. The new economy was completely different from what it replaced. England was the centre of the Industrial Revolution.</p> <p>Read the passage and show any two features of English society which changed after the advent of Industrial Revolution.</p> | 2 | | |
| | Section C | | | |
| 26 | What was the main feature of sociology in pre-modern period? | 4 | | |
| 27 | What are the citizenship rights in the modern state or welfare state? | 4 | | |
| 28 | How are the capitalism and colonialism associated with each other? | 4 | | |
| 29 | According to Weber, what is the overall objective of social sciences? | 4 | | |
| 30 | What do you mean by the concept of cultural lag? Write in detail. | 4 | | |
| 31 | Define social facts. Mention the theory proposed by Durkheim for social facts. | 4 | | |
| 32 | The cultural identity can often be done through the recognition of the particular language. How? | 4 | | |
| | Section D | | | |
| 33 | <p>Study the table and answer the following question accordingly.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">Sex Ratio in India between 1901-2011</td> </tr> <tr> <td style="text-align: center;">(Age: 0-6 years)</td> </tr> </table> | Sex Ratio in India between 1901-2011 | (Age: 0-6 years) | 6 |
| Sex Ratio in India between 1901-2011 | | | | |
| (Age: 0-6 years) | | | | |

| | Year | Sex ratio | Year | Sex ratio | |
|----|--|-----------|------|-----------|---|
| | 1901 | 972 | 1961 | 941 | |
| | 1911 | 962 | 1971 | 930 | |
| | 1921 | 955 | 1981 | 934 | |
| | 1931 | 950 | 1991 | 926 | |
| | 1941 | 945 | 2001 | 933 | |
| | 1951 | 946 | 2011 | 940 | |
| | <p>(i) What are the reasons for the declining sexratio in India? (ii) In your opinion what steps should be taken to deal the female infanticide? Explain with example. (iii) What do you understand by gendered family?</p> | | | | |
| 34 | <p>“As late as the 19th century for example, it was considered good and proper that children start to work as soon as they were able to. Children were often helping their families at work from the age of five or six; the early factory system depended on the labor of children. It was during the 19th and early 20th centuries that ideas about childhood as a special stage of life gained influence. ”</p> <p>What is the relevance of child labour in present Indian society? Which actions should be supported to stop the same?</p> | | | | 6 |
| 35 | <p>Discuss the revolutionary changes in 19th century Europe that led to the emergence of sociology.</p> | | | | 6 |

| Q.N. | Questions | Marks |
|------|--|-------|
| | Section-A | |
| 1 | (a) objective, subjective | 1 |
| 2 | (c) A is true, but R is false | 1 |
| 3 | (b) Community | 1 |
| 4 | (b) Both A and R are true, but R is not the correct explanation of A.. | 1 |
| 5 | (a) Both A and R are true and R is the correct explanation of A. | 1 |
| 6 | (d) macroeconomic | 1 |
| 7 | (c) Concept of ownership of property | |
| 8 | (a) DP Mukerji | 1 |
| 9 | (b) Civil Rights | 1 |
| 10 | (d) behaviour | 1 |
| 11 | (b) Crop cultivation | 1 |

| | | |
|------------------|---|---|
| 12 | (a) Both A and R are true and R is the correct explanation of A. | 1 |
| 13 | (a) Genealogy | 1 |
| 14 | (a) Developed, developing | 1 |
| 15 | (c) serial monogamy | 1 |
| 16 | (b) Edward Tylor | 1 |
| Section B | | |
| 17 | <p>Discuss the significance of religion according to Ghurye?</p> <p>Ghurye made original contribution to the study of Indian religions, beliefs and practices. He wrote six books viz Gods and Men (1962), Indian Sadhus (1953), Religious Consciousness (1965), Indian Acculturation, Vedic India (1979), The Legacy of Ramayana (1979). It is to certify the role in the society. Ghurye has delineated (trace the outline of) five foundations of culture that are religion, consciousness, justice, free pursuit of knowledge and toleration. He believed religious consciousness as a value that is manifested itself at the dawn of history</p> | |
| 18 |  <p>18. The sociologists look at culture not as something that distinguishes individuals, but as a way of life in which all members of society participate. According to Edward Tylor, "The culture or civilisation taken in its wide ethnographic sense, is that complex whole which includes knowledge, belief, art, morals, law, custom and any other capabilities and habits acquired by man as a member of society." According to Bronislaw Malinowski, (founder of functional school), the culture comprises inherited artefacts, goods, technical process, ideas, habits and values. Leslie White had placed a comparable emphasis on culture as a means of adding meaning to objective reality, using the example of people regarding water from the particular source as holy.</p> | |
| 19 | <p>Primary groups are important in several senses. They are equally important for individual as well as society. It helps in socialisation process and development of personal identity by learning and using culture. The primary group is so great that individuals cling to primary ideals in more complex associations and even create new primary groupings within formal organisation</p> <p style="text-align: center;">Or</p> <p>A secondary group increases efficiency of its members. To fulfill their self interest and specific goals all the members work efficiently. A formal authority is set up and a set of rules are formulated to manage and regulate the secondary group efficiently. These groups serve an instrumental function rather than an expressive one, meaning that their role is more goal- or task-oriented than emotional. One's fellow students or coworkers can be examples of a secondary group.</p> | |
| 20 | <p>Endogamy, the practice of marrying within a culturally defined group, has many implications in India, including:</p> <p>Social structure</p> <p>Endogamy reinforces traditional social structures and limits social mobility for women.</p> <p>Caste</p> <p>Endogamy is a central feature of the caste system in India, and violations of caste endogamy can lead to social ostracism</p> | 2 |

