DIRECTORATE OF EDUCATION
Govt. of NCT, Delhi

SUPPORT MATERIAL
(2022-2023)

Class : XII

SOCIOLOGY

Under the Guidance of

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MESSAGE

Remembering the words of John Dewey, "Education is not preparation for life, education is life itself, I highly commend the sincere efforts of the officials and subject experts from Directorate of Education involved in the development of Support Material for classes IX to XII for the session 2022-23.

The Support Material is a comprehensive, yet concise learning support tool to strengthen the subject competencies of the students. I am sure that this will help our students in performing to the best of their abilities.

I am sure that the Heads of School and teachers will motivate the students to utilise this material and the students will make optimum use of this Support Material to enrich themselves.

I would like to congratulate the team of the Examination Branch along with all the Subject Experts for their incessant and diligent efforts in making this material so useful for students.

I extend my Best Wishes to all the students for success in their future endeavours.

(Ashok Kumar)

HIMANSHU GUPTA, IAS
Director, Education & Sports
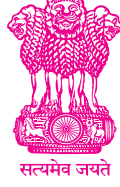
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MESSAGE

"A good education is a foundation for a better future."
- Elizabeth Warren

Believing in this quote, Directorate of Education, GNCT of Delhi tries to fulfill its objective of providing quality education to all its students.

Keeping this aim in mind, every year support material is developed for the students of classes IX to XII. Our expert faculty members undertake the responsibility to review and update the Support Material incorporating the latest changes made by CBSE. This helps the students become familiar with the new approaches and methods, enabling them to become good at problem solving and critical thinking. This year too, I am positive that it will help our students to excel in academics.

The support material is the outcome of persistent and sincere efforts of our dedicated team of subject experts from the Directorate of Education. This Support Material has been especially prepared for the students. I believe its thoughtful and intelligent use will definitely lead to learning enhancement.

Lastly, I would like to applaud the entire team for their valuable contribution in making this Support Material so beneficial and practical for our students.

Best wishes to all the students for a bright future.

(HIMANSHU GUPTA)

Dr. RITA SHARMA
Additional Director of Education
(School/Exam)

संदेश

शिक्षा निदेशालय, दिल्ली सरकार का महत्वपूर्ण लक्ष्य अपने विद्यार्थियों का सर्वांगीण विकास करना है। इस उद्देश्य को ध्यान में रखते हुए शिक्षा निदेशालय ने अपने विद्यार्थियों को उच्च कोटि के शैक्षणिक मानकों के अनुरूप विद्यार्थियों के स्तरानुकूल सहायक सामग्री कराने का प्रयास किया है। कोरोना काल के कठिनतम समय में भी शिक्षण अधिगम की प्रक्रिया को निर्बाध रूप से संचालित करने के लिए संबंधित समस्त अकादमि समूहों और क्रियान्वित करने वाले शिक्षकों को हार्दिक बधाई देती हूँ।

प्रत्येक वर्ष की भाँति इस वर्ष भी कक्षा 9वीं से कक्षा 12वीं तक की सहायक सामग्रियों में सी.बी.एस.ई के नवीनतम दिशा–निर्देशों के अनुसार पाठयक्रम में आवश्यक संशोधन किए गए हैं। साथ ही साथ मूल्यांकन से संबंधित आवश्यक निर्देश भी दिए गए हैं। इन सहायक सामग्रियों में कठिन से कठिन सामग्री को भी सरलतम रूप में प्रस्तुत किया गया है ताकि शिक्षा निदेशालय के विद्यार्थियों को इसका भरपूर लाभ मिल सके।

मुझे आशा है कि इन सहायक सामग्रियों के गहन और निरंतर अध्ययन के फलस्वरूप विद्यार्थियों में गुणात्मक शैक्षणिक संवर्धन का विस्तार उनके प्रदर्शनो में भी परिलक्षित होगा। इस उत्कृष्ट सहायक सामग्री को तैयार करने में शामिल सभी अधिकारियों तथा शिक्षकों को हार्दिक बधाई देती हूँ तथा सभी विद्यार्थियों को उनके उज्जवल भविष्य की शुभकामनाएं देती हूँ।

रीता शर्मा
(रीता शर्मा)

DIRECTORATE OF EDUCATION
Govt. of NCT, Delhi

SUPPORT MATERIAL
(2022-2023)

SOCIOLOGY

Class : XII

NOT FOR SALE

भारत का संविधान

भाग 4क

नागरिकों के मूल कर्तव्य

अनुच्छेद 51 क

मूल कर्तव्य – भारत के प्रत्येक नागरिक का यह कर्तव्य होगा कि वह –

(क) संविधान का पालन करे और उसके आदर्शों, संस्थाओं, राष्ट्रध्वज और राष्ट्रगान का आदर करे;

(ख) स्वतंत्रता के लिए हमारे राष्ट्रीय आंदोलन को प्रेरित करने वाले उच्च आदर्शों को हृदय में संजोए रखे और उनका पालन करे;

(ग) भारत की संप्रभुता, एकता और अखंडता की रक्षा करे और उसे अक्षुण्ण बनाए रखे;

(घ) देश की रक्षा करे और आह्वान किए जाने पर राष्ट्र की सेवा करे;

(ङ) भारत के सभी लोगों में समरसता और समान भ्रातृत्व की भावना का निर्माण करे जो धर्म, भाषा और प्रदेश या वर्ग पर आधारित सभी भेदभावों से परे हो, ऐसी प्रथाओं का त्याग करे जो महिलाओं के सम्मान के विरुद्ध हों;

(च) हमारी सामासिक संस्कृति की गौरवशाली परंपरा का महत्त्व समझे और उसका परिरक्षण करे;

(छ) प्राकृतिक पर्यावरण की, जिसके अंतर्गत वन, झील, नदी और वन्य जीव हैं, रक्षा करे और उसका संवर्धन करे तथा प्राणिमात्र के प्रति दयाभाव रखे;

(ज) वैज्ञानिक दृष्टिकोण, मानववाद और ज्ञानार्जन तथा सुधार की भावना का विकास करे;

(झ) सार्वजनिक संपत्ति को सुरक्षित रखे और हिंसा से दूर रहे;

(ञ) व्यक्तिगत और सामूहिक गतिविधियों के सभी क्षेत्रों में उत्कर्ष की ओर बढ़ने का सतत् प्रयास करे, जिससे राष्ट्र निरंतर बढ़ते हुए प्रयत्न और उपलब्धि की नई ऊँचाइयों को छू सके; और

(ट) यदि माता-पिता या संरक्षक है, छह वर्ष से चौदह वर्ष तक की आयु वाले अपने, यथास्थिति, बालक या प्रतिपाल्य को शिक्षा के अवसर प्रदान करे।

Constitution of India

Part IV A (Article 51 A)

Fundamental Duties

It shall be the duty of every citizen of India —

(a) to abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem;

(b) to cherish and follow the noble ideals which inspired our national struggle for freedom;

(c) to uphold and protect the sovereignty, unity and integrity of India;

(d) to defend the country and render national service when called upon to do so;

(e) to promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities; to renounce practices derogatory to the dignity of women;

(f) to value and preserve the rich heritage of our composite culture;

(g) to protect and improve the natural environment including forests, lakes, rivers, wildlife and to have compassion for living creatures;

(h) to develop the scientific temper, humanism and the spirit of inquiry and reform;

(i) to safeguard public property and to abjure violence;

(j) to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievement;

*(k) who is a parent or guardian, to provide opportunities for education to his child or, as the case may be, ward between the age of six and fourteen years.

Note: The Article 51A containing Fundamental Duties was inserted by the Constitution (42nd Amendment) Act, 1976 (with effect from 3 January 1977).

*(k) was inserted by the Constitution (86th Amendment) Act, 2002 (with effect from 1 April 2010).

भारत का संविधान

उद्देशिका

हम, भारत के लोग, भारत को एक [1][संपूर्ण प्रभुत्व-संपन्न समाजवादी पंथनिरपेक्ष लोकतंत्रात्मक गणराज्य] बनाने के लिए, तथा उसके समस्त नागरिकों को :

सामाजिक, आर्थिक और राजनैतिक **न्याय**,

विचार, अभिव्यक्ति, विश्वास, धर्म

और उपासना की **स्वतंत्रता**,

प्रतिष्ठा और अवसर की **समता**

प्राप्त कराने के लिए,

तथा उन **सब में**

व्यक्ति की गरिमा और [2][राष्ट्र की एकता

और अखंडता] सुनिश्चित करने वाली **बंधुता**

बढ़ाने के लिए

दृढ़संकल्प होकर **अपनी इस संविधान सभा में** आज तारीख 26 नवंबर, 1949 ई. को **एतद्द्वारा इस संविधान को अंगीकृत, अधिनियमित और आत्मार्पित करते हैं।**

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1. संविधान (बयालीसवां संशोधन) अधिनियम, 1976 की धारा 2 द्वारा (3.1.1977 से) ''प्रभुत्व-संपन्न लोकतंत्रात्मक गणराज्य'' के स्थान पर प्रतिस्थापित।
2. संविधान (बयालीसवां संशोधन) अधिनियम, 1976 की धारा 2 द्वारा (3.1.1977 से) ''राष्ट्र की एकता'' के स्थान पर प्रतिस्थापित।

THE CONSTITUTION OF INDIA

PREAMBLE

WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a [1][**SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC**] and to secure to all its citizens :

JUSTICE, social, economic and political;

LIBERTY of thought, expression, belief, faith and worship;

EQUALITY of status and of opportunity; and to promote among them all

FRATERNITY assuring the dignity of the individual and the [2][unity and integrity of the Nation];

IN OUR CONSTITUENT ASSEMBLY this twenty-sixth day of November, 1949 do **HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION.**

1. Subs. by the Constitution (Forty-second Amendment) Act, 1976, Sec.2, for "Sovereign Democratic Republic" (w.e.f. 3.1.1977)
2. Subs. by the Constitution (Forty-second Amendment) Act, 1976, Sec.2, for "Unity of the Nation" (w.e.f. 3.1.1977)

Support Material : 2022-23

Class-XII

SUBJECT : SOCIOLOGY

Reviewed and updated by

Name of the Team Leader	**Ms. Seema Roy Chowdhury** Principal / OSD (SOSE)
Name of the Subject Experts	**Sh. Devender Singh** Lecturer Sociology S (Co-Ed) V, Block-A Keshav Puram Delhi-35
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SOCIOLOGY

CLASS-XII (2022-23)

(Code No.039)

Rationale

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

- Sociology studies society. The child's familiarity with the society in which she/he lives in makes the study of Sociology a douple edged experince. At one level Sociology studies institutions such as family and kinship, class, caste and tribe religion and region-contexts with which children are familiar of even if differentially. For India is a society which is varied both horizontally and vertically. The effort in the books will be to grapple overtly with this both as a source of strength and as a site for interrogation.

- Significantly the intellectual legacy of Sociology equips the discipline with a plural perspective that overtly engages with the need for defamiliarization, to unlearn and question the given. This interrogative and critical character of Sociology also makes it possible to understand both other cultures as well as relearn about one's own culture.

- This plural perspective makes for an inbuilt richness and openness that not too many other disciplines in practice share. From its very inception Sociology has had mutually enriching and contesting traditions of an interpretative method that openly takes into account 'subjectivity' and causal explanations that pay due importance to establishing causal correspondences with considerable sophistication. Not surprisingly its field work tradition also entails large scale survey methods as well as a rich ethnographic tradition. Indeed Indian Sociology, in particular has

bridged this distinction between what has often been seen as distinct approaches fo Sociology and Social Anthropology. The Syllabus provides ample opportunity to make the child familiar with excitement of field work as well as its theoretical significance for the very discipline of Sociology.

- The plural legacy of Sociology also enables a bird's eye view and a worm's eyes view of the society the child lives in. This is particularity true today when the local in inextricably defined and shaped by macro global processes.

- The syllabus proceeds with the assumption that gender as an organizing principle of society cannot be treated as an add on topic but is fundamental to the manner that all chapters shall be dealt with.

- The chapters shall seek for a child centric approach that makes it possible to connect the lived reality of children with social structures and social processes that Sociology studies.

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

Objectives

- To enable learners to relate classroom teaching to their outside environment.

- To introduce them to the basic concepts of Sociology that would enable them to observe and interpret social life.

- To be aware of the complexity of social processes.

- To appreciate diversity in India Society and the world at large.

- To build the capacity students to understand and analyze the changes in contemporary Indian Society.

COURSE STRUCTURE
CLASS-XII (2022-23)

One Theory Paper Time : 3 Hours   **Max. Marks : 80**

Units		No. of Periods	Marks
A	**Indian Society**		
	1. Introducing Indian Society	0	Non-evaluative
	2. The Demographic Structure of Indian Society	10	10
	3. Social Institutions: Continuity and Change	12	10
	5. Patterns of Social Inequality and Exclusion	18	10
	6. The Challenges of Cultural Diversity	22	10
	7. Suggestions for Project Work	10	Non-evaluative
		Total	**40**
B	**Social Change and Development in India**		
	8. Structural Change	8	5
	9. Cultural Change	12	5
	11. Change and Development in Rural Society	10	10
	12. Change and Development in Industrial Society	12	10
	15. Social Movements	18	10
		Total	**40**
	Total	**132**	**80**

COURSE CONTENT

A.	INDIAN SOCIETY	40 Marks
Unit 1	**Introducing Indian Society** • Colonialism, Nationalism, Class and Community **(Non- evaluative)**	0 Periods
Unit 2	**The Demographic Structure of the Indian Society** • Theories and concepts in demography10 Periods • Rural-Urban Linkages and Divisions • Population Policy in India	10 Periods

Unit 3	**Social Institutions: Continuity and Change** • Caste and the Caste System • Tribal Communities • Family and Kinship	12 Periods
Unit 5	**Patterns of Social Inequality and Exclusion** • Social Inequality and Social Exclusion • Systems justifying and perpetuating Inequality - Caste, Tribe, the Other Backward Classes • Adivasi Struggles • The Struggle for Women's Equality and Rights • The struggles of the Differently Abled	18 Periods
Unit 6	**The Challenges of Cultural Diversity** • Cultural communities and the nation state • Regionalism in the Indian context • The Nation state and religion related issues and identities • Communalism, secularism and the nation state • State and Civil Society	22 Periods
Unit 7	**Suggestions for Project Work**	10 Periods
B.	**SOCIAL CHANGE AND DEVELOPMENT IN INDIA**	**40 Marks**
Unit 8	**Structural Change** • Understanding Colonialism, Industrialization, Urbanization	8 Periods
Unit 9	**Cultural Change** • Social Reform Movements • DifferentKindsofSocialChange:Sanskritisation, Westernization, Modernization, Secularization	12 Periods
Unit 11	**Change and Development in Rural Society** • Agrarian Structure : Caste & class in Rural India • LandReforms,GreenRevolutionandEmerging Agrarian society • Green revolution and its social consequences • Transformation in Rural Society • Circulation of labour • Globalization, Liberalization and Rural Society	10 Periods
Unit 12	**Change and Development in Industrial Society** • From Planned Industrialization to Liberalization • How people find Jobs • Work Processes: How work is carried out, working conditions, home based work, Strikes and Unions	12 Periods

Unit 15	**Social Movements**	18 Periods
	• Concept of Social Movements	
	• Theories and Classification of Social Movements	
	• Environmental Movements	
	• Class-Based Movements: Workers, Peasants	
	• Caste-Based Movements: Dalit Movement, Backward Class/Castes, Trends in Upper Caste Responses	
	• Tribal Movements	
	• Women's Movements in Independent India	

PROJECT WORK **Periods : 40**	
Max. Marks: 20	
C. Project undertaken during the academic year at school level 1. Introduction -2 Marks 2. Statement of Purpose – 2 Marks 3. Research Question – 2 Marks 4. Methodology – 3 Marks 5. Data Analysis – 4 Marks 6. Conclusion – 2 Marks	**15 Marks**
D. Viva-based on the project work	**05 Marks**

SYLLABUS AS PER CBSE
CLASS-XII (2022-23)

	TERM I	WEIGHTAGE (IN MARKS)
1.	The Demographic Structure of Indian Society	10
2.	Social Institutions -Continuity and Change	10
3.	Patterns of Social Inequality and Exclusion	10
4.	Challenges of Cultural Diversity	10
	Total	**40 Marks**
	TERM II	
1.	Structural Change	5
2.	Cultural Change	5
3.	Change and Development in Rural Society	10
4.	Change and Development in industrial Society	10
5.	Social Movements	10
	Total	**40 Marks**

Prescribed Textbooks:
1.   Indian Society (NCERT)
2.   Social Change and Development in India (NCERT)

Project Work* = 20 Marks
*See the guidelines given with the document.

Grand Total =   Book I   =   40 Marks
                                            Book II   =   40 Marks
                                            Project Work =   20 Marks
                                                          =   **100 Marks**

Note: Kindly refer to the guidelines on project work given below:

Guidelines for Subjects having Project Work: 20 Marks

(Sociology, History, Legal Studies, Political Science, Economics, Business Studies, Accountancy)

One Project to be done throughout the session, as per the existing scheme.

1.   The objectives of the project work:

Objectives of project work are to enable learners to:

● probe deeper into personal enquiry ,initiate action and reflect on knowledge and skills, views etc. acquired during the course of class XI-XII.

● analyse and evaluate real world scenarios using theoretical constructs and arguments.

● demonstrate the application of critical and creative thinking skills and abilities to produce an independent and extended piece of work

● follow up aspects in which learners have interest

● develop the communication skills to argue logically

2.   Role of the teacher:

The teacher plays a critical role in developing thinking skills of the learners. A teacher should:

● help each learner select the topic after detailed discussions and deliberations of the topic;

● play the role of a facilitator to support and monitor the project work of the learner through periodic discussions;

● guide the research work in terms of sources for the relevant data;

● ensure that students must understand the relevance and usage of primary evidence and other sources in their projects and duly acknowledge the same;

● ensure that the students are able to derive a conclusion from the content; cite the limitations faced during the research and give appropriate references used in doing the research work.

● educate learner about plagiarism and the importance of quoting the source of the information to ensure authenticity of research work.

● prepare the learner forthe presentation of the project work.

● arrange a presentation of the project file.

3.   Steps involved in the conduct of the project:

Students may work upon the following lines as a suggested flow chart:

Choose a title/topic

$\downarrow$

Collection of the research material/data

$\downarrow$

Organization of material/data

$\downarrow$

Present material/data

$\downarrow$

Analysing the material/data for conclusion

$\downarrow$

Draw the relevant conclusion

$\downarrow$

Presentation of the Project Work
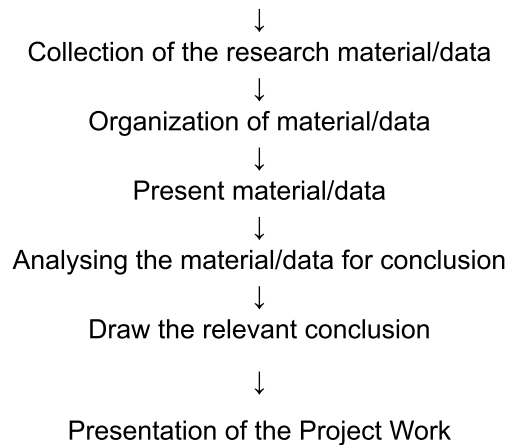
- The project work can be in the form of Power Point Presentation / Exhibition/ Skit/albums/files/song and dance or culture show /story telling/debate/panel discussion, paper presentation and so on. Any of these activities which are suitable to visually impaired/differently abled candidates can be performed as per the choice of the student.

4. **Expected Checklist for the Project Work:**

- Introduction of topic/title

- Identifying the causes, events, consequences and/or remedies

- Identify various associated dimensions and effect of the identified situation or issue on each of them.

- Advantages and disadvantages of situations or issues identified

- Short-term and long-term implications of strategies suggested in the course of research

- Validity, reliability, appropriateness and relevance of data used for research work and for presentation in the project file

- Presentation and writing that is succinct and coherent in project file

- Citation of the materials referred to, in the file in footnotes, resources section, bibliography etc.

5. **Term-Wise Assessment of Project Work:**

- Project Work has broadly the following phases: Synopsis/ Initiation, Data Collection, Data Analysis and Interpretation, Conclusion.

- The aspects of the project work to be covered by students can be assessed during the two terms.

- 20 marks assigned for Project Work can be divided in to two terms in the following manner:

TERM-I PROJECT WORK: 10 Marks

The teacher will assess the progress of the project work in the term I in the following manner:

Month	Periodic Work	Assessment Rubrics	Marks
1-3 July-September	Instructions about Project Guidelines, Background reading Discussions on Theme and Selection of the Final Topic, Initiation/ Synopsis	Introduction, Statement of Purpose /Need and objectives of the study, Hypothesis/Research Question, Review of Literature, Presentation of Evidence, Methodology, Questionnaire, Data Collection.	5
4-5 October-November	Planning and organisation: forming an action plan, feasibility or baseline study, Updating/modifying the action plan, Data Collection	Significance and relevance of the topic; challenges encountered while conducting the research.	5
October-November	**Midterm Assessment by internal examiner**	TOTAL	**10**

TERM- II - PROJECT WORK: 10 Marks

The teacher will assess the progress of the project work in the term II in the following manner:

Month	Periodic Work	Assessment Rubrics	Marks
6-7 December -January	Content/data analysis and interpretation. Conclusion, Limitations, Suggestions, Bibliography, Annexures and overall presentation of the project.	Content/data analysis and its relevance in the current scenario. Conclusion, Limitations, Bibliography, Annexures and Overall Presentation.	5
8 January/ February	**Final Assessment and VIVA by both Internal and External Examiners**	External/ Internal Viva based on the project	5
		TOTAL	**10**

6. <u>**Viva-Voce**</u>

● At the end of the stipulated term, each learner will present the research work in the Project File to the External and Internal examiner.

● The questions should be asked from the Research Work/ Project File of the learner.

● The Internal Examiner should ensure that the study submitted by the learner is his/her own original work.

● In case of any doubt, authenticity should be checked and verified.

INDEX

Book - I
Indian Society

CHAPTER 2

THE DEMOGRAPHIC STRUCTURE OF THE INDIAN SOCIETY

KEY POINTS

1. **Demography**
   - Demography, a systematic study of population, is a Greek term derived from two words, 'demos' (people) and graphein (describe), which means description of people.

   - It studies births, migration, sex composition etc

2. Demography is broadly of two types:-

   (i) Formal demography which is concerned with quantitative measurement and analysis of population change.

   (ii) Social demography which deals with social, economic and political aspects of population.

3. Two processes which happened to take place roughly at the same time in Europe during the Latter half of the 18th century.

   (i) The formation of nation-states as the principal form of political organisation.

   (ii) The beginnings of the modern science of statistics.

4. Before Independance, India had conducted a ten yearly (or decennial) census. So, far, seven decennial censuses has been conducted since 1951 and the most recent being in 2011.

5. The demograhic data collected is essential for the planning and implementation of state policies, for economic development and public welfare.

6. Demographic Theories

A. Thomas Robert Malthus (1766-1834) states the fact that-

- Population rises in geometric progression (i.e. 2, 4, 8, 16, 32 etc.)
- Agricultural production can only grow in arithmetic progression (i.e. 2, 4, 6, 8, 10 etc.)
- This creates an imbalance in population and food.
- Prosperity can be achieved by controlling growth of population.

Malthus mentions two types of population control preventive checks -

1. Positive checks / Natural control - like famines, diseases, earthquakes etc.
2. Preventive checks / Artificial control - like postponing marriage, practicing sexual abstinence or celibacy etc.

Criticism of Malthus's theory:

- Malthus theory was criticised on the following basis:-

  (a) Food production and standards of living rise despite rapid population growth as seen in the historical experience of European countries.

  (b) Poverty, and starvation is caused not due to rise in population but due to unequal distribution of economic resources (Liberal and Marxists).

B. Theory of Demographic Transition

- Population growth is linked to overall levels of economic devlopment
- This theory highlights three stages of population growth from an underdeveloped & technologically backward stage to a developed technologically advanced stage.

THREE BASIC PHASES OF POPULATION GROUWTH

1. Underdevelopment, Technologically Backward, High BR + High DR = Low GR

2. Transition Movement from backward BR high + Low DR
   Population to advance = increase in GR population
   Explosion

3. Advanced Technologically Low BR+ Low DR = Low GR

   Demographic Transition theory in tabular form

Stage	Society	Birth Rate	Death Rate	Growth Rate	Remarks
I	Underdeveloped	High ↑	High ↑	Low ↓	-
II	Transitional Phase	High ↑	Low ↓	High ↑	Population Explosion
III	Advanced Technically	Low ↓	Low ↓	Low ↓	Stability

● "Population explosion" occurs in transitional stage with death rate being lowered through disease control; better health and nutrition facility and changed reproductive behaviour.

7. **Common concepts**

a. **Birth rate :** number of live births per 1000 persons of population in a given area during a given time.

b. **Death rate :** number of deaths per 1000 persons of population in given area during a given time.

C. **Growth rate/rate of natural increase-** difference between birth rate and death rate.When this difference is zero (or in practice, very small) then we say that the population has 'stabilised', or has reached the REPLACEMENT LEVEL.

d. **Fertility rate :** number of live birth per 1000 women in the child bearing age group of 15-49 years.

e. **Infant mortality rate :** number of death of babies before the age of one year per 1000 live births.

f. **Maternal mortality rate:** number of women who die in child birth per 1000 live births.

g. **Sex ratio :** number of females per 1000 males in a given area at a specified time period.

h. **Age structure of population -** proportions of persons in different age groups relative to total population.

i. **Dependency ratio :** proportion of dependents (elderly people and children) with working age group (ie 15 - 64 years)

● **A rising dependency ratio** is a cause for worry in countries that are facing an ageing population, since it becomes difficult

for a relatively smaller proportion of working - age people to carry the burden of providing for a relatively larger proportion of dependents.

- **falling dependency ratio** can be source of economic growth and prosperity due to the larger proportion of workers relative to non workers. It is also referred as `demograhic dividend'

j. **Replacement Level -** When the difference of Birth Rate and Death Rate is zero (or, in practice, very small) then we say that the population has 'stabilised', or has reached the 'replacement level' which means that the rate of growth is required for new generations to replace the older ones that are dying out.

k. **Life expectancy :** it refers to the estimated average number of years that a person is expected to survive/live.

m. **Sonogram :** an x-ray like diagnostic device based on ultra-sound technology; sometime misused to determine the sex of the unborn child in mother's womb.

8. **Famine** is a situation of excess crisis to access adequate food and are caused by high level of continuing poverty and malnutrition in an agro climatic environment that is effected by variations in rainfall, lack of adequate means of transportation and communication as well as inadequate efforts on the part of the state.

9. **Age Structure Of The Indian Population:** Majority of the population of India is young Kerala is beginning to acquire an age structure like that of the developed countries. Uttar pradesh has high proportions in the younger age groups and relatively low proportions among the aged. Demographic dividend: When the number of working people is more than the number of dependent people then there is more growth. It means dependency ratio falls. This is called demographic dividend.

10. **Sex - Ratio**

(A) India has had a declining sex ratio.Reasons are -

* Sex specific abortions

* Female infanticide

* Child marriage

* Lack of nutritious food

* Certain myths

(B) Sex - Ratio is different in different parts of the country. In kerala it is highest and in Haryana,Punjab,Chandigarh it is lowest.

11   Several factors responsible for the decline in the child sex ratio including.

* Severe neglect of girl babies in infancy, leading to higher death rates.

* Sex specific abortions that prevent girl babies from being born.

* And female infanticide (ie. the killing of girl babies due to religious or cultural beliefs.)

12.   There are regional variations of low child sex ratio in India.

* The regional pattern of low child sex ratios in India, is that the lowest child sex ratios are found in the most prosperous regions of India.

* Punjab, Haryana, Chandigarh, Delhi, Gujrat and Maharashtra are among the richest states in India in terms of per capita incomes and they are also the states with the lowest child sex ratio.

* So, the problem of selective abortions is not due to poverty of ignorance or lack of resources. Economically prosperous families decide to have fewer children and they may wish to choose the sex of their child.

13.   Mass Density

* The number of individuals, such as inhabitants or housing units, per unit of area.

* Due to increase in Indian population Mass density is increasing.

14. Failure of entitlements

Amartya Sen and others have shown famines were not necessarily due to fall in foodgrains production. they were also caused by a ' failure of entitlements' or the inability of people to buy or otherwise obtain food. The National Rural Employment Guarantee Act (NREGA) is the latest state initiative to tackle the problem of hunger and starvation in rural areas.

15. Role of literacy in Population growth.

● Literacy is a prerequisite to education.

- Literacy is an instrument of empowerment.

- The more literate the population the greater the consciousness of. career options, as well as participation in the knowledge economy.

- Literacy can lead to health awareness and fuller participation in the cultural and economic wellbeing of the community.

- Literacy varies considerably across gender, across regions & social groups

- Literacy rates also vary by social group : historically disadvantaged communities like the Scheduled Castes and Scheduled Tribes have lower rates of literacy and rates of female literacy within these groups are even lower.

- Regional variations are still very wide, with states like Kerala approaching universal literacy, while states like Bihar are lagging far behind.

16. Epidemics has been controlled due to mass vaccination, better sanitation. But malaria, TB, diarrhea and dysentery kill people even today.

17. Birth rate is slow to change due to socio cultural phenomenon. Low TFR's state are Kerala, Tamil Nadu, Himachal Pradesh, West Bengal, Karnataka, Maharashtra; high TFR's States are Bihar, MP, Rajasthan & UP.

18. Rural-urban differences also exist with respect to the vast majority of the population.

- It is the mass media & communication channels that are gradually bringing in images of urban life styles & patterns of consumption into the rural villages, this bridges the gap between rural & urban.

- The rapid growth in urbanization (town or city) has been attracting the rural population.

- Those who cannot find work (or sufficient work) in rural areas go to city in search of work.

- This flow of rural-to-urban migration has also been accelerated by the continuous decline of common property resources like ponds, forests and grazing lands.

- Now, these resources have been turned into private property, or they are exhausted. (Ponds may run dry or no longer provide enough fish; forests may have been cut down and have vanished...)

- People no longer have access to these resources, but on the other hand have to buy many things in the market that they used to get free. The opportunities for earning income are limited in the villages.

- The city may also be preferred for social reasons, specially the relative anonymity it offers.

- The fact that urban life involves interaction with strangers can be an advantage for different reasons. For the socially oppressed groups like the Scheduled Castes and Scheduled Tribes, this may offer some partial protection from the daily humiliation, they may suffer in the village where everyone knows their caste identity. The anonymity of the city also allows the poorer sections of the socially dominant rural groups to engage in low status work that they would not be able to do in the village.

- All these reasons make city an attractive destination for the villagers.

19. **National family planning programme**

- It was introduced with the objective of slowing down the rate & pattern of population growth, through birth-control methods and improve public health standards. Other coercive measures was introduced during the Emergency Period (1975-1976), like mass sterlisation (i.e. forceful male vasectomy, females tubectomy etc.) which was criticised later.

- With the coming of a new Govt. the program was renamed as National Family Welfare Program with new set of guidelines to achieve the objectives.

Success and failures of the family planning programme.

Success

- The growth rate of population has decreased.

- People have started appreciating small family norms.

- The infant mortality rate and maternal mortality rate has been brought down.

- Life expectancy has increased.

- Achieved nearly universal awareness of the need for and methods of family planning.

Failures

- The growth rate still continues to be high as compared to developed nations.

- Coercive family planning programme has been opposed by people (Vasectomy for men & Tubectomy for women). Mostly poor and powerless people were the victims.

- Lack of availability of reliable family planning methods.