| | | |
|----|---|---|
| | | |
| 21 | Social Security and greater assertion of Democratic rights by disadvantaged and discriminated groups make the conflicts visible in the society. The leads to disharmony among the various sections of the society and harm the ‘Unity In Diversity’ stance of India. | |
| 22 | <p>Sociology studies religion as a social institution by examining its beliefs and practices in relation to other aspects of society:</p> <p>Beliefs and practices</p> <p>Sociologists study the beliefs and practices of a religion, including the rituals, symbols, and community of believers. They also consider how people experience religion, such as when they pray or meditate.</p> <p>Relationship to other institutions</p> <p>Sociologists study how religion interacts with other institutions, such as politics, economics, education, marriage, and kinship</p> | 2 |
| 23 | <p>The material dimension of culture is the physical objects and belongings of a group of people. It includes:</p> <p>tools, technologies, machines, buildings, transportation methods, production and communication instruments, money, weapons, utensils, and clothing.</p> <p>Material and non-material aspects are both essential for the proper functioning of a culture. However, material dimensions change faster than non-material aspects, which can lead to a phenomenon called "culture lag". This is when non-material aspects, such as values and norms, are unable to keep up with technological progress.</p> <p>Culture is the shared customs, beliefs, values, norms, institutions, and other products of a community that are transmitted from one generation to another.</p> | 2 |
| 24 | Yes, socialization can lead to individual freedom because it helps people develop a sense of self-identity and the ability to think and act independently. Socialization is the process through which people learn the values, attitudes, and beliefs of their social group, and it also helps people become aware of themselves through interactions with others | 2 |
| 25 | <p>A political institution is a system of politics and government. It is usually compared To the law system, economic system, cultural system and other social system. It is different from them and can be generally defined on a spectrum from left to right. On the other side, a political institution is concerned with the distribution of power in society on the basis of two concepts i.e. power and authority</p> <p>Or</p> <p>Following are the features of its society which changed after the advent of industrial revolution</p> <ol style="list-style-type: none"> i. Population of England shifted from rural areas to urban areas to work in industries. ii. Capitalism led to degradation of labor and loss of work from the protective context of Guild, village and family. | 2 |
| | Section C | |

| | | |
|----|---|---|
| 26 | <p>In the premodern. They were contrary and contesting understandings of society. For instance Karl Marx understood society through class and conflicts. Whereas social solidarity and collective conscience were the key terms of Emile Durkheim.</p> | 4 |
| 27 | <ul style="list-style-type: none"> • Civil rights These rights allow people to lead a civilized social life and fulfill basic human needs. The right to life, liberty, and equality are all civil rights. • Fundamental rights These rights protect citizens from arbitrary state actions and empower them. Examples of fundamental rights include freedom of speech and expression, freedom of assembly, and freedom to practice religion. • Civil liberties These rights protect individuals from infringement by governments, social organizations, and private individuals. They ensure that people can participate in the civil and political life of society and the state. In a welfare state, the government is responsible for the social and individual welfare of its citizens. The state or a group of social institutions provides basic economic security for its citizens. Citizenship is the status of a person being a legal member of a sovereign state or belonging to a nation. In India, Articles 5–11 of the Constitution deal with the concept of citizenship | 4 |
| 28 | <p>It is an economic system in which the means of production are privately owned and organized to accumulate profits within a market system. Capitalism in the West emerged out of a complex process of European exploration of the rest of the world. Its plunder of wealth and resources. An unprecedented growth of science and technology. Harnessing of science and technology in agriculture and industries. Capitalism was marked by its dynamism its potential to grow expand innovate use technology and labour in a way best assured to ensure greatest profits. Capitalism was also marked by its global nature of being linked to western colonialism.</p> | 4 |
| 29 | <p>Weber argue that overall objective of the social sciences was to develop an ‘interpretive understanding’ of social action. He believed that these sciences were very different from the natural sciences, which Aimed to discover the objective laws of nature governing the physical world his view was that the methods of inquiry of social science also had to be different from the methods of natural science. Social action included all human behaviour that was meaningful that is action to which actors attached a meaning.</p> | 4 |
| 30 | <p>Cultural lag occurs when non-material culture struggles to adapt to new material conditions. For example, scientific progress or technological advancements may outpace a society's accepted values or beliefs.</p> <ul style="list-style-type: none"> • Examples The advancement of genetic engineering and the ethical dilemmas surrounding it is an example of cultural lag. • Coined by Sociologist William F. Ogburn coined the term in his 1922 work Social Change with Respect to Culture and Original Nature. | 4 |