20. **Statistics of 15th census of India 2011 : -**

- Sex Ratio : 943: 1000

- Most populated state : Uttar Pradesh

- Least populated region : Sikkim

- State with maximum maternal mortality rate : Uttar Pradesh

- State with minimum maternal mortality rate : kerala

- State with maximum infant mortality rate : Madhya Pradesh

- State with minimum infant mortality rate : Manipur

- Literacy : Male - 80.9% , Female - 64.6%

- Largest state (in area) : Rajasthan

- Smallest state (in area) : Goa

Questionnaire

1 MARK QUESTIONS

Fill ups

1. Demography is a field that is of special importance to sociology - in fact, the emergence of sociology and its successful establishment as an academic discipline owed a lot to demography.

    ....is a systematic study of population .

    a) Statistics
    b) Demography
    c) Sociology
    d) Academic

    Ans b) Demography

2. This rate refers to the number of live births per 1000 women in the child - bearing age group, usually taken to be 15 to 49 years .
    This rate is termed as

    Ans Fertility rate

3. The Family Planning Programme suffered a setback during the years of the National Emergency.

    ....was the period of national emergency.

    Ans 1975 - 76

4. The theory of population growth was coined by -
    a) Malthus
    b) Karl Marx
    c) Max Weber
    d) M N Srinivas

    Ans a) Malthus

5. In India Census began in the year.............
    a) 2011   b) 1975   c) 1875   d) 1881

    Ans d) 1881

State whether the given statements are True or False

6. Birth rate is number of live births in a given area during a given time per 1000 population.

    Ans True

7. Dependency ratio is proportion of working age group with dependents.

    Ans False

Correct the given statements

8. The National Family Planning Programme was renamed as <u>The National Family Help Programme</u>.

    Ans The National Family Planning Programme was renamed as <u>The National Family Welfare Programme</u>.

9. Epidemics have not been controlled due to vaccination and better sanitation.

    Ans Epidemics have been controlled due to vaccination and better sanitation.

10. Population decreases at a much faster rate than the means of subsistence.

    Ans Population increases at a much faster rate than the means of subsistence.

11. Population explosion takes place in.............Stage of demographic transition theory which is also called as..............phase.

    Ans II, Transitional.

12. India was the first country to declare it's Population policy in...............

    Ans 1952

13. Census in India is held after every...........................year.

    Ans 10

14. ....& ....are the two types of demography.

    Ans Formal demography & Social demography

15. First trial of census was done by :-

(a) Mughals   (b) Britishers

(c) Both   (d) None of the above

Ans : (b) Britishers

16. Demographic data are important for the planning and implementation of state policies, specially those for economic development and general public welfare.

.......................are important for formulating and implementing public welfare policies.

(a)   Demographic Data   (b)   Economic development

(c)   Data   (d)   Economic development

Ans (a) Demographic Data

17. Most populated state of India is ....

Ans Uttar Pradesh

18. India's state with smallest area is -

(a) Goa   (b) Haryana

(c) U.P.   (d) Kerala

Ans : (a) Goa

19. Which theory of Population growth has 3 stages -

(a) Demographic transition theory

(b) Malthus theory

(c) Population Explosion theory

(d) All of the above.

Ans (A) Demographic transition theory

20. Study area of Demography includes :-

(a) change in size of Population

(b) Birth, Death, Residence.

(c) Female, male & Age structure .

(d) All of the above.

Ans (d) All of the above

2 MARKS QUESTIONS

1. What is "Demography"?

2. Differentiate between formal demography and social demography.

3. What is infant mortality rate?

4. Why is rising dependency ratio a cause for worry in countries that are facing an aging population?

5. Why is falling dependency ratio a source of economic growth and prosperity?

6. What are the causes of famines?

7. Name the states which have very high TFRS.

8. State the importance of demographic data.

9. How does India benefit from a 'demographic dividend?

10. Name the technique used to determine the sex of a child.

11. What is 'Replacement Level'?

12. What is "Sex Ratio"?

4 MARKS QUESTIONS

1. State & critically analyze the Malthusian theory of population change.

2. Mention the features responsible for the decline in the child sex ratio.

3 Explain the regional variation of low child sex ratio in India.

4. There is a huge difference in the literacy of genders, regions and social groups. Explain.

5. Read the given passage and answer the questions that follow the passage Literacy as a prerequisite to education is an instrument of empowerment. The more literate the population the greater the consciousness of career options, as well as participation in the knowledge economy. Further, literacy can lead to health awareness and fuller participation in the cultural and economic well being of the community. Literacy levels

have improved considerably after independence, and almost two-thirds of our population is now literate.

i) Literacy is

(a) an art   (b) an ability to read and write

(c) a culture   (d) community

(ii) ....is a prerequisite to education is an instrument of empowerment.
(a) Literacy   (b) school
(c) economy   (d) community

(iii) Almost ....of our population is now literate.
(a) one-thirds   (b) three-thirds
(c) four-thirds   (d) two-thirds

(iv) Literacy levels have improved after independence.
(a) highly   (b) considerably
(c) lowly   (d) roughly

Ans (i) (b) an ability to read and write (ii) (a) Literacy (iii) (d) two-thirds (iv) (b) considerably

6. Read the following passage and fill in the blanks

Famines were also a major and recurring source of increased mortality. Famines were caused by high levels of continuing poverty and malnutrition in an agroclimatic environment that was very vulnerable to variations in rainfall. Lack of adequate means of transportation and communication as well as radeduate efforts on the part of the state were some of the factors responsible for famines. However, as scholars like Amartya Sen and others have shown, famines were not necessarily due to fall in foodgrains production; they were also caused by a 'failure of entitlements', or the inability of people to buy or otherwise obtain food.

(a) Scholars like .... and others have shown, famines were not necessarily due to fall in fooding production.

(b) ....were also a major and recurring source of increased mortality.

(c) Famines were not necessarily due to fall in foodgrains production, they were also caused by a........................., or the inability of people to buy or otherwise obtain food.

(d) Lack of adequate means of .... and communication as well as inadequate efforts on the part of the state were some of the factors responsible for famines.

Ans   (a) Amartya Sen   (b) Famines

          (c) Failure of entitlements   (d) transportation

6 MARKS QUESTIONS

1. Discuss the theory of demographic transition.

2. Why are cities a preferred destination for rural people?

3. Discuss India's demographic achievement.

4. Analyze the success & failures of the family planning program.

5. Discuss the national social demographic goals for 2010 (State any six points).

6. Which State in India have reached or are very near the replacement levels of population growth? Which ones still have very high rates of population growth? In your opinion what can be some of the reasons for these regional differences.

7. What is meant by the age structure of the population? Why is it relevant for economic development and growth?

8. What is meant by sex ratio? What are some of the implications of a declining sex ratio? Do you feel that parents still prefer to have sons rather than daughters? What is your opinion, could be some of the reasons for this preference.

9. State the reasons for the failure of the family programme during the National emergency (1975-76) period.

10. Discuss the age structure of India's population.

11 Read the given passage and answer the questions that follow the passage. Sometimes the city may also be preferred for social reasons, specially the relative anonymity it offers. The fact that urban life involves

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interaction with strangers can be an advantage for different reasons. For the socially oppressed groups like the Scheduled Castes and Scheduled Tribes, this may offer some partial protection from the daily humiliation they may suffer in the village where everyone knows their caste identity. The anonymity of the city also allows the poorer sections of the socially dominant rural groups to engage in low status work that they would not be able to do in the village. All these reasons make the city an attractive destination for the villagers. The swelling cities bear testimony to this flow of population. This is evident from the rapid rate of urbanisation in the post-Independence period.

1. What do you understand by anonymity? 2

2. Why do people like urban life? 4

SOCIAL INSTITUTIONS; CONTINUITY AND CHANGE

Caste and The Caste System

- A population is made up of interrelated classes and communities. These are sustained and regulated by social institutions and social relationships.

- Three institutions, Caste, Tribe and Family are central to Indian Society.

- "Caste" is a social institution that has been in existence for thousands of years.

Definitions of Caste :

- "Caste", an English word is derived from a Portuguese word "Casta", meaning pure breed. In Indian language it is referred to two distinct terms, Varna and Jati.

Varna & Jati

- Varna which literally means 'colour' refers to a fourfold division of society into hierarchical order of Brahmana, Kshatriya, Vaishya and Shudra. It is an all India aggregative classification.

- Jati, is a regional or local sub-classification term consisting of hundreds or thousands of castes and sub castes. (It is generic term referring species or kinds of anything ranging from inanimate objects to plants, animals & human beings.)

Vedic & post Vedic period

- During the Vedic period the caste system was elaborate, neither very rigid nor determined by birth but by profession.

- But, in post Vedic period it became very rigid with certain defining features such as caste being determined by birth i.e. it became hereditary, membership of caste adhering to strict rules of marriage, rules regarding food & food sharing, caste being traditionally linked to occupations and it being arranged in a hierarchy of rank and status.

Features of caste

- **Caste is determined by birth.** A child is born into the caste of its parents. Caste is never a matter of choice.

- **Membership in a caste involves strict rules about marriage.** Caste groups are "endogamous", i.e., marriage is restricted to members of the group.

- **Caste membership also involves rules about food and food-sharing.** Kinds of food may or may not be eaten is prescribed.

- Caste involves a system consisting many **castes arranged in a hierarchy of rank and status.**

- **Castes also involve sub-divisions within themselves.** This is refered to as a segmental organisation.

- **Caste were traditionally linked to occupations.** A person born into a caste could only practice the occupation associated with that caste.

Theoretical interpretation of caste

- **Caste is a combination of two sets of principles —**

  (1) Difference and separation. The scriptual rules ranging from marriage, food sharing to occupation prevents the mixing of castes.

  (2) Wholism and hierarchy : the hierarchical division of caste, on the other hand is based on the distinction between "purity and pollution."

  In the caste system, Endogamy is the practice of marrying within the caste. **Exogamy** is the practice of marrying outside the clan or gotra.

  A proprietary caste group is a group that owns most of the resources and can command labor to work for them.

  Caste panchayats are panchayats which are controlled by the dominant group and represent their interests, needs & demands. Primarily decision making is controlled by the upper caste, rich landlords and landed peasants.

Colonialism and Caste

- Institution of caste underwent major change during colonial period.

- Caste has been shaped as a result of the influence of the colonial period and changes brought about in independent India.

- The British undertook methodical and intensive surveys of various tribes and castes in order to learn how to govern the country effectively.

- The first such survey was carried out by Herbert Risley in 1901 and thus caste began to be counted and recorded.

- Other institutions like the land revenue settlement gave legal recognition to the customary rights of the upper caste.

- **The Govt. India Act of 1935** gave legal recognition to the lists of 'schedules' of castes and tribes.

- Gradually, towards the end of the colonial period the welfare of downtrodden caste was looked after by the administration.

Caste in the Present

In Post Independent India, programmes were undertaken for the upliftment of depressed classes. Social reformers like Jyotiba Phule, Periyar etc. worked towards lower caste upliftment, abolition of caste distinctions and other restrictions.

The abolition of caste was explicitly incorporated in the Constitution by the state. During this period some of the steps undertaken were reservation of seats for SC & ST's no caste rules in the jobs created in the modern industry, urbanization & collective living in cities and stress on meritocracy.

In the cultural & domestic spheres caste has remained unaffected by modernization and change while in the sphere of politics it has been deeply conditioned by caste as formation of caste based political parties.

New concepts were coined to understand the process of change. The terms were sanskritization and dominant caste by **M.N. Srinivas.**

Sanskritization is a process whereby members of a caste (usually middle a lower) attempt to raise their social status by adopting the rituals & social practices of the higher caste.

The Concept of Dominant caste refers to those castes which had large population and were granted landrights. They were politically, socially and economically dominant in their regions for example : the **Yadavs** of Bihar and Uttar Pradesh, and **Vokkaligas** of Karnataka, the **Reddys and Khammas** of Andhra Pradesh, the Marathas of Maharashtra, the **Jats** of Punjab, Haryana, and Western Uttar Pradesh and the **Patidars** of Gujarat.

In the contemporary period caste has tended to become invisible for the upper caste, urban middle and upper classes and more visible for the lower caste.
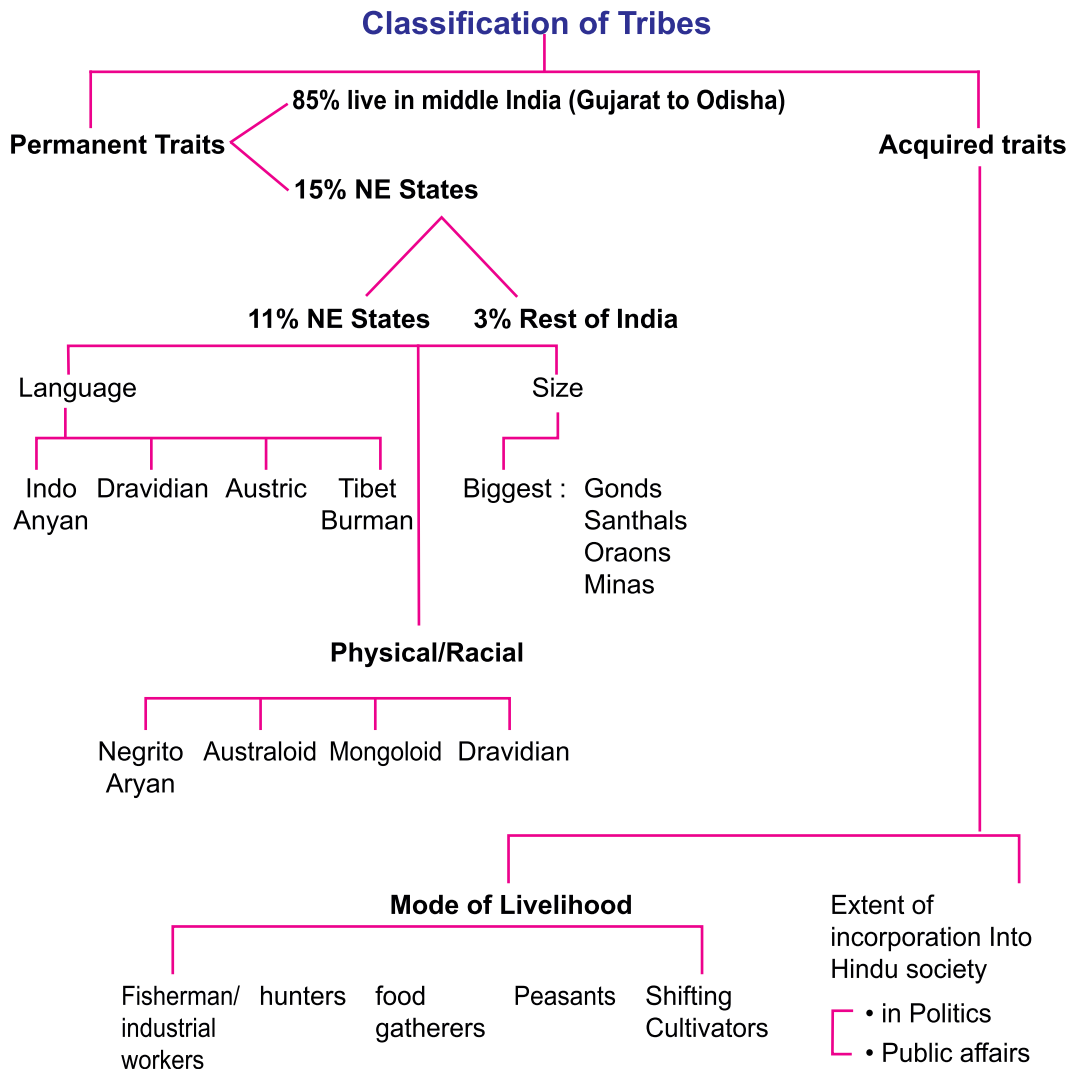
● Upper caste Groups have benefitted the most from the development policies of the post colonial era.

● Took full advantage of the opportunities offered by rapid development and able to take advantage of the expansion of the state sector jobs, immediately after Independence.

● They did not face any competition and their privileged status got consolidated in the second and the third generations.

● For this group, caste plays no part in their public lives. Whereas for the SC, STs and backward castes-opposite happened.

● Caste has become all too visible.

● They have no inherited educational and social capital.

● Moreover, they have to compete with the already established upper caste group. They cannot afford to abandon their caste identity.

TRIBAL COMMUNITIES

Tribe: A social group consisting of collections of families and lineages (or clans) based on shared ties of kinship, ethnicity, common history or territorial-political organisation.

'Tribe' is a modern term for communities that are very old, being among the oldest inhabitants of the sub-continent. Tribes in India have generally been defined in terms of what they were not. Tribes were communities that did not practice a religion with a written text; did not have a state or political form of the normal kind; did not have sharp class divisions; and, most important, they did not have caste and were neither Hindus nor peasants. The term was introduced in the colonial era. The use of a single term for a very disparate set of communities was more a matter of administrative convenience.

Classification of Tribal Societies

Classification of Tribes

Permanent Traits

85% live in middle India (Gujarat to Odisha)

15% NE States

Acquired traits

11% NE States   3% Rest of India

Language   Size

Indo   Dravidian Austric   Tibet   Biggest : Gonds
Anyan   Burman   Santhals
                                                       Oraons
                                                       Minas

Physical/Racial

Negrito   Australoid Mongoloid Dravidian
Aryan

Mode of Livelihood

Fisherman/ hunters   food   Peasants   Shifting
industrial   gatherers   Cultivators
workers

Extent of
incorporation Into
Hindu society

• in Politics
• Public affairs

Tribe-caste distinction

Caste	Tribe
● Based an the notion of purity and pollution	● Kinship based mode of social organization
● Believes in Religion (oral and written)	● Do not practice religion with a written text.
● Hierarchical system.	● Egalitarian system.

<u>Tribes are not primitive communities living isolated lives.</u>

- Tribes are seen as secondary phenomenon arising out of the exploitative and colonialist contacts.

- There were several Gond kingdoms in Central India such as that of Garha Mandla or Chanda.

- Many of the so called Rajput kingdoms of central and western India emerged through a process of stratification among Adivasi communities themselves.

- Adivasis often exercised dominance over plains people through their capacity to raid them, and through their services as local militias.

- Occupied a special trade niche, trading forest produce, salt and elephants.

- Capitalist economic drive, exploited the forest resources and minerals and recruitment of cheap labour brought Tribal societies into the mainstream.

- Capitalist economic drive exploited the Tribals.

   The 'isolation' and 'Integration' debate on tribes is based upon tribal societies as isolated wholes. The isolationist believe that tribals needed protection from traders, moneylenders and Hindu and Christian missionaries, all of whom try to reduce tribals' to detribalised landless labour. **The integrationists**, believe that tribal's are merely backward Hindus, and their problems had to be addressed within the same framework as that of other backward classes.

22. National development involving the building of large dams, factories and mines were undertaken at the expenses of the tribes. Eg. Narmada Bachao Aandolan.

National Development Vs. Tribal Development

- National Development involving the building of large dams, factories and mines were undertaken at the expense of the tribes.

- Tribals have paid disproportionate price for the development of the rest of Indian Society.

- The loss of the forests on which tribal communities depended has been a major blow.

- Coming of private property adversely affected tribals, especially their community based collective ownership, were placed at a disadventage in the new system.

- Heavy in migration of non-tribals threatens to disrupt their culture.
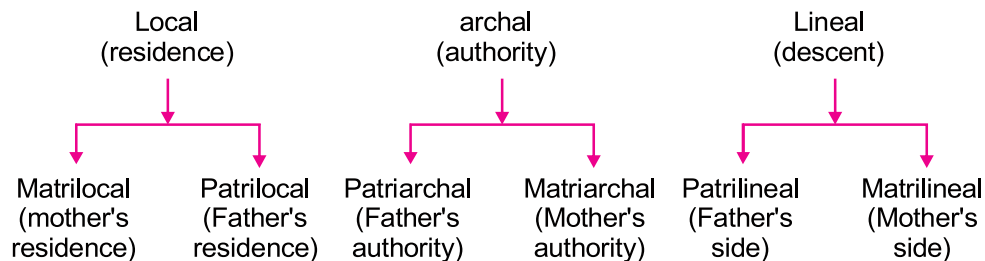
  Tribal identities today, are centered on idea's of resistance and opposition to the force exercised by the non-tribal world. The formation of Jharkhand and Chhattisgarh has been a result of this assertion of tribal identity but the political system is still not autonomous.

  Tribal movements emerged to tackle issues related to control over vital economic resources, matters of ethnic cultural identity. All this has been made possible due to the gradual emergence of an educated middle class among tribal communities, though the assertion of identity of tribal middle class maybe different from a poor and uneducated one.

23. **Family and Kinship**

A. Family can be nuclear or extended. Modern family consists of only one set of parents and their children unlike extended family where there is more than one couple and often more than two generations living together.

B. Diverse forms of family

Diverse forms of family are :

Local (residence)		archal (authority)		Lineal (descent)	
Matrilocal (mother's residence)	Patrilocal (Father's residence)	Patriarchal (Father's authority)	Matriarchal (Mother's authority)	Patrilineal (Father's side)	Matrilineal (Mother's side)

24. **The Khasi matriliny highlights the distinction between matriliny and matriarchy.**

- There is an inherent disagreement in matrilineal systems. On the one hand, **the line of descent and inheritance,** where a woman inherits property from her mother and passes it on to her daughter and on the other, structure of authority and control where a man controls his sister's property and passes on control to his sister's son. The former, which links the mother to the daughter, comes in conflict with the latter; which links the mother's brother to the sister's son.
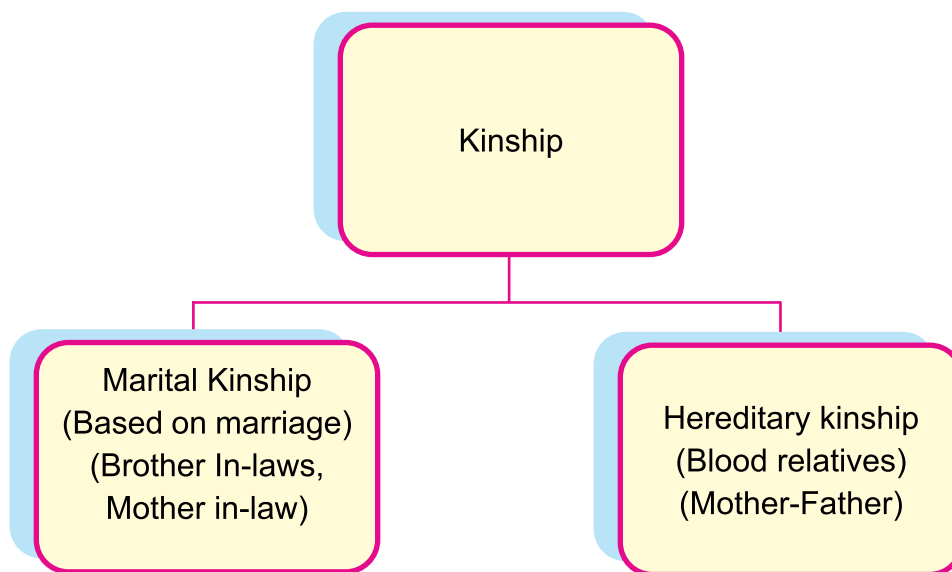
- Khasi matriliny generates intense role conflict for men. They are torn between responsibilities to their natal house on the one hand, and to their wife and children on the other.

- The tension generated by such role conflict affects Khasi women more intensely. A woman can never be fully assured that her husband does not find his sister's house a more pleasant place than her own.

- The women are more badly affected than men, by the role conflict generated in the Khasi malrilineal system, not only because men wield power and women are deprived of it, but also because the system is more lenient to men when there is a transgression of rules.

- Thus, men are the power holders in Khasi society; the only difference is that a man's relatives on his mother's side matter more than his relatives on his father's side.

Kinship:-

kinship is the relationship between the members of the same family.

<center>or</center>

relationship formed or, based on blood relationships or marriage.

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                    ┌─────────────────┐
                    │     Kinship      │
                    └─────────────────┘
                             │
              ┌──────────────┴──────────────┐
    ┌─────────────────────┐      ┌─────────────────────┐
    │   Marital Kinship    │      │  Hereditary kinship  │
    │ (Based on marriage)  │      │   (Blood relatives)  │
    │  (Brother In-laws,   │      │   (Mother-Father)    │
    │    Mother in-law)    │      └─────────────────────┘
    └─────────────────────┘
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1 Mark Questions

1. Correct the statement
    a) There is no difference between Varna and Caste
    b) In patriarchal society, Females have the authority and dominance
    c) Females have to face role conflict in Khasi community.
    d) Jharkhand and Chattisgarh have not got separate statehood after a long period of struggle

    Ans : a) There is difference between Varna and Caste.

    b) In patriarchal society, Males have the authority and dominance.

    c) Males have to face role conflict in Khasi community.

    d) Jharkhand and Chattisgarh have got separate statehood after a long period of struggle.

2. the concepts of Sanskritisation and Dominant Caste were given by
    (a) M.N. Srinivas   (b) Jyotiba Phule   (c) Pariyar   (d) Ayyankalli

    Ans : a) M.N. Srinivas

3. The restriction of caste is related to
    (a) Marriage   (b) Food   (c) Occupations   (d) All of three

    Ans : d) All of three

4. The Caste is determined by the....................

    Ans : birth

5. Examples of Dominant Caste are
    (a) Jats   (b) Yadavas   (c) Pattidars   (d) All above three.

    Ans : d) All above three

6. Mahatma Gandhi and..............organised protests against untouchability from 1920 onwards.

    Ans : Babasaheb Ambedkar

7. Theoretically, the caste system can be understood as the combination of two sets of principles, one based on difference and separation and the other on...........................and hierarchy.

    Ans : Wholism

8. Who said "caste is a closed class"?
    (a) Srinivas   (b) Ghurye   (c) Mukherjee   (d) Majumdar

    Ans : (d) Majumdar

9. Is this statement True or False?
    I) An extended family is commonly known as joint family.
    ii) Approx 85% of population of tribal community live in North India.
    iii) Jharkhand, a tribal dominated area, has been carved out of Madhya Pradesh to form a seperate state.

    Ans : i) True   ii) False   iii) False

10. Varna means...............
    Ans : colour
11. Which article of constitution has abolished untouchability.
    Ans : Article 17
12. Adoption of rituals and social practices of the higher castes by lower castes is termed as...........
    Ans : sanskritisation
13. Colonialisation made the caste System more..........
    (a) Rigid   (b) disappeared
    (c) Fragile   (d) no change
    Ans : Rigid
14. Tribes are the................of Indian, sub-continent.
    Ans : oldest inhabitants
15. In caste system of Hindus Hierarchical system is found whereas in tribes................system is found.
    Ans : egalitarian
16. Caste is a closed group whereas................ is an open group.
    Ans : class.
17. When the new couple resides neither in bride's parents house nor in groom's parents house but in a new separate house that residence is named as.................
    Ans : Neolocal residence
18 Role conflict arises :-
    (a) Two roles attached with the same status are in conflict with each other.
    (b) Two roles attached with two statuses of the same person are in conflict with each others.
    (c) In both the above cases
    (d) None of the above
    And : (c) In both the above cases.
19. In Matriliny lineage is decided from..................side.
    Ans: Mother's side
20. In Patrilocal residence the new couple resides with
    (a) Parents of Bride
    (b) Parents of Groom
    (c) Grand parents of Bride
    (d) In newly built house
    Ans. Parents of Groom.

2 Marks Question

QI.   What is caste?

Q2.   What is dominant caste?

Q3.   Distinguish between Varna & Caste.

04.   Mention any 4 types of dominant caste.

Q5.   Define Tribes.

Q6.   Mention isolation and integration debate on tribes.

Q7.   Mention the two board sets of issue most important in giving rise to tribal community.

Q8.   Distinguish between Nuclear and joint family.

Q9.   Define kinship.

4 Marks Questions

Q1.   Discuss the features of caste.

Q2.   Differentiate between tribes & caste.

Q3.   Explain the main factor influencing the information of tribal identity today.

Q4.   Explain the meaning of Sanskritization.

Q5.   What is the role of the ideas of separation and hierarchy in the caste system.

Q6.   What are the rules that the caste system imposes?

Q7.   How have been tribal been classified in India.

Q8.   In what ways can change in social structure lead to changes in the family structure.

Q9.   Explain the different forms of family.

Q10.   Read the passage and answer the following questions:-

Khasi matrilineal generates intense role conflict for men. They are torn between their responsibilities to their natal house on the one hand, and to their wife and children on the other. In a way, the strain generated by such role conflict affects Khasi women more intensely. A woman can never be fully assured that her husband does not find his sister's house a more congenial place than her own. Similarly a sister will be apprehensive about her brother's commitment to her

welfare because the wife with whom he lives can always pull him away from his responsibilities to his natal house. The women are more adversely affected than men by the role conflict generated in the Khasi matrilineal system not only because men wield power and women are deprived of it, but also because the system is more lenient to men when there is a transgression of rules. Women possess only token authority in Khasi society; it is men who are the defacto power holders. The system is indeed weighted in favour of male matri kin rather than male patri-kin.

(i). What are maternal families?

(ii). There are two types of kinship are and

(iii). The maternal system found in community in India.

(iv). What type of role conflict faced by male in Khasi community

Q11. Read the passage and answer the following questions:-Two broad sets of issues have been most important in giving rise to tribal movements. These are issues relating to control over vital economic resources like and and specially forests, and issues relating to matters of ethnic-cultural identity. The two can often go together, bat with differentiation of tribal society they may also diverge. The reasons why the middle classes within tribal soceties may assert their tribal identity may be different from the reasons why poor and uneducated tribals join tribal movements. As with any other community, it is the relationship between these kinds of internal dynamics and external forces that will shape the future.

(i). What are tribal communities?

(ii). The main issues related to tribal communities ....are and..............

(iii). The issue..............people in tribal community to participate in tribal movements in different from those of poor and backward Tribal people.

(iv). What is ethnic-culture identity?

6 Marks Questions

1   Discuss the theoretical interpretation or principles of the casts system.

2.   Discuss the ways that strengthened the institution of caste in India under Colonial rule.

3.   Highlight the sources of conflict between national development and tribal development.

4.   Discuss the classification of tribes based on their traits.

5.   Read the passage and answer the following questions:-

One of the most significant yet paradoxical changes in the caste system in the contemporary period is that it has tended to become 'invisible' for the upper caste, urban middle and upper classes For these groups, who have benefited the most from the developmental policies of the post-coloniai era, caste has appeared to decline in significance precisely because it has done its job so well. I her caste status had been crucial in ensuring that these groups had the necessary economic and educational resources to take full advantage of the opportunities offered by rapid development. For this group, it now seems that caste plays no part in their public lives, being limited to the personal sphere of religious practice or marriage and kinship.

(i).   To which class of society, the caste has tended to become invisible?

(ii)   What changes took place in Caste system after Independence? Discuss.

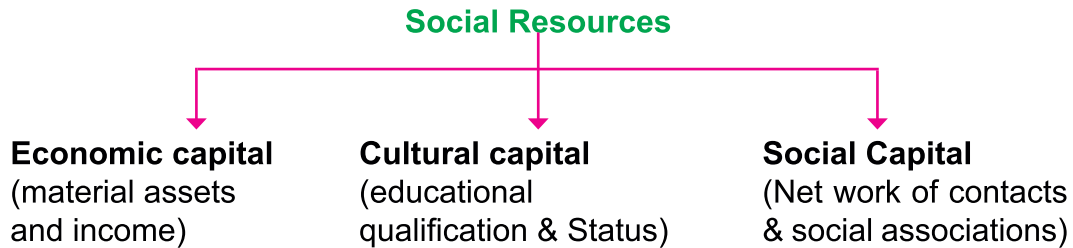# CHAPTER - 5

PATTERNS OF SOCIAL INEQUALITY AND EXCLUSION

1. **Social Inequality**
   - It is inevitable and almost natural in our everyday life.