| | <p>Material culture</p> <p>The physical and tangible aspects of culture, such as tools and buildings.</p> <p>Non-material culture</p> <p>The aspect of culture that isn't physical or tangible, such as customs and religions.</p> <p>.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|--|---|-----------|--|--|------------------|--|--|--|------|-----------|------|-----------|------|-----|------|-----|------|-----|------|-----|------|-----|------|-----|------|-----|------|-----|------|-----|------|-----|------|-----|------|-----|---|
| 31 | <p>Social facts, according to Emile Durkheim, are ways of acting, thinking, and feeling that exist outside of individuals but exert a significant influence over them. Social facts are independent of individual manifestations and impose themselves on individuals, guiding their behavior and shaping their social reality. The main characteristics of facts social facts are: externality, constraint, independence and generality</p> | 4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 32 | <p>Identity, in this context, refers to the characteristics, beliefs, values, and experiences that define a person or a group. Culture, on the other hand, encompasses the shared patterns of behaviors, beliefs, symbols, and customs that are learned and transmitted across generations. The language becomes an identity for an individual. Therefore language becomes another important aspect to understand culture.</p> | 4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Section D | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 33 | <p>Study the table and answer the following question accordingly.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="4" style="text-align: center;">Sex Ratio in India between 1901-2011</th> </tr> <tr> <th colspan="4" style="text-align: center;">(Age: 0-6 years)</th> </tr> <tr> <th style="text-align: center;">Year</th> <th style="text-align: center;">Sex ratio</th> <th style="text-align: center;">Year</th> <th style="text-align: center;">Sex ratio</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1901</td> <td style="text-align: center;">972</td> <td style="text-align: center;">1961</td> <td style="text-align: center;">941</td> </tr> <tr> <td style="text-align: center;">1911</td> <td style="text-align: center;">962</td> <td style="text-align: center;">1971</td> <td style="text-align: center;">930</td> </tr> <tr> <td style="text-align: center;">1921</td> <td style="text-align: center;">955</td> <td style="text-align: center;">1981</td> <td style="text-align: center;">934</td> </tr> <tr> <td style="text-align: center;">1931</td> <td style="text-align: center;">950</td> <td style="text-align: center;">1991</td> <td style="text-align: center;">926</td> </tr> <tr> <td style="text-align: center;">1941</td> <td style="text-align: center;">945</td> <td style="text-align: center;">2001</td> <td style="text-align: center;">933</td> </tr> <tr> <td style="text-align: center;">1951</td> <td style="text-align: center;">946</td> <td style="text-align: center;">2011</td> <td style="text-align: center;">940</td> </tr> </tbody> </table> <p>(i) pre natal sex determination ,son preference ,dowry, lack of ducation and awareness</p> <p>(ii) By reducing the financial burden on families, the eradication of dowry system could therefore potentially reduce the apparent preference of male children as well as female infantry side rates.</p> <p>(iii) Gendered families are family in society which believes that the male child will support the parents in the old age and the female child will live on marriage such family invest more in a male child.</p> | Sex Ratio in India between 1901-2011 | | | | (Age: 0-6 years) | | | | Year | Sex ratio | Year | Sex ratio | 1901 | 972 | 1961 | 941 | 1911 | 962 | 1971 | 930 | 1921 | 955 | 1981 | 934 | 1931 | 950 | 1991 | 926 | 1941 | 945 | 2001 | 933 | 1951 | 946 | 2011 | 940 | 6 |
| Sex Ratio in India between 1901-2011 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| (Age: 0-6 years) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year | Sex ratio | Year | Sex ratio | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1901 | 972 | 1961 | 941 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1911 | 962 | 1971 | 930 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1921 | 955 | 1981 | 934 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1931 | 950 | 1991 | 926 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1941 | 945 | 2001 | 933 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1951 | 946 | 2011 | 940 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 34 | <p>Child labor in India is a persistent problem that can have long-term negative effects on the country's economy and society. Here are some actions that can be taken to stop child labor:</p> <ul style="list-style-type: none"> • Educate and raise awareness <p>Many cases of child labor are due to parents' lack of awareness. Educating parents about the laws and policies that prohibit child labor can help reduce the problem.</p> <ul style="list-style-type: none"> • Enforce laws | 6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| | | |
|----|---|---|
| | <p>The government can enforce the Child Labour (Prohibition & Regulation) Act, 1986, which prohibits children from working in certain jobs and regulates working conditions for children in other jobs. State governments can also conduct regular inspections and raids to detect violations.</p> <ul style="list-style-type: none"> • Rehabilitate children <p>The government can focus on rehabilitating children and improving the economic conditions of their families.</p> <ul style="list-style-type: none"> • Send children to school <p>The International Labour Organization (ILO) says that sending children to school instead of work can have significant economic benefits for developing nations. Education can help children gain the skills they need to secure higher-skilled jobs in the future.</p> <p>Partner with NGOs</p> <p>Individuals can partner with NGOs to address the issue of child labor.</p> | |
| 35 | <p>Sociology emerged in 19th century Europe due to several revolutionary changes that transformed European society and the world:</p> <ul style="list-style-type: none"> • The Enlightenment <p>Also known as the scientific revolution, this period led to a questioning of traditional ways of thinking.</p> <ul style="list-style-type: none"> • The French Revolution <p>This revolution led to chaos and disorder, which disturbed social theorists and led them to unite to restore order.</p> <ul style="list-style-type: none"> • The Industrial Revolution <p>This revolution led to an economic and technological boom, which helped people learn to live in societies.</p> <p>These revolutionary changes led to a climate of social upheaval, which influenced the theories of early sociologists. People became more open-minded and started to live a good life with several options.</p> <p>Sociology is the study of human social life, groups, and societies</p> | 6 |