   - Patterns of unequal access to social resources is commonly called social inequality.

   - Social inequality and exclusion are social as these are —

     - Not about individuals but groups.

     - Not just economic though a link, which is found between social & economic inequality.

     - Is systematic & structured.

2. **Social Exclusion**
   - It refers to ways in which individuals may become cut off from full involvement in the wider society.

   - It prevents individuals or groups from participating fully in the economic, social and political life of the society, in which they live.

   - It is a combined outcome of deprivation and discrimination.

   - Social exclusion is structural not accidental; i.e., it is a result of social processes and institutions rather than individual action.

   - It is involuntary - that is, exclusion is practiced regardless of the wishes of those who are excluded.

   - For example, rich people are never found sleeping on the pavements or under bridges like thousands of homeless poor people in cities and towns. This does not mean that the rich are being 'excluded' from access to pavements and park benches, because they could certainly gain access if they wanted to, but they choose not do.

Social Resources

Economic capital | **Cultural capital** | **Social Capital**
(material assets and income) | (educational qualification & Status) | (Net work of contacts & social associations)

4. **Social stratifications**
   - It is a system in which categories of people are ranked in a hierarchy in a Society. This is a system of structured inequalities.

   - **3 Key principles of social stratification—**

     - It is characteristic of society not simply a function of individual differences.

     - It persists over generations

     - It is supported by patterns of beliefs or ideology.

5. **Prejudice**
   - It refers to preconceived opinions or attitudes held by members of one group towards another.

   - It is an opinion formed before considering any available evidence.

   - It is preconceived view that is often based on hearsay rather than on direct evidence.

   - Ideas that are resistant to change even in the face of new information.

6. **Stereotypes**
   - Prejudices are grounded in stereotypes : which are fixed and inflexible characterisations of a group of people.

   - Stereotypes are often applied to ethnic and racial groups and to women.

   - Stereotypes fix whole groups into single, homogenous categories;

   - they refuse to recognize the variation across individuals and across contexts or across time.

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7. **Discrimination** refers to actual practices / behaviour towards another group, disqualifying a group from opportunities open to others.

8. **Caste-is a discriminatory system as :**
   - Birth decides an individual's position in caste hierarchy
   - social status in caste hierarchy decides the occupation for an individual
   - Strong co-relation is seen between higher caste & higher economic status of people.

9. **Untouchability** prescribes strong social sanctions against members of the castes located at the bottom of the purity - pollution scale.
   - Three dimensions of untouchability are -
     1. **Exclusion :** Dalits experience forms of exclusion that are unique and not practised against other groups - for instance, being prohibited from sharing drinking water sources or participating in collective religious worship, social ceremonies and festivals.
     2. **Humiliations & subordination :** The practice of untouchability leads to the imposition of gestures of deference as well as abuse and humiliation, (such as taking off headgear, carrying footwear in the hand, standing with bowed head, not wearing clean or 'bright' clothes, and so on)
     3. **Exploitation :** untouchability is most of the times associated with economic exploitation of various kinds, through the imposition of forced, unpaid labour or the confiscation of property.

10. **Meaning of dalit :**
    - 'Dalit' term literally means downtrodden and conveys the sense of an oppressed people.
    - The **Dalit Panthers**, a radical group that emerged in western India, used the term to assert their identity as part of their struggle for rights and dignity.

11. **State and Non-state Initiatives addressing Caste & tribe discrimination.**

State Initiatives

- Reservation of seats in state and central legislatures.

  - Reservation of jobs in Government services.

  - Reservation of seats in educational institutions.

  - Abolition of untouchability-Article 17.

  - Caste Disabilities Removal Act. 1850.

  - Scheduled Castes and Scheduled Tribes (prevention of atrocities) Act. 1989.

- **Non-State initiatives-(Movements & Struggles)**

  - During Colonial period efforts were made by Jyotiba Phule, Periyar, Ambedkar and others.

  - In contemporary times, efforts made by political organizations like Bahujan Samaj Party in U.P., Dalit sangharsh Samiti of Karnataka.

  - Literary contributions-creating Dalit awareness specially in Marathi, Tamil, Kannada, Telugu & Hindi.

12. Other Backward classes/OBCs are described as socially & educationally backward. Largely the service and artisanal castes who occupied the lower rungs of the caste hierarchy.

Other Backwad Classes (OBC's)

- Commission appointed to look into measures for the welfare of OBC's are

  (a) Kaka Kalelkar

  (b) Mandal Commission

- Upper OBC's are largely landed castes and enjoyed dominance in rural society in many regions of India while the lower OBC's are very poor & disadvantaged and are often not very different from Dalits in Socio-Economics terms. They are known as creamy layer OBC's & non-creamy layer OBC's now a days.

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13. Adivasi Struggles

- Term Adivasi, coined in the 1930s,
- It connotes political awareness and the assertion of rights,
- literally meaning 'original inhabitants'.
- 'Internal colonialism' faced by tribals in the name of national development (Government monopoly over forests, mining industries, displacement from their lands, dam projects acquisition of land by government).

14. Issues of Tribes

(1) National forest Policy vs. Tribal displacement

(2) Industrialisation Policies in tribal areas.

(3) Tribal identity and awareness.

15. Struggle for Women's Equality and Rights

- Various Women's **issues arose** in modern India as part of the nineteenth century middle class social reform movements. They were —

  - The anti-sati campaign led by **Raja Rammohan Roy** in Bengal who established the Brahmo Samaj in 1828, campaign against sati, child marriage and efforts were made for widow remarriage.

  - **Ranade** started the widow remarriage movement in the Bombay Presidency and also attacked the caste and gender oppression.

  - **Jotiba Phule** who founded the Satyashodak Samaj, was against caste and gender discrimination.

  - The **social reform movement** among Muslims was **led by Sir Syed Ahmed Khan who worked for** education of girls.

  - **Dayanand Sarawati** of the Arya Samaj, worked for women's education and training in the arts of housekeeping and handicrafts and rearing of children.

  - **Ishwar Chandra Vidyasagar** worked for widow remarriage and fought against child marriage.

- **Main features of the Women's Movement in India since the 1970s**

  - **There have been changes in organisational structure as well as ideology. There has been an increasing importance of autonomous movements and organisations not linked to any political party.**

- New issues **such as violence against women, the** rape of women in police custody, dowry, murders, legal changes in land rights, employment have emerged. In 21st century, declining sex ratio, implicit social bias against the girl child are the new challenges of gender inequality.

- Recognition **of the fact that though all women suffer in a patriarchal society, they do not all suffer in the same way or to the same extent—there are differences between middle class urban women, peasant women, Dalit women etc.**

- **Recognition that both women as well as men are oppressed by gender roles a** gender-just society will allow both men and women to be free.

16. **Karachi Session of the Indian National Congress**

- In 1931, the **Karachi Session of the Indian National Congress** issued a declaration on the Fundamental Rights of Citizenship in India which was **committed to women's equality**. The declaration reads as follows :

  - All citizens are equal before the law, irrespective of religion, caste, creed or sex.

  - No disability attaches to any citizen, by reason of his or her religion, caste, creed or sex, in regard to public employment, office of power of honour, and in the exercise of any trade or calling.

  - The franchise shall be on the basis of universal adult suffrage.

  - Woman shall have the right to vote, to represent and the right to hold public offices.

  - Special protection of women workers

  - Equal rights and duties for all in regard to public offices, schools etc.

17. **Stree Purush Tulana** written in 1822, by a Maharashtrian housewife, Tarabai Shinde as a protest against the double standards of a male dominated society.

   A young Brahmin widow had been sentenced to death by the courts for giving birth to an illegitimate child. No efforts had been made to identify or punish the man who had fathered the baby.

18. **Begum Rokeya Sakhawat Hossain,** written in 1905, **wrote Sultana's** Dream. It is a short story and the earliest example of science fiction wilting in India. In her dream, Sultana visits a magical country where the gender roles are reversed. Men are confined to the home and observe 'purdah' while women are busy scientists vying with each other at inventing devices that will control the clouds and regulate rain, and machines that fly or 'air-cars'.

19. **The struggle of the disabled**

    Disability has some common features to the public perception thus making it social.

    (i)   Disability is understood as biologically given.

    (ii) Whenever, a disabled person is confronted with problems, it is taken for granted that the problems originate from his/her impairment.

    (iii) The disabled person is seen as a victim.

    (iv) Disability is supposed to be linked with the disabled individual's self perception.

    (v)   The very idea of disability suggest that they are in need of help.

    The disabled are rendered disabled not because they are biologically disabled but because society renders them so.

    There is a **close relationship between disability and poverty.** Malnutrition, mothers weakened by frequent childbirth, inadequate immunisation programmes, accidents in overcrowded homes, all contribute to incidences of disability among poor people that is higher than among people living in easier circumstances. Disability also creates poverty by increasing isolation and economic strain, not just for the individual but for the family.

1 MARKS QUESTIONS

1. When considering the 'wishes' of the individual, social, exclusion is............
   a. Voluntary b. semi-voluntary   c. involuntary   d. None of the above

   Ans : c

2. Members of stereotype group share common identities like...........
   a. Race   b. homogeneity   c. ethnicity   d. all the above

   Ans : d

3. 'Dalit' means..............
   a. Poor   b. discriminated   c. downtrodden   d. excluded

   Ans : c

4. Untouchability was abolished through.............
   a. Article 15   b. Article 16   c. Artcle 17   d. Article 18

   Ans : c

5. Adivasis literally means................
   a. Forest inhabitants   b. ancient inhabitants
   c. Involuntary inhabitants   d. original inhabitants.

   Ans : d

6. In our everyday life social inequality is seen as a systematic and well organised............system.

7. Economic, social, and cultural capitals are components of............. owned by the people in society.

   Ans : Social resources

8. OBCs are described as...............and...........backward.

   Ans : Socially & educationally

9. The Indian Government's monopoly over forests and acquisition of land in the name of 'National Development' made the tribals suffer from............ colonialism.

   Ans : Internal

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10. Stree Purush Tulana was written by...............

    Ans : Tarabai Shinde in 1822

11. Economic strain & isolation create more incidents of disability among the...........section of the society.

    Ans : Weaker

12. Social Stratification is a system in which people are not 'ranked' in a hirerarchy. (True or False).

    Ans : False

13. Peaceful groups like' Dalit Panthers' emerged to struggle for the rights of the Dalits. (Correct the statement)

    Ans : Radical Groups

14. Caste as a ' discriminatory' system classified people by thier occupation and status. (True or False)

    Ans : False

15. Standing with 'bowed head' before a higher caste person is an act of expolitation faced by an untouchable. (correct the statement)

    Ans : Humiliation and subordination

16. When opinions are based on 'hearsay' it may also be termed as............

    Ans : Prejudice

17. Declaration of Fundamental Rights of Citizenship in India in 1931, at Karachi session was committed to women's equality. (True or False)

    Ans : True

18. Preconceived opinions are attitudes held by members of one group towards the other group is called as.............

    Ans: Prejudice

19. Cultural capital consists of
    (i) Income   (ii) Status
    (iii) Educational Qualification   (iv) Social Network

    (a) (i) & (ii)   (b) (ii) & (iv)   (c) (ii) & (iii)   (d) (i) & (iii)

    Ans: (c) (ii) & (iii)

20. Correct the statement

Disqualifying a group from opportunities given to other is called as inequality.

Ans: Disqualifying a group from opportunities given to other is called as DISCRIMINATION

2 MARKS QUESTIONS

1. What is social about social Inequality and exclusion?

2. What are different kinds of social resources?

3. Give the meaning of the following terms —
   - Prejudices
   - Stereotypes
   - Discrimination.

4. What is social exclusion?

5. What is apartheid?

6. What is the co-relation between caste and economic status?

7. Who is a Dalit?

8. What kind of reservations have been provided to SCs & STs by the state?

9. Examine the role of non-state authorities to the issue of caste discrimination.

10. Who are OBC's?

11. What does the term 'Adivasi' mean?

12. What is the corelation between disability & poverty?

13. What does the term social stratification refer to ?

4 MARKS QUESTIONS

1. Explain the key principles that help explain social stratification.

2. What are some of the contemporary issues related to women?

3. Caste is a discriminatory system. Explain.

4. Examine the role of state's initiatives to address caste and tribe discrimination.

5. Inequalities between men & women are social rather than natural, explain with the help of examples.

6. State the declarations of the Karachi session of INC which committed itself to women's equality?

7. What are some of the common features to the public perception towards disability?

8. Distinguish between scheduled castes and scheduled tribes.

9. Who wrote Sultana's dream? What does it explain?

10. Who wrote Stree Purush Tulna? What does it explain?

Read the Paragraph & Answer the given questions

11. It is an extreme and particularly vicious aspect of the caste system that prescribes stringent social sanctions against members of castes located at the bottom of the Purity - Pollution scale. Strictly speaking, these castes are outside the caste hierarchy they are considered to be so impure that their mere touch severely pollutes members of all other castes, bringing terrible punishment for the former and forcing the latter to perform elaborate purification rituals.

    (a) What we are talking here about?
    (b) What is the role of caste system in Social Stratification?
    (c) Which provision/Article of Indian constitution abolishes this.
    (d) Name any movement which worked for this kind of discrimination

12. In India, labels such as 'disability', 'handicap', 'crippled', 'blind', and 'deaf' are used synonymously often these terms are hurled at people as insults. In a culture that looks up to bodily 'Perfection', all deviations from the perfect body signify abnormality, defect and distortion labels such as bechara (poor thing) accentuate the victim status for the disabled

person. The roots of such attitudes lie in the cultural conception that views an impaired body as a result of fate.

(a) About what category of persons we are talking here?

(b) What are 'Disabled - unfriendly' courts.

(c) In what sense one can say that 'disability' is social?

(d) What are the types of disabilities? (existing in our society)

6 MARKS QUESTIONS

1. Discuss the role of social reformers in dealing with the women's issue during the colonial period.

2. Explain the meaning of the term 'Untouchabiltiy' along with its dimensions.

3. Tribal have faced colonialism in the pre independent & post-independent India. Explain.

4. What are the major issues taken up by the women's movements over its history?

5. Study the given table and answer the given questions. Percentage of Population lying below poverty line 2011-12.

Caste and Community	Rural India Expenditure of Rs327 or less per person per month	urban India Expenditure of Rs 424 or less per person per month
Schedule Tribes	45.3%	24.1%
Schedule Castes	31.5 %	21.7%
Other Backward Classes	22.7%	15,4%
Higher Caste Muslims	26.9 %	22.7%
Higher Caste Hindus	25.6%	12.1%
Higher Caste Christians	22.2%	05.5%
Higher Caste Sikhs	06.2%,	05.0%
All communities	27.0%	13.7%

(a) Most of the persons of which caste are living their life in extreme poverty? Which community has least number of persons living in poverty?

(b) What do you understand by the term other backward classes? What can you conclude about OBC's after reading the above table and discuss their social problems.

CHAPTER - 6

CHALLENGES TO CULTURAL DIVERSITY

The term 'diversity' emphasises differences rather than inequalities.

1. India is a culturally diverse country having communities of different religions, languages, sects, races and castes.

   - Cultural identities are very powerful-can arouse intense passions.

   - Able to mobilise large numbers of people.

   - Sometimes cultural differences are accompanied by economic and social inequalities which can provoke opposition from other communities.

   - Situation becomes worse when scarce resources like river waters, jobs govt. funds have to be shared.

2. Cultural identities can be a challenge if competition, conflict or social, economic inequalities exist among them.

   The importance of community identity

   - Our community provides us with languages (our mother tongue) and cultural values. It also anchors our self identity.

   - Expanding and overlapping circles of communities (family, kinship, caste, region or religion). They give us a sense of identity of who we are.

   - People react emotionally or even violently whenever there is a perceived threat to their community identity.

3. **Community identities are universal**

   - ascriptive, based on birth rather than choice.

   - give a sense of security and identity.

4. **Nation** is a large scale community consisting of different communities. A state refers to an abstract entity consisting of a set of political legal institutions claiming control over a particular geographical territory & people living in it.

   - Nation States are communities that have a state of their own in the modern world.

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5. Indian Nation State

State: A state is a regional community regulated by a sovereign government and free from external control.

Nation: A nation is a large-scale community that tries to live voluntarily within the same political system and is bound by powerful sources of moral sentiment.

Nation-state: A special type of state which has the speciality of the modern world and a government has sovereign power over a certain area and the people living there are called its citizens.

- Population-1,029 million.
- Languages & dialect — 1,632
- Religions — Hindus (80.5%), Muslims (13.4%), Christians (2.3%), Sikhs (1.9%), Budhist (0.89%), Jains (0.4%).

Why is it easy to describe a nation but hard to define it?

A nation is a peculiar sort of community which is easy to describe but hard to define. Nations can be founded on the basis of common cultural, historical and political institution like a shared religon, language, ethnicity, history or regional culture.

However for every possible criterion there are exceptions and counter examples.

The criterion that comes closest to distinguishing a nation is the state.

Unlike the other kinds of communities, nations are communities that have a state of their own. That is why the two are joined with a hyphen to form the term nation state.

State feels threatened by the cultural diversity and adopt assimilation or Integration policies to create a harmonious society.

6. **Assimilation policy** aims at persuading, encouraging or forcing all citizens to adopt a uniform set of cultural values and norms.

7. Integration policy aims to restricting public culture to common national pattern while non-national cultures are to be limited to the private sphere.

How do assimilationist and integrationist strategies try to establish singular national identities.

Interventions are :

- Centralising all powers to forums where the dominant group constitutes a majority, and eliminating the autonomy of local or minority groups.

- Imposing a unified legal and judicial system based on the dominant groups traditions and abolishing alternative systems used by other groups.

- Adopting the dominant groups language as the only official national language and making its use mandatory in all public institutions.

- Promotion of the dominant groups languages and culture through national institution including state controlled media and educational institution.

- Adoption of state symbols, celebrating the dominant groups history, heroes and culture, choice of national holidays or naming of streets etc.

- Seizure of lands, forests & fisheries from minority groups and indigenous people and declaring them "National resources."

In terms of the nation-states relationship with community identities, the Indian case fits neither the assimilationist nor the integrationist model.

The constitutions declares the state to be a secular state, but religion, language and other such factors are not banished from the public sphere. By international standards very strong constitutional protection is offered to minority religions.

8. **Regionalism in the Indian Context**
   - Regionalism in India is rooted in India's diversity of languages, cultures, tribes and religions. It is also encouraged by the geographical concentration of these identity markers in particular regions and fueled by sense of regional deprivation.

   - Language coupled with regional and tribal identity are the most powerful instrument for the formation of ethnonational identity of India. However all linguistic communities have not got statehood. for instance, in the creation of three new states in 2000, namely Chhatisgarh, Uttaranchal and Jharkhand, language did not play a prominent role.

   - There are lists of subjects or areas of governance which are the exclusive responsibility of either state or Centre, along with a 'Concurrent List', of areas where both are allowed to operate.

9. **Sociological Definition of the term 'Minority'**
   - The notion of minority groups is widely used in sociology

- It usually involves same sense of relative disadvantage.

- The sociological sense of minority also implies that the members of the minority form a collectivity i.e. they have a strong sense of group solidarity, a feeling of togetherness and belonging.

- Subjected to prejudice and discrimination.

  Minority group is disadvantaged in one sense but not in another. For e.g. religious minorities like parsis and sikhs may be relatively well-off economically. But may be disadvantaged in cultural sense because of small numbers. Religions of cultural minorities need special protection because of the demographic dominance of the majority.

10. Privileged Minorities

Extremely privileged or wealthy people are not referred to as minorities.

Why should the minorities be given constitutional protection?

- Cultural minorities need special protection because of the demographic dominance of the majority.

- In democratic politics, it is always possible to convert a numerical majority into political power through elections.

- This means that religious or cultural minorities are politically vulnerable.

- Minorities also face the risk that the majority community will capture political power and use the state machinery to suppress their religious or cultural institutions, ultimately forcing them to abondon their distinctive identity.

- Article 29 and Article 30 are a part of the Indian constitution with special reference to Minorities and Cultural Diversity.

- Minority problems
  I. Social status   II. Non-viable status
  III. Disconnected from society   IV. Prejudice and stereotypes
  V. Culturally unriable status   VI. Politically weak

Article 29

1. Any section of the citizens residing in the territory of India or any part thereof having a distinct language, script or culture of its own shall have the right to conserve the same.

2. No citizen shall be denied admission into any educational institution maintained by the state or received out of state funds on grounds only of religion, race, caste, language or any of them.

Article 30

1. All minorities, whether based on religion or language, shall have the right to establish and administer educational institutions of their choice

2. The state shall not, in granting aid to educational institutions, discriminate against any educational institution on the ground that it is under the management of a minority, whether based on religion or language

11. **Communalism** refers to aggressive chauvinism based on religious identity where one religious group sees itself as a legitimate, superior and worthy with other groups being inferior, illegitimate and opposed.

12. **Characteristics features of communalism**
    - Cultivates aggressive political identity
    - Religious identity overrides everything else.
    - Communalism is a recurrent source of tension & violence in India—
        - Anti Sikh riots in Delhi in 1984
        - Anti Muslim riots in Gujarat in 2002 SECULARISM

13.   **SECULARISM**

Western meaning	**Indian meaning**
• Separation of church and state. • The separation of religious and political authority • Related to the arrival of modernity and the rise of science and rationality.	• Secular person or state is one that does not favour any particular religion over others. • Equal respect for all religions, rather than separation or distancing.
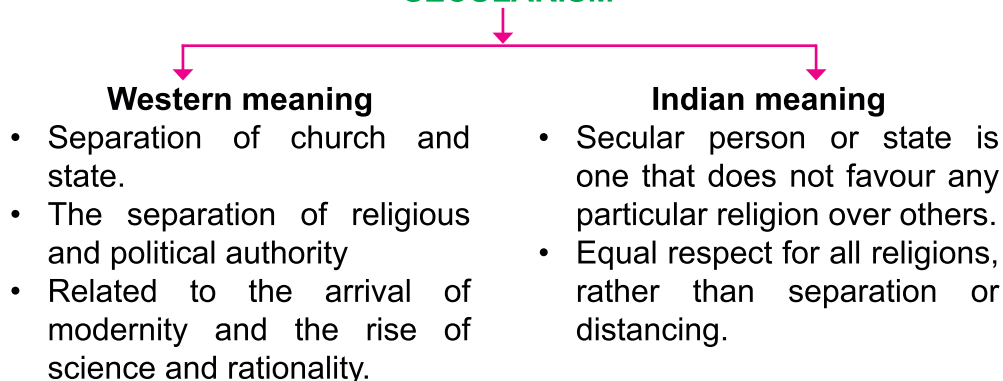
14. **Authoritarian State**
    - It is a state in which the people have no voice and those in power are not accountable to anyone. Authoritarian states often limit or abolish civil liberties like freedom of speech, freedom of the press,

freedom of political activity, right to protection from wrongful use of authority, right to the due processes of the law, and so on.

Results of authoritarian rule in India.

- Infringement of Fundamental Rights.
- Wave of participation.
- Start of social movement.
- Women's movement, environmental protection movement, human rights and Dalit movement.

15. **Civil Society** is the name given to the broad arena which not only lies beyond the private domain of the family but also outside the domain of both state and market.

- Civil society is the non-state and non-market part of the public domain in which individuals get together voluntarily to create instituions and organizations. It is the sphere of active citizenship; here, individuals take up social issues, try to influence the state or make demands on it, pursue their collective interests or seek support for a variety of causes. It consists of voluntary associations, organisations or institutions formed by groups of citizens. It includes political parties, media institutions, trade unions, non-governmental organizations (NG0s).

- The Indian people had a brief experience of authoritarian rule during the 'Emergency'

  - enforced between June 1975 and January 1977.

  - Parliament was suspended

  - New laws were made directly by the government.

  - Civil liberties were revoked

  - Large number of politically active people were arrested and jailed without trial.

  - Censorship was imposed on the media and government officials could be dismissed without normal procedures.

Civil Society Activities

- Today the activities of **civil society** organizations have an even wider range, including advocacy and lobbying activity with national and international agencies as well as active participation in various movements.

- **The issues taken up by Civil Society today** are diverse.

  - tribal struggles for land rights.

  - devolution in urban governance.

  - campaigns against rape and violence against women.

  - rehabilitation of those displaced by dams and other developmental projects.

  - fishermen's struggles against mechanised fishing.

  - rehabilitation of hawkers and pavement dwellers.

  - campaigns against slum demolitions and for housing rights,

  - primary education reform.

  - distribution of land to dalits.

  - keeping a watch on the state and forcing it to obey the law and so on.

  - Among the most significant recent initiatives is the **campaign for the Right to Information** It illustrates the crucial importance of civil society in ensuring that the state is accountable to the nations and its people. The answer to the RTI has to be given within 30 days.

- Benefits of the Right to Information Act 2005

  - According to this Act, any person can demand allocation of funds, tax from the government and copy the fund document.

  - People have the right to get information about the allocation of funds for various projects.

  - Right to receive documents

  - Inspection of documents, works and records

  - Right to take certified samples of work materials To collect citizen information through printouts, discs, floppy tapes, video cassettes and other electronic means.

1 MARKS QUESTIONS

1. The policy which persuades or forces all citizens to adopt a common set of cultural values and norms is-------
   a. Cross cultural policy   b. regionalism policy
   c. assimilation policy   d. favouritism policy

   Ans : c

2. Suspension of parliament and censorship of media usually takes place during.
   a. Democratic rule   b. communal unrest
   c. authoritarian rule   d. none of the above

   Ans : c

3. Protection of minorities by giving special consideration is considered by the majority community as---
   a. Injustice   b. Favouritism/Appeasement
   c. Partiality   d. Competition

   Ans : a

4. When religious identity overrides everything else it leads to---
   a. Secularism   b. Communalism   c. Nation state   d. Diversity

   Ans : c

5. Ethno-national identity in India has mainly been formed by factors like----
   a. Language & religion   b. language & tribal identity
   c. language & infrastructure   d. none of the above

   Ans : a

6. Community identities give a sense of------- --------

   Ans : Security

7. Geographical concentration of identity markers like languages or tribes along with a feeling of 'deprivation' leads to----

   Ans : relative deprivation

8. When a 'small group' of people experience the 'same sense of relative disadvantage' they are known as a--------

   Ans : Disadvantaged group

---

9. The states adopt assimilation or integraton policies to create a harmonious society because they feel------------- by cultural diversity, which may result in disunity.

Ans : threatened

10. (Act) is the most recent initiatives of the Civil society which makes the state accountable to the citizens of India.

Ans : RTI Act

11. The term diversity emphasizes inequalities rather than differences. (True or False)

Ans : False

12. People react emotionally when their community identity is threatened. (True or False)

Ans : True

13. Minorities like Parsis and Sikhs are economically and socially strong. (Correct the statement)

Ans : economically strong not socially

14. The contentious issues of the 'federal system' today is determined by the role of private backward regions. (True or False)

Ans : False

15. Political parties, media, institutions, NGOs are part of authoritarian society. (corre t the statement)

Ans : Democratic society

16. Correct the statement

communalism is the Aggressive chauvinism based on regional identity,

Ans: Religious identity

17. Articles in Indian constitution which protects the rights of minorities are:-

(a) Article 14 & 15   (b) Article 29 & 30

(c) Article 35 & 36   (c) Article 17 & 18 .

Ans: (b)

---

18. Characterstics of an Authoritarian state includes :

    (i)   Abolition of Civil liberties

    (ii) Infringement of fundamental Rights

    (iii) arise of movements

    (iv) the head with power is accountable to citizens

    (a) (i), (ii) & (iv)   (c) (i), (ii) & (iii)

    (b) (ii), (iii) & (iv)   (d) (i), (ii), (iii) & (iv)

    Ans : (c)

19. Right to information came into force on................

    Ans: 15 June 2005

20. India experienced authoritarian rule during the period between............ to................

    Ans: June 1975, Jan 1977

2 MARKS QUESTIONS

1. What does the term cultural diversity mean?

2. Differentiate between western and Indian meaning of secularism.

3. What are ascriptive identities?

4. Define nation-State.

5. Who are minorities in sociological sense?

6. State the features of an authoritarian state.

7. What is 'regionalism'?

8. Who are privileged minorities?

9. How are minorities politically vulnerable?

10. How can commitment to the protection of minorities can also be a challenge to the state?

11. Why are states often suspicious of cultural diversity?

12. Write a note on religious diversity found in India.

13. State any two constitutional provisions meant to protect minorities rights.

14. What do you understand by the term communalism?

4 MARKS QUESTIONS

1. Discuss communalism in the Indian context.

2. Explain how India as a state has managed cultural diversity.

3. Describe some of the important characteristics of communalism.

4. Differentiate between the Western and Indian meaning of secularism.

5. Mention the contentious issues found in the federal system, which led to inter-regional disparties.

6. Differentiate between a democratic and authoritarian state.

7. Explain Regionalism in the Indian context.

8. Read the given passage and answer the questions that follow the passage.

The meanings of communalism have become bad today. Due to this, the poison of discrimination, hatred and bitterness is being spread all around. The person, society and nation affected by communalism transmit imperfections towards each other. When religion and religion policy revives madness, then communalism arises there. Religion no longer remains at that time, it is bent on ending humanity by assuming the form of while. Then morality, courtesy, generosity, simplicity, sympathy, etc., do not find refuge in the moral and divine qualities and influences.

Q1. Due to the poison of discrimination, hatred and is being spread all around.

Answer: bitterness

Q2. Correct the statement Communalism is bringing good results.

Answer: Communalism is bringing bad results

Q3. Whose enemy is communalism?

    1. Inequality   2. Lawlessness   3. Humanity   4. Passengers

    Answer: 3 Humanity

4.   There are no qualities of communalism. 1. Ethics 2. Simplicity 3. Chivalry 4. Hypocrisy

    i) 1, 2 & 4   ii) 2, 3, & 4

    iii) 1, 2, & 3   iv) 1, 2, 3, & 4

    Answer: iii

9.   Read the given passage and answer the questions that follow the passage.

The Union of India is made up of several federal units like Uttar Pradesh, Bihar, and Madhya Pradesh etc. We call them states. Even in the Constitution, the word state has been used for them in some places. Similarly, the term state is used for all units in the United States. It is wrong to use the word state for these federal units because these units of union states have the first three elements (definite land area, population and government) that form the state, but their internal sovereignty is limited and they do not achieve external sovereignty at all.

Q1. The main three elements for the state are ...., ... and........

Q2. The term is used for all units in the United States. 1. Unit 2. Nation 3. Union 4. State

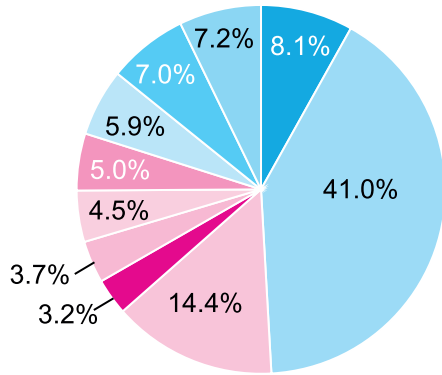Q3. In the Constitution the word is used for Uttar Pradesh, Bihar etc.