OSDAV Public School, Kaithal
December Examination
Class : XI
Subject : Sociology

(2024-25)
SET-B

Time: 3 Hrs .

M.M. : 80

General Instructions:-

II. All questions are compulsory.

| Q.N. | Questions | Marks |
|------|---|-------|
| | Section-A | |
| 1 | _____ makes an unusual but effective comparison to make the point. In any political or military conflict it is of advantage to capture the information used by the intelligence organs of the opposing side. But this is so only because good intelligence consists of information free of bias | 1 |

| | | |
|---|--|---|
| | <p>(a) M N Srinivas</p> <p>(b) Peter Berger</p> <p>(c) RK Lakshman</p> <p>(d) Herbert Spencer</p> | |
| 2 | <p>Assertion (A) : Education is a lifelong process, involving both formal and informal institutions of learning.</p> <p>Reason (R) both primary and secondary groups play as significant role in providing education and new skills to an individual.</p> <p>(a) Both A and R are true and R is the correct explanation of A.</p> <p>(b) Both A and R are true, but R is not the correct explanation of A.</p> <p>(c) A is true, but R is false.</p> <p>(d) A is false, but R is true.</p> | 1 |
| 3 | <p>_____ is such a general term that it can be and often is used to refer to almost any kind of change not qualified by some other term, such as economic or political change. Sociologists have to work hard to limit this broad meaning in order to make the term more specific and hands useful for social theory.</p> <p>(a) Social change</p> <p>(b) Political change</p> <p>(c) Cultural change</p> <p>(d) Economic change</p> | 1 |
| 4 | <p>Assertion (A) Endogamy requires an individual to marry within a cultural defined group of which he or she is already a member.</p> <p>Reason (R) Endogamy promotes casteism in society.</p> <p>(a) Both A and R are true and R is the correct explanation of A.</p> <p>(b) Both A and R are true, but R is not the correct explanation of A.</p> <p>(c) A is true, but R is false.</p> <p>(d) A is false, but R is true.</p> | 1 |
| 5 | <p>Assertion (A) The Industrial Revolution was based upon a dynamic form of economic activity- capitalism.</p> <p>Reason (R) Capitalism involves new attitudes and institutions.</p> | 1 |