Q4. Correct the statement. Internal sovereignty of the state is not attained at all and external sovereignity is limited.
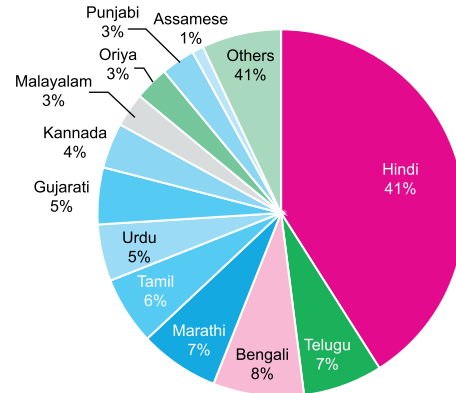
6 MARKS QUESTIONS

1.   What is a Civil society? What is its role and significance today? Support your answer with suitable examples.

2.   What is Communalism? Has it been a recurring source of tension and violence?

3. In your opinion, the linguistic reorganisation of states has increased or damaged the unity of India.

Linguistic composition (2001)*
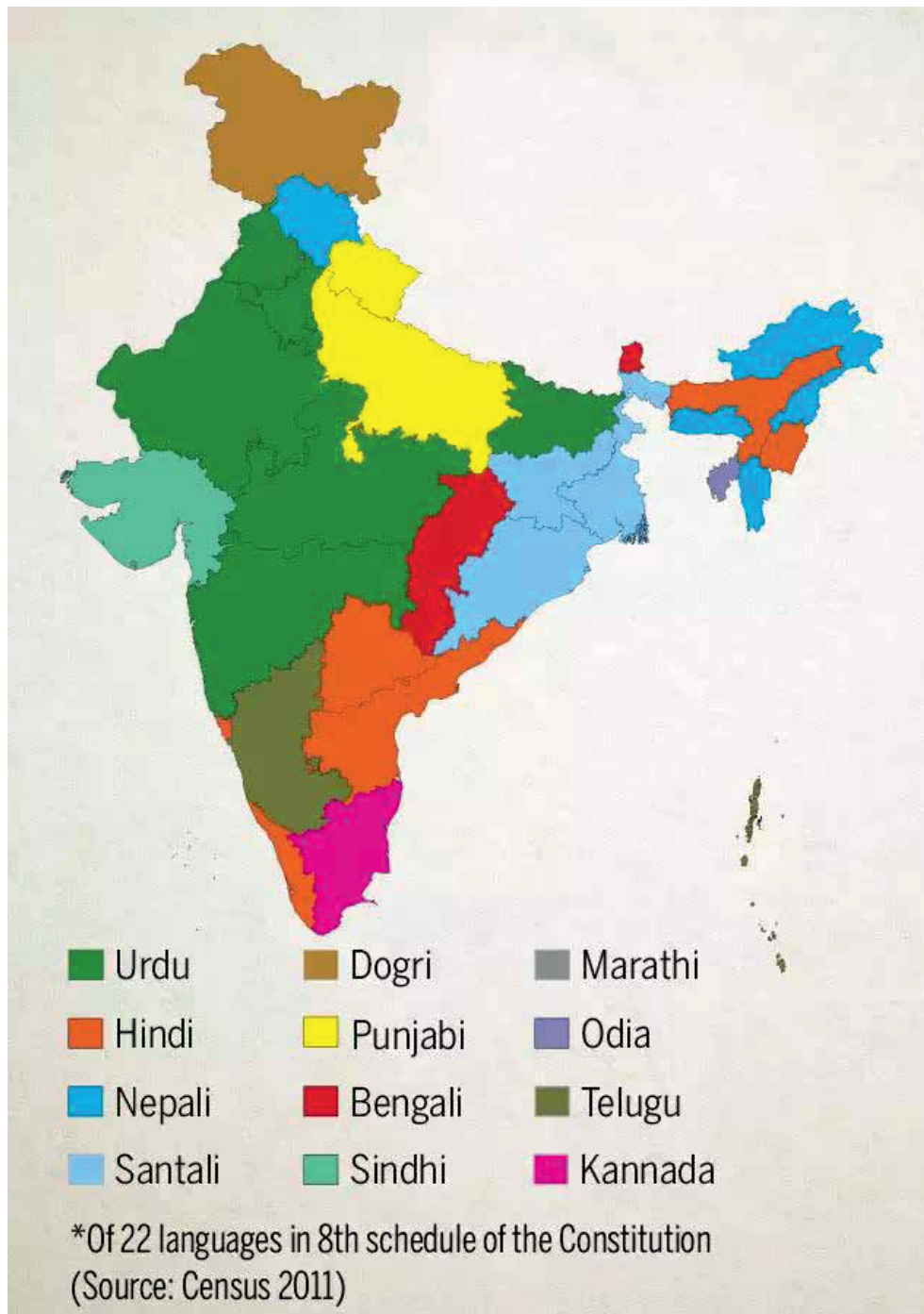

8.1%
7.2%
7.0%
5.9%
5.0%
4.5%
3.7%
3.2%
14.4%
41.0%

Linguistic Distribution in India (2001 Census)

Punjabi 3%
Assamese 1%
Oriya 3%
Malayalam 3%
Kannada 4%
Gujarati 5%
Urdu 5%
Tamil 6%
Marathi 7%
Bengali 8%
Telugu 7%
Hindi 41%
Others 41%

Q4. Express the nature of linguistic structure in India

Class XII - Sociology

Q5. Express the regional nature of linguistic structure in India

Urdu Dogri Marathi
Hindi Punjabi Odia
Nepali Bengali Telugu
Santali Sindhi Kannada

*Of 22 languages in 8th schedule of the Constitution
(Source: Census 2011)

PRACTICAL EXAMINATION

CLASSS-XII

(MARKING SCHEME)

S.No.	Content	Marks
1.	Introduction	2
2.	Statement of Purpose	2
3.	Research Question	2
4.	Methodology	3
5.	Data Analysis	4
6.	Conclusion	2
	VIVA	5
	Total	**20**

INTRODUCTION

Under this, we will tell the prior knowledge of the subject, so far what we know about that subject. Give a general introduction to the topic taken. State your research problem and purpose. Briefly write relevant literature on your subject. Describe the current state of the subject. Note any gaps in the topic that your study will address.

Statement of purpose

Introduce yourself, your interests and motivations. Briefly describe your previous career. Discuss the relevance of your recent and current activities. Briefly explain what the rationale for choosing the subject is. Briefly describe what the challenges are and what you want to understand

Research question

Surveys

Surveys involve collecting information, usually from fairly large groups of people, by means of questionnaires but other techniques such as interviews or telephoning may also be used. There are different types of survey. The most straightforward type is administered to a sample of people at a set point in time.

Interviews

Interviews are usually carried out in person i.e. face-to-face but can also be administered by telephone or using more advance computer technology such as Skype. Sometimes they are held in the interviewee's home, sometimes at a more neutral place. It is important for interviewees to decide whether they are comfortable about inviting the researcher into their home and whether they have a room or area where they can speak freely without disturbing other members of the household.

Participant and non-participant observation

Studies which involve observing people can be divided into two main categories, namely participant observation and non-participant observation. In participant observation the researcher becomes (or is already) part of the group to be observed. This involves fitting in, gaining the trust of members of the group and at the same time remaining sufficiently detached as to be able to carry out the observation. In non-participant observation studies, the researcher is not part of the group being studied. The researcher decides in advance precisely what kind of behavior is relevant to the study and can be realistically and ethically observed.

INTRODUCTION

Under this, we will tell the prior knowledge of the subject, so far what we know about that subject. Give a general introduction to the topic taken. State your research problem and purpose. Briefly write relevant literature on your subject. Describe the current state of the subject. Note any gaps in the topic that your study will address.

Statement of purpose

Introduce yourself, your interests and motivations. Briefly describe your previous career. Discuss the relevance of your recent and current activities. Briefly explain what the rationale for choosing the subject is. Briefly describe what the challenges are and what you want to understand

Research question

In general, a good research question should be clear and focused. In other words, the question should clearly state what the researcher needs to do. The question should not be too broad nor too narrow.

Research methods

Research method may be chosen for the convenience of time, money and demand of the topic. some research methods are given below.

Data analysis

Data analysis is the process of systematically applying statistical I or logical techniques to describe and depict data, summarize and iterate, and evaluate data. Actually, researchers usually collect and analyze entire data. Analyzing and studying information received from information donors is called analysis.

The conclusion

Thus in the end we can get results based on information.

Project VIVA

On the exam day, the external examiner determines the marks of the viva by asking questions based on the project.

Subject: Teaching work by Delhi Education Department in Corona period Introduction

As everyone knows that the world is currently suffering from the corona epidemic and the whole world has come to a standstill. In March 2020, the whole world is facing the situation of folk down and the education of children has been disrupted. The schools and universities have been closed and the exit from homes is also done only under special circumstances. People have returned back to their village. Children are imprisoned in homes. At such a time, the Education Department of Delhi Government started exploring possibilities of continuing the teaching work and started online education by taking the help of modern technologies.

Statement of purpose

My aim in choosing this subject is that when the normal way of studying is not being done, then which methods can be used to continue studies? It is the age of modern technology and the new generation understands modern technologies very well. Mobile, Internet or other modern equipment is accessible to the common man, so why not resort to this method. How successful was the study using these techniques and can it be continued if needed in future? Every trouble goes through a new path. Due to the corona, we could also use the new techniques to combine studies with new techniques and touch new dimensions.

Research question

To what extent can modern technologies be helpful in continuing studies?

Or

Have we not learned modern techniques to depend on them?

Or

How successful was the online class of education department of Delhi government?

Research method

Questionnaire based survey method can be used to know the above mentioned issue. We can know the answers to these by posing various questions. Because in such a time it would not be appropriate to get out of the house more. Therefore, people should be contacted online by taking

the help of online technology and data can be collected or they can be met only by fully following the methods of prevention from Corona. For this, a questionnaire of 15 to 20 questions should be made and create Google forms and responses can be received from email by using online apps such as WhatsApp, Face Book, and Twitter etc. Simple language should be used for the questions and the questions should be made in such a way that the informer can give information easily. The questions should be multiple choice so that the informer feels easy to answer them. Some of these questions can be: -

1. What modern equipment do you have?

2. Do you know how to use internet in mobile?

3. At what time do you have the facility to use the equipment?

4. Are you getting education through these mediums?

5. What new things could you learn by getting education through this?

6. Are you in favor of continuing this in future too?

Data analysis

After getting the above information, these information should be tabulated and their data be separated like how many people had mobile, what percentage of people could avail of them. How many people could this new format of education reach? These information can be shown through pie charts or graphs or bar diagrams.

Conclusion

Through pictures or pie charts or bar diagrams, etc. one can conclude based on these information how successful this method of study was and whether or not this method can be used when the time is up.

SUGGESTED TOPICS FOR THE PRACTICAL PROJECT WORK

1.   Youth and Politics

2.   Poverty in India

3.   Religion and its impact on society

4.   Teenage Crimes

5.   Impact of Globalisation

6.   Fashion and Teenagers

7.   Changing face of families in India

8.   Effects of Pollution on Society.

9.   Problems faced by teenagers

10. Problems faced by Migrant workers

11. Impact of Social Media

12. Higher Education and its status in India.

13. Substance Abuse and Youth

14. Challenges to National Integration

15. The changing status of Women

16. Crimes against women and children

17. Inclusive Education

18. Inter Caste marriages.

19. Underpriveledged and their status.

20. Media and Modernisation

21. Life after corona

22. Education in corona times

23. LIFE DURING EPIDEMIC

24. Lockdown experience

25. Work from home

26. Problems faced by labourers of unorganised sectors.

Book - II
Social Change and Development
in India

CHAPTER - 1

STRUCTURAL CHANGES

1. **Colonialism** can be understood as the rule by one country over another.

2. **Pre-colonial rule** invaders and rulers were interested in continuous flow of tribute but did not interfere with the socio-economic system in place.

3. **Impact of colonial rule**

   - new land ownership laws were introduced

   - the economy was strengthened

   - what crops to be grown was dictated.

   - the way of production and distribution of goods was altered

   - tea plantations were introduced

   - Forest Acts changed the life of the pastoralists.

   - Western education was introduced to create Indians who could assist in administrration.

   - It brought changes in law, order, culture and architecture.

   - Certain industries closed down as it could not compete with machine made goods from Europe.

   - Old urban centres declined, while coastal cities were developed.

   - It led to the growth of nationalist and anti-colonial Consciousness.

4. **Many sided impact of English language on Indian society**

   - widely used

   - a major contributor to the growth of nationalism.

   - its knowledge has given Indians an edge over others in the job market (post globalization)

   - Linked to social prestige and statuses and sometimes able to reduce

the importance of caste position

5. **Capitalism** is an economic system in which the means of production are privately owned by a few people and is organised to accumulate profits within a market system.

6. **Two structural changes brought about by colonialism.**

   ● Urbanization

   ● Industrialization

   Urbanization : Cities replaced villages as places to live for many (as living and working arrangements).

   Industrialization refers to emergence of machine production based on the use of inanimate power resource like steam, or electricity.

   De-industrialization : It is a process of social and economic change caused by the removal or reduction of industrial activity in a region. In India the impact of the very same British industrialisation led to deindustrialization in some sectors.

   ● *decline of old urban centres.* Just as manufacturing boomed in Britain, traditional exports of cotton and silk manufactures from India declined in the face of Manchester competition.

   ● This period also saw the further decline of cities such as Surat and Masulipatnam while Bombay and Madras grew.

   ● Cities were an expression of global capitalism.

7. Urbanisation and Industrialisation are linked processes.

   ● British industrialization led to deindustrialization in some sectors.

   ● Old urban centres like Surat, Masulipatnam, Dhaka, Murshidabad declined. i.e. decline in urbanisation.

   ● Coastal cities like Bombay, Calcutta and Madras were developed for exporting new materials-cotton, jute, indigo, coffee-and importing machine made goods from Britain.

8. There is a vital difference between the empire building of pre-capitalist times and that of capitalist times.

   ● Pre capitalist conequerors did not interfere with the eocnomic base. Whereas British colonialism was based on a capitalist system which directly interfered to ensure maximum profit.

- Every policy was geared towards the strengthening and expansion of British capitalism.

- It changed not just land ownership laws but decided even what crops ought to be grown and what ought not to be.

9. Tea plantations

- Undemocratic measures were used to get work done by the workers, for the benefit of the 'British planters.

- The British planters enjoyed lavish lifestyles.

- The workers worked under unjust contract and unfavorable conditions. They were facing exploitation.

- The planters and their families lived in huge bungalows surrounded by an army of livened servants.

- The workers were recruited from far off places and many got infected with strange fevers due to inhuman conditions.

10. Early industrialization in Independent India

- Development of heavy and machine making industries

- Expansion of public sector

- Development of a large cooperative sector.

A National Planning committee of 1938 was set up with Jawahar Lal Nehru as the Chairman and KT shah as the General Editor. The major areas of focus were

- Agriculture and other sources of primary production.

- Exchange and finance

- Public utilities, transport and communication

- Education-general and technical.

- Women's role in a planned economy.

The Planning commission was set up in March 1950 by the resolution of the Government of India.

11. Urbanization in Independent India

- M.S.A. Rao identified the impact of urban influences on many Indian villages.

(a) Villages where sizable number of people are employed in far off cities or in overseas towns. Members of families are left behind.

(b) Villages situated near an industrial townlike Bhilai, Bokaro

(c) Villages surrounding ever expanding metropolitan cities like Delhi, Mumbai.

12. Difference between Western and Indian pattern of Industrialisation

● In western pattern of industrialization majority of people are employed in the service sector, while in India majority are in agriculture sector.

● In western pattern majority are formally employed and getting regular salaries. Whereas in India very few are in regular salaried employment.

1 MARKS QUESTIONS

1. One of the major languages contributing to Nationalism were----

   a. Hindi   b. Tamil   c. English   d. Urdu

   Ans : c. English

2. The life of pastoralists was changed by-------

   a. Village   b. Tribal Acts.   c. Forests Acts.   d. none of the above

   Ans : c. Forests Acts.