| | | |
|----|---|---|
| | <p>(a) Both A and R are true and R is the correct explanation of A. Id</p> <p>(b) Both A and R are true, but R is not the correct explanation of A.</p> <p>(c) A is true, but R is false.</p> <p>(d) A is false, but R is true.</p> | |
| 6 | <p>The combination of authority, law and domination results in</p> <p>(a) Consent and corporation (b) dissent (c) violence and crimes (d) Conformity</p> | 1 |
| 7 | <p>In traditional societies, non agricultural work entailed the master of a craft. Craft skills were learned through a lengthy period of apprenticeship and the worker normally carried out all aspects of the production process from beginning to end. The Indian tradition society, people were engaged in non agricultural activities such as</p> <p>(a) Pottery (b) art and craft (c) herding /dairying (d) All of the above</p> | |
| 8 | <p>Which of the following is the most common form of marriage?</p> <p>(a) Polygamy (b) Monogamy (c) Polyandry (d) All of these</p> | 1 |
| 9 | <p>Which of the following concepts is the basis of relationships in a society?</p> <p>(a) Concept of capitalism (c) concept of ownership of property (b) Concept of hierarchical society (d) concept of conflicts</p> | 1 |
| 10 | <p>The social esteem of individual depends on</p> <p>(a) Social group (b) Relevant society (c) Ethnicity (d) All of the above</p> | 1 |
| 11 | <p>Lack of proper housing facilities results in</p> <p>(a) Homelessness (b) slums. (c) Communal rivalry (d) Both (a) and (b)</p> | 1 |
| 12 | <p>Assertion (A) Social reform movement changed the fate of women Reason (R) Women play the significant role in reform movement.</p> <p>(a) Both A and R are true and R is the correct explanation of A. (b) Both A and R are true, but R is not the correct explanation of A. (c) A is true, but R is false (d) A is false, but R is true.</p> | 1 |
| 13 | <p>The founder of the 'functional School' of anthropology is</p> <p>(a) Bronislaw Malinowski. (b) Clifford Geertz. (c) Alfred Kroeber. (d) Clyde Kluckhohn</p> | 1 |

| | | |
|----|--|-------|
| | | |
| 14 | <p>Whose ideas led to the comparison of society was living organisms?</p> <p>(a) Max Weber (c) Auguste Comte (b) Charles Darwin (d) Karl Marx</p> | 1 |
| 15 | <p>Which of the following changes were brought in the society with the emergence of French revolution?</p> <p>(a) Civil rights restored (b) serfdom abolished (c) democracy established (d) all of the above</p> | 1 |
| 16 | <p>The term 'culture' is defined as</p> <p>i. Learned behaviour ii. A way of thinking, feeling, believing iii. The total way of life of a people iv. School learning</p> <p>(a) i, ii and iii (b) i and iv. (c) ii and iv (d) All of the above</p> | 1 |
| | Section B | |
| 17 | <p>What was the main feature of sociology in pre modern period?</p> | 2 |
| 18 | <p>Who was appointed as the head of a newly created department of sociology at MaharajSayajirao University at Baroda? Also mention his one of the work in the field of sociology?</p> | 1+1=2 |
| 19 | <p>What does Karl Marx mean by ancient mode of production?</p> <p style="text-align: center;">Or</p> <p>"Economics is the study of production and distribution of goods and services. The classical economic approach dealt almost exclusively with the interrelations of pure economic variable : the relations of price, demand and supply ; money flows ; output and input ratios and the likes."</p> <p>How economic activities influences social relation in broad?</p> | 2 |
| 20 | <p>The Industrial Revolution was based upon a new, dynamic form of economic activity – capitalism. This system of capitalism became the driving force behind the growth of industrial manufacturing. Capitalism involved new attitudes and institutions. Entrepreneurs now engaged in the sustained, systematic pursuit of profit.</p> <p>How did the industrial revolution impact society? What changes were observed as a result?</p> | 2 |
| 21 | <p>What do you mean by 'Norm' in Sociology?</p> | |
| 22 | <p>Give any two perceptions of any sociologists about the social group.</p> | 2 |
| 23 | <p>Define ethnocentrism.</p> | 2 |
| 24 | <p>Justify the concept of city.</p> | 2 |

| 25 | <p>The political institution determines and enforces the laws and punished those who disobey them." In context to the statement, what is political institutions?</p> <p>Or</p> <p>How the success of Industrial Revolution causes changes in the social life of people University?</p> | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--------------------------------------|--|--------------------------------------|-----------|--|--|------------------|--|--|--|------|-----------|------|-----------|------|-----|------|-----|------|-----|------|-----|------|-----|------|-----|------|-----|------|-----|------|-----|------|-----|------|-----|------|-----|---------|
| Section C | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 26 | What were the philosophical views that went to the making of sociology? | 4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 27 | Peer Groups are extremely important agents of socialization. Discuss. | 4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 28 | How are the capitalism and colonialism associated with each other? | 4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 29 | According to Weber, what is the overall objective of social sciences? | 4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 30 | Define the main features of theory of alienation? | 4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 31 | Define social facts. Mention the theory proposed by Durkheim for social facts. | 2+2=4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 32 | The cultural identity can often be done through the recognition of the particular language. How? | 4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Section D | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 33 | <p>Study the table and answer the following question accordingly.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="4" style="text-align: center;">Sex Ratio in India between 1901-2011</th> </tr> <tr> <th colspan="4" style="text-align: center;">(Age: 0-6 years)</th> </tr> <tr> <th style="width: 25%;">Year</th> <th style="width: 25%;">Sex ratio</th> <th style="width: 25%;">Year</th> <th style="width: 25%;">Sex ratio</th> </tr> </thead> <tbody> <tr> <td>1901</td> <td>972</td> <td>1961</td> <td>941</td> </tr> <tr> <td>1911</td> <td>962</td> <td>1971</td> <td>930</td> </tr> <tr> <td>1921</td> <td>955</td> <td>1981</td> <td>934</td> </tr> <tr> <td>1931</td> <td>950</td> <td>1991</td> <td>926</td> </tr> <tr> <td>1941</td> <td>945</td> <td>2001</td> <td>933</td> </tr> <tr> <td>1951</td> <td>946</td> <td>2011</td> <td>940</td> </tr> </tbody> </table> <p>(i) What are the reasons for the declining sex ratio in India?</p> <p>(ii) In your opinion what steps should be taken to deal the female infanticide? Explain with example.</p> <p>(iii) What do you understand by gendered family?</p> | Sex Ratio in India between 1901-2011 | | | | (Age: 0-6 years) | | | | Year | Sex ratio | Year | Sex ratio | 1901 | 972 | 1961 | 941 | 1911 | 962 | 1971 | 930 | 1921 | 955 | 1981 | 934 | 1931 | 950 | 1991 | 926 | 1941 | 945 | 2001 | 933 | 1951 | 946 | 2011 | 940 | 2+2+2=6 |
| Sex Ratio in India between 1901-2011 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| (Age: 0-6 years) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year | Sex ratio | Year | Sex ratio | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1901 | 972 | 1961 | 941 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1911 | 962 | 1971 | 930 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1921 | 955 | 1981 | 934 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1931 | 950 | 1991 | 926 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1941 | 945 | 2001 | 933 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1951 | 946 | 2011 | 940 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 34 | <p>“As late as the 19th century for example, it was considered good and proper that children start to work as soon as they were able to. Children were often helping their families at work from the age of five or six; the early factory system depended on the labor of children. It was during the 19th and early 20th centuries that ideas about childhood as a special stage of life gained influence. ”</p> | 6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| | | |
|-----------|---|--------------|
| | What is the relevance of child labour in present Indian society? Which actions should be supported to stop the same? | |
| 35 | What are the political institutions? Also differentiation between power and authority. | 2+4=6 |

| Q.N. | Questions | Ma rks |
|-------------|--|-------------------|
| | Section-A | |
| 1 | (b) Peter Berger | 1 |
| 2 | (a) Both A and R are true and R is the correct explanation of A. | 1 |
| 3 | (a) Social change | 1 |
| 4 | (a) Both A and R are true and R is the correct explanation of A | 1 |
| 5 | (a) Both A and R are true and R is the correct explanation of A. | 1 |
| 6 | (a) Consent and corporation | 1 |
| 7 | (d) All of the above | |
| 8 | (b) Monogamy | 1 |
| 9 | (c) concept of ownership of property | 1 |
| 10 | (d) All of the above | 1 |
| 11 | (d) Both (a) and (b) | 1 |
| 12 | (a) Both A and R are true and R is the correct explanation of A. | 1 |
| 13 | (a) Bronislaw Malinowski | 1 |
| 14 | (b) Charles Darwin | 1 |
| 15 | (d) all of the above | 1 |
| 16 | (a) i, ii and iii | 1 |
| | Section B | |
| 17 | A main feature of sociology in the pre-modern period was the categorization of societies into different types and the identification of stages in social development. This was influenced by scientific theories of natural evolution and findings from early travelers and colonial administrators. | |
| 18 | Professor M. N. Srinivas was the founder head of the Department of Sociology at Maharaja Sayajirao University of Baroda (MSU) when it was established in June 1951. Dr. Virendra Singh is the current head of the department. (Any work done b him in the field of sociology) | |
| 19 | Karl Marx defined the ancient mode of production as a system where a master owned slaves and used their labor to produce goods, without allowing the slaves to reproduce. The ancient mode of production was characterized by the use of | |

| | | |
|-----------|---|----------|
| | <p>slavery to make farming profitable, and was often seen in Greek and Roman civilizations</p> <p style="text-align: center;">Or</p> <p>Changes in the environment, like shifts in climate, had a big impact on farming and how people lived. New farming tools and methods also changed things, making life different for both peasants and landowners. Conflicts arose over who owned the land and what work peasants had to do.</p> | |
| 20 | <p>The Industrial Revolution had many impacts on society, including:</p> <p>Urbanization People moved from rural areas to cities to work in factories, causing rapid urbanization. Cities became overcrowded, dirty, and unhealthy.</p> <p>Working conditions Factory conditions were dangerous and unhealthy, with long hours, low pay, and little ventilation. Children and women were often forced to work in factories.</p> <p>Living conditions Living conditions were poor, with large families sharing one room in overcrowded tenement houses.</p> <p>Pollution The Industrial Revolution increased environmental pollution, with soil, water, and air being polluted.</p> <p>Wealth distribution The Industrial Revolution led to a wider distribution of wealth, with factory owners becoming rich while the working class struggled.</p> <p>(Any two)</p> | 2 |
| 21 | <p>In sociology, a norm is a rule or expectation that is socially enforced and governs how people behave in a group. Norms are a fundamental concept in the social sciences. They are often unwritten and unspoken, and can vary from group to group</p> | 2 |
| 22 | <ul style="list-style-type: none"> • Social groups are more than a collection of individuals Social groups are made up of people who share interests, values, and a sense of unity. They are more than just a group of people, and the group as a whole is more than the sum of its parts. • Social groups are influenced by the group's surroundings Sociology assumes that an individual's actions are influenced by their surroundings or the group they belong to. • Social groups can be primary or secondary | 2 |
| 23 | <p>Ethnocentrism is the belief that one's own culture is superior to others, and that its values, practices, and beliefs are the standard for comparison. It's a form of bias that can lead to prejudice and racism</p> | 2 |
| 24 | <p>Cities have been central to the development of human society throughout history, and have played a key role in shaping intellectual, economic, and cultural progress</p> | 2 |
| 25 | <p>A political institution is a system of politics and government. It is usually compared To the law system, economic system, cultural system and other social system. It is different from them and can be generally defined on a spectrum from left to right. On</p> | 2 |

| | | |
|-----------|--|----------|
| | <p>the other side, a political institution is concerned with the distribution of power in society on the basis of two concepts i.e. power and authority</p> <p>Or</p> <p>Following are the features of its society which changed after the advent of industrial revolution</p> <ol style="list-style-type: none"> i. Population of England shifted from rural areas to urban areas to work in industries. ii. Capitalism led to degradation of labor and loss of work from the protective context of Guild, village and family. | |
| | Section C | |
| 26 | <p>The philosophical views that contributed to the development of sociology include:</p> <p>The Enlightenment</p> <p>This intellectual movement in 17th and 18th century Europe emphasized reason and individualism. It contributed to the development of new worldviews, including secular, scientific, and humanistic mentalities.</p> <p>Darwin's theories of organic evolution</p> <p>These theories were a dominant influence on early sociological thought.</p> <p>Political theories of Voltaire, Montesquieu, and Rousseau</p> <p>These theories advocated for religious tolerance, individual liberty, and the separation of powers.</p> | 4 |
| 27 | <p>Yes, peer groups are important agents of socialization because they help people learn how to interact with others, develop their own identities, and become more socially flexible:</p> <p>Learn to interact with others: Children learn how to interact with others through their peers, and peer groups can affect their interests, beliefs, and speech patterns.</p> <p>Develop identities: Peer groups help children develop their own identities and separate themselves from their parents.</p> <p>Become more socially flexible: Peer groups help people learn how to cooperate and get along with a variety of people, which is important in a changing society.</p> | 4 |
| 28 | <p>It is an economic system in which the means of production are privately owned and organized to accumulate profits within a market system. Capitalism in the West emerged out of a complex process of European exploration of the rest of the world. Its plunder of wealth and resources. An unprecedented growth of science and technology. Harnessing of science and technology in agriculture and industries. Capitalism was marked by its dynamism its potential to grow expand innovate use technology and labour in a way best assured to ensure greatest profits. Capitalism was also marked by its global nature of being linked to western colonialism.</p> | 4 |
| 29 | <p>Weber argue that overall objective of the social sciences was to develop an 'interpretive understanding' of social action. He believed that these sciences were</p> | 4 |

| | <p>very different from the national sciences, which Aimed to discover the objective laws of nature governing the physical world his view was that the methods of inquiry of social science also had to be different from the methods of natural science. Social action included all human behaviour that was meaningful that is action to which actors attached a meaning.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|------------------|--|--|-------------------------|--|--|--|-------------|------------------|-------------|------------------|-------------|------------|-------------|------------|-------------|------------|-------------|------------|-------------|------------|-------------|------------|-------------|------------|-------------|------------|-------------|------------|-------------|------------|-------------|------------|-------------|------------|---|
| 30 | <p>Karl Marx's theory of alienation describes how people become separated from their work, their society, and their human nature. The theory's main features include:</p> <ul style="list-style-type: none"> • Alienation from the product of labor Workers are separated from the products they make because they don't own the means of production. • Alienation in the production process The division of labor and mechanization in capitalist production makes work monotonous and unfulfilling. • Alienation from other humans Capitalism encourages competition over cooperation, which can lead to workers feeling isolated and estranged from each other. • Alienation from human potential Capitalism can stunt people's ability to fully develop their human potential. Alienation can lead to feelings of powerlessness, helplessness, isolation, and humiliation | 4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 31 | <p>Social facts, according to Emile Durkheim, are ways of acting, thinking, and feeling that exist outside of individuals but exert a significant influence over them. Social facts are independent of individual manifestations and impose themselves on individuals, guiding their behavior and shaping their social reality. The main characteristics of facts social facts are: externality, constraint, independence and generality</p> | 4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 32 | <p>Identity, in this context, refers to the characteristics, beliefs, values, and experiences that define a person or a group. Culture, on the other hand, encompasses the shared patterns of behaviors, beliefs, symbols, and customs that are learned and transmitted across generations. The language becomes an identity for an individual. Therefore language becomes another important aspect to understand culture.</p> | 4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Section D | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 33 | <p>Study the table and answer the following question accordingly.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="4" style="text-align: center;">Sex Ratio in India between 1901-2011</th> </tr> <tr> <th colspan="4" style="text-align: center;">(Age: 0-6 years)</th> </tr> <tr> <th>Year</th> <th>Sex ratio</th> <th>Year</th> <th>Sex ratio</th> </tr> </thead> <tbody> <tr> <td>1901</td> <td>972</td> <td>1961</td> <td>941</td> </tr> <tr> <td>1911</td> <td>962</td> <td>1971</td> <td>930</td> </tr> <tr> <td>1921</td> <td>955</td> <td>1981</td> <td>934</td> </tr> <tr> <td>1931</td> <td>950</td> <td>1991</td> <td>926</td> </tr> <tr> <td>1941</td> <td>945</td> <td>2001</td> <td>933</td> </tr> <tr> <td>1951</td> <td>946</td> <td>2011</td> <td>940</td> </tr> </tbody> </table> <p>(i) pre natal sex determination ,son preference ,dowry, lack of ducation and awareness</p> | Sex Ratio in India between 1901-2011 | | | | (Age: 0-6 years) | | | | Year | Sex ratio | Year | Sex ratio | 1901 | 972 | 1961 | 941 | 1911 | 962 | 1971 | 930 | 1921 | 955 | 1981 | 934 | 1931 | 950 | 1991 | 926 | 1941 | 945 | 2001 | 933 | 1951 | 946 | 2011 | 940 | 6 |
| Sex Ratio in India between 1901-2011 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| (Age: 0-6 years) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year | Sex ratio | Year | Sex ratio | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1901 | 972 | 1961 | 941 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1911 | 962 | 1971 | 930 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1921 | 955 | 1981 | 934 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1931 | 950 | 1991 | 926 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1941 | 945 | 2001 | 933 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1951 | 946 | 2011 | 940 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| | | |
|-----------|--|----------|
| | <p>(ii) By reducing the financial burden on families, the eradication of dowry system could therefore potentially reduce the apparent preference of male children as well as female infantry side rates.</p> <p>(iii) Gendered families are family in society which believes that the male child will support the parents in the old age and the female child will live on marriage such family invest more in a male child.</p> | |
| 34 | <p>Child labor in India is a persistent problem that can have long-term negative effects on the country's economy and society. Here are some actions that can be taken to stop child labor:</p> <ul style="list-style-type: none"> • Educate and raise awareness <p>Many cases of child labor are due to parents' lack of awareness. Educating parents about the laws and policies that prohibit child labor can help reduce the problem.</p> <ul style="list-style-type: none"> • Enforce laws <p>The government can enforce the Child Labour (Prohibition & Regulation) Act, 1986, which prohibits children from working in certain jobs and regulates working conditions for children in other jobs. State governments can also conduct regular inspections and raids to detect violations.</p> <ul style="list-style-type: none"> • Rehabilitate children <p>The government can focus on rehabilitating children and improving the economic conditions of their families.</p> <ul style="list-style-type: none"> • Send children to school <p>The International Labour Organization (ILO) says that sending children to school instead of work can have significant economic benefits for developing nations. Education can help children gain the skills they need to secure higher-skilled jobs in the future.</p> <p>Partner with NGOs</p> <p>Individuals can partner with NGOs to address the issue of child labor.</p> | 6 |
| 35 | <p>olitical institutions are the way a society maintains order and manages resources, public policy, and conflict. Power, authority, and influence are all part of political organizations:</p> <ul style="list-style-type: none"> • Power <p>The ability to influence others to act in a certain way, even against their will. Power can be formal or informal, and can come from many sources, such as knowledge, charisma, or fear.</p> <ul style="list-style-type: none"> • Authority <p>The legitimate use of power within an institution, usually derived from a formal or legal position. Authority is hierarchical and flows downward, while power can flow across different levels. Authority is considered more legitimate than power, and is often accepted willingly by the governed</p> | 6 |