3. The dominant political system introduced by colonial rule was----

   a. Nation-State   b. State Nation

   c. Democratic Nation   d. Union State

   Ans : a. Nation-State

4. The economic base of our country was not interfered by-----

   a. Capitalist conquerors   b. Vedic invaders

c. pre-capitalist conquerors   d. Planters

Ans : c. pre-capitalist conquerors

5.   Urban impact has been experienced in India in ways like-----

a. Monetary inputs from migrants in cities

b. Uprooting of village   c. Land used for urban development

d. all of the above

Ans : d. all of the above

6.   Steam & electricity were used as sources of power for machine production known as deindustrialisation. (Correct the statement)

Ans: Steam & electricity were used as sources of power for machine production known as Industrialisation.

7.   Impact of Industrialisation was same in Britain and India as people moved to urban areas. (Correct the statement)

Ans: Impact of Industrialisation was different in Britain and India as people moved to urban areas.

8.   The colonial administration used kind measures against labourers to extract maximum profits for planters. (Correct the statement)

Ans: The colonial administration used harsh measures against labourers to extract maximum profits for planters.

9.   The principles of Nationalism and that of colonialism were contradictory components of the dominant political system of British India. (True or False)

Ans: True

10.   Building of dams, power stations, steels plants to usher in the post-independent industrial era was the dream of-----

a. MSA Rao   b. Jawahar Lal Nehru

c. Mahatam Gandhi   d. K T Shah

Ans : b. Jawahar Lal Nehru

11. When Indians were denied Liberty and freedom during the 40'S and 50's the period of rule will be known as------

Ans : Colonial rule

12. The Indian Parliamentary system, Legal system, the police and education system is very much built on one of the following models-

a. French model   b. British model

c. German model   d. Russian model

Ans : b. British model

13. The two structural changes-----and------were brought about in by colonialism.

Ans : Urbanisation and Industrialisation

14. Surat and Masulipatam declined as manufacturing boomed in Britian leading to the emergence of the process called-----

Ans : Deindustrialisation

15. -------cities such as Bombay, Calcutta, Madras were developed for exporting jute, indigo etc and importing machine made goods.

Ans : Port

16. During the colonial period the workers and their families lived a lavish lifestyle under just and favourable conditions. (True or False)

Ans : False

17. The increase in production planning of the service sector of the economy along with decreasing capital investment and significant decline in the volume of manufacturing is called ?

(a) Capitalism   (b) Industrialization

(c) Deindustrialization

Ans : (c) Deindustrialization

18. Planning Commission was set up

(a)1952   (b)1951   (c)1950   (d)1953

Ans : (c)1950

19. Who was the editor of the National Planning Committee

(a) K T Shah   (b) MR Shah   (c) Subrata Shah   (d) Harish Patel

Ans : (a) K T Shah

20. place was used for loading and unloading goods for Britain

    (a) Rampur   (b) Sitapur   (c) Parbatpuri   (d) Hajipuri

    Ans (c) Parbatpuri

2 MARKS QUESTIONS

1. How has English language impacted our society?

2. What is colonialism?

3. What was the impact of western education in India?

4. What is capitalism?

5. What was the effect of British industrialization on Indian industries?

6. How did industrialization take place after independence in India?

7. Urbanisation and industrialisation are linked processes. Justify.

8. State the difference between western and Indian patterns of industrialisation.

9. What is the difference between the empire building of pre-capitalist times and that of capitalist times?

10. What is deindustrialization?

4 MARKS QUESTIONS

1. How has colonialism impacted our lives?

2. Explain how colonial rule is different from earlier rules in India?

3. Which cities were developed by the British in India &Why?

4. Explain M.S.A. Rao's three levels of urbanization observed in Independent India.

5. Read the passage and Answer the given Questions:

   The Magnitude and depth of the structural changes that colonialism unleashd can be better grasped if we try and understand some basic features of capitalism. capitalism in the west emerged out of a complex process of European exploration of the rest of the world, it's plunder of wealth and resources, an unprecedented growth of science and technology it's harnessing to industries and agriculture.

(A) What it capitalism

(b) What are it's characterstics

(c) why it is harnessing to industries and agriculture

(d) How can you relate capitalism and colonialism.

6. Read the Passage & Answer the given questions,

Cities had a key role in the economic system of empires, Coastal cities such as Mumbai, Kolkata and chennai were favoured from here primary commodities could be easily exported and manufactured goods could be cheaply imported.

(a) What is structural change?

(b) How urbanisation & Industrialisation are two sides of the same coin?

(c) what commodities were exported by India in British era?

(d) why did development of cities near sea took place to fast

6 Marks Questions

1. Urbanisation and Industrialisation are related to each other. Discuss.

2. According to M. S. A. Rao, what were the effects of cities on Indian villages in Independent India. Discuss

3. study the graph & Answer the given questions

Urban population - Decadal growth rate
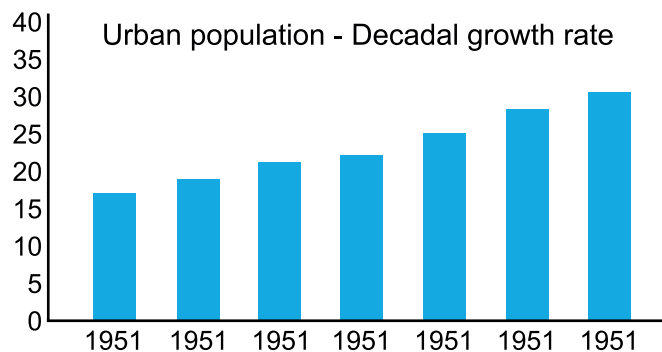
(a) What do you understand by Urbanisation.

(b) How do did the Urbanisation changed from 1957 to 2011 and what were the reasons for that Discuss with the help of Examples.

CULTURAL CHANGES

1. Cultural changes during colonial rule can be understood at two levels—

    ●   efforts of social reformers and nationalists

    ●   Indirect-influence of four processes- sanskritisation, modemisation, secularisation and westernisation.

Social Reform Movements in the 19th & Early 20th Century

The well known issues or the social evils that plagued Indian society were

●   Sati Pratha

●   Child marriage

●   Widow remarriage

●   Caste discrimination

Caste discrimination was the central idea of reform for Buddhist, Bhakti and Sufi movements.

●   The 19th Century social reform attempts was the modern context and mix of ideas.

●   Modem ideas of Western liberalisation and traditional literature were combined creatively.

●   Social organisations like Brahmo Samaj in Bengal and Arya Samaj in Punjab were set up.

2. **Modern Framework of Change in Colonial India** according to Sociologist Satish Saberwal three aspects to the modern framework of change in Colonial India were:

Modes of Communication	Forms of Organisation	Nature of Ideas
New technologies for eg. printing press; telegraph, new microphone, steamship & railways helped exchange of ideas, Movement from one place to another	Modem Social organization like Brahmo Samaj, Arya Samaj debated, discussed, held meetings; translations of religious writing were done	Ideas of liberalism & freedom for eg. ideas of home making, marriage, new roles for women, meaning of modernity.

3. **Sanskritisation** (term coined by M.N. Srinivas) is a process by which some members of a low caste or tribe try to imitate/follow, the customs, ritual, beliefs, ideology and lifestyle of a high, in particular 'twice born' (dwija) caste.

4. **De-sanskritisation** is the process where influence of non-Sanskritic castes was found to be dominant instead of high castes.

5. **Sanskritisation** has been criticised at different levels.

   — No structural change only positional change for some individual.

   — Assumption of upper castes being superior, hence they are to be imitated

   — justification of the practice of inequality & exclusion as marked priviledges of upper castes hence a discriminatory system.

   — process that is gendered - though progressive for men, upper caste practices like purdah system, low age of marriage, dowry in place of bride price are regressive as far as women are concerned.

   — Erosion of Dalit culture would be an expected outcome.

6. Assertion of Dalit identities in recent years & backward classes movement leading to rejection of upper caste culture.

7. **Westernisation**
   - M.N. Srinivas defines Westernization as the changes brought about in Indian society and culture as a result of 150 years of British rule, changes occurring in technology, institutions, ideology and values. He believed as lower castes sanskritised, the upper caste were westernized by considering the British colonialists as reference group.

- Different kinds of westernization

    1. Emergence of a westernized sub-cultural pattern brought forward by the western educated middle class

    2. General spread of western cultural traits in the fields of food and eating habits, clothes and life-styles due working or serving the british colonialists over a long period.

    3. Impact of westernization can be seen in the fields of art, literature, music, architecture etc.

- In contemporary times, conflicts between generations are seen as cultural conflicts resulting from westernisation.

8. **Modernization** refers to improvement in technology, production processes; path of development taken by much of West Europe or North America.

    — Modernisation assumes that local ties and parochial perspective give way to universal commitments and cosmopolitan attitudes

    — a scientific and rational approach develops

    — work is based on achievement not birth, individualism is encouraged.

9. **Secularisation :** In the west-modernization seems to have led to secularization-a process of decline in the influence of religion especially in the public sphere.

10. **Rituals have secular dimensions :** It provides occasion to socialize with friends and kin, to show off wealth and style to enhance social status.

11. **Secularisation of caste**

    — formation of caste based associations and political parties.

    — seeking votes and fielding candidates on caste lines - assertion of rights, by caste based organisations

1 MARKS QUESTIONS

1. The first school for women was opened by----

   a. Bal Ganga Dhar Tilak   b. Raja Ram Mohan Roy

   c. Jyoti Ba Phule   d. Sayed Ahmed Khan

   Ans : c. Jyoti Ba Phule

2. Sanskritisation is a process, that pertains to---

   a. Political mobility   b. economic mobility

   c. social mobility   d. all of the above

   Ans : c. social mobility

3. The path of development called modernization was taken up by--

   a. Europe or South America   b. Eastern Europe or North America

   c. Western Europe or North America   d. All the above

   Ans : c. Western Europe or North America

4. When men and women meet for socializing and for showing of family wealth rather than religious celebrations it is known as---dimension of ritivals.

   a. Cultural   b. Social   c. Secular   d. Political

   Ans : b. Social

5. Sufi, Bhakti and Buddhist movements were forms of movements to remove-------- discrimination.

   a. Religious   b. economic   c. caste   d. political

   Ans : c. caste

6. Orthodox Hindus often opposed social reform movements and formed their own organizations like the--------

   Ans : Dharma Sabha

7. Printing press, telegraph and movement of people & goods are the various forms of ---------- which were speeded up by new technologies.

   Ans : Communication

8. The grounds of gender and caste was broken up by a Dalit women name ------ when she wrote he rautobiography as a Sanskrit teacher.

   Ans : Kumud Pawade

9. Sati, caste discrimination, child marriage etc are issues of -----reform movements of the 19th century.

   Ans : Social

10. Regional Self-consciousness and pride to be a 'dominant caste' were ideologies of OBCs/Dalits which accelerated with the growth of--------- movement.

    Ans : Backward Class movement

11. The two processes, of cultural change, which are limited by a set of 'modem ideas' are----- and--------

    Ans : Modernisation and Secularisation

12. Sanskritisation helped in raising the 'status of women'. (correct the statement)

    Ans : Sanskritisation did not help in raising the 'status of women'.

13. According to M N Srinivas when lower castes sought to be westernised, upper castes sought to be sankritised. (correct the statement)

    Ans : According to M N Srinivas when upper castes sought to be westernised, lower castes sought to be sankritised.

14. We experience 'westernisation' when social relationships are based on truths of utlility, calculations and science. (correct the statement)

    Ans : We experience 'modernisation' when social relationships are based on truths of utlility, calculations and science.

15. Formation of caste-based associations, and political parties is known as 'popularization of caste' (correct the statement)

    Ans : Formation of caste-based associations, and political parties is known as 'secularisation of caste'

16. Colonial impact of modernization can be seen in the field of art, literature, music, & architercture in the Indian society. (correct the statement)

    Ans : Colonial impact of westernisation can be seen in the field of art, literature, music, & architercture in the Indian society.

17. Which is the most important feature of Indian society?

(a) unity in diversity   (b) Varna system

(c) Jajmani system   (d) All of the above

Ans (d) All of the above

18. Who developed the concept of westernization?

(a) M. N. Srinivas   (b) H. C . dubey

(c) Merton   (d) Pareto

Ans (a) M. N. Srinivas

19. Which of the following are the essential elements of secularisation?

(a) Logic

(b) Process of Differentiation

(c) Decline of religious parochialism

(d) All of the above

Ans (d) All of the above

20. The word 'Sarvodaya' is given by whom?

(a) Swami Vivekananda   (b) Raja Ram Mohan Roy

(c) Swami Dayanand   (d) Gandhiji

Ans (d) Gandhiji

2 MARKS QUESTIONS

1. What were the various social issues taken up by the social reformers in the 19th century?

2. Name some of the modem social organizations formed in 20th century.

3. Why was 'Dharma Sabha' formed?

4. Give the meaning of the terms -

(a) Sanskritisation   (b) De-Sanskritisation

(c) Westernisation   (d) Modernization

5. What are some of the basic assumptions of modernity?

6. Examine the relationship of modernisation and secularization.

7. Sanskritisation is a gendered process. Justify.

4 MARKS QUESTIONS

1. Write a short note on secularization of caste.

2. Process of Sanskritisation encourages inequalities and discrimination. Explain

3. Read the passage and Answer the given questions. Sanskritisation seems to justify a model that rests on inequality and exclusion. It appears to suggest that to believe in pollution and purity of groups of people is justifiable or all right. Therefore, to be able to look down on some groups just as the 'upper castes' looked down on the 'lower castes' is a mark of privilege.

   (a) The concept of sanskritisation was given by

   (b) Which aspect of Sanskritisation is talked about in above given paragraph.

   (c) Can Sanskritisation change the status of a group in a society,

   (d) In what context the words Pollution and purity are used here,

4. Read the Passage and Answer the given questions It is assumed that modern ways would necessarily lead to decline in religious ways has not been entirely true. You will recall how western and modern forms of communication, organisation and Ideas led to the emergence of new kinds of religious reform organisations.

   (a) What do you understand by secularism?

   (b) Does westnisation means modernisation?

   (c) How modernisation plays a role in declining the influence of religion in our society?

   (d) Discuss the changes brought in our society by Modernisation.

6 MARKS QUESTIONS

1. Explain the three aspects responsible for the modern framework of change in colonial India.

2. Examine the different levels at which sanskritisation as a concept has been criticized.

3. Read the passage and Answer the given questions, you have already seen the far reaching impact of colonialism in our lives. The Social reform movements which emerged in India in the 19th century arose to the challenges that colonial Indian Society faced. You Probably are familiar with what were termed social evils that plagued Indian Society

   (a) Discuss the effects of colonialism in Indian society.

   (b) Write about the social evils that plagued indian society and also discuss the attempts made by social reformers to remove them.

CHANGE AND DEVELOPMENT IN RURAL SOCIETY

1. Indian Society is primarily a rural society. Agriculture and related occupations are the source of livelihood for the majority of rural population.

    ● Many of our cultural practices and patterns can be traced to our agrarian backgrounds.

    ● Pongal in Tamil Nadu, Bihu in Assam, Baisakhi in Punjab and Ugadi in Karnataka.

2. **Occupation of the rural population**

    ● Agriculture is the single most important source of livelihood for the majority of the rural population.

    ● Many activities also support agriculture and village life and are also sources of livelihood for people in rural India. For example, a large number of artisans such as potters, carpenters, weavers, ironsmiths, and goldsmiths are found in rural areas;

    ● Rural life also supported many other specialists and crafts persons as storytellers, astrologers, priests, water-distributors, and oil-pressers.

3. **Diversity of occupations in rural India is reflected in the caste system.**

    ● The diversity of occupations in rural India is reflected in the caste system which in most regions includes specialist and 'service' castes such as Washermen, Potters, and Goldsmiths.

Class and Caste Structure in Rural Areas

Class and Caste Structure in rural areas are interrelated.

The upper caste was considered high class.

Upper caste, rich people, large and medium landowners controlled the resources and labor force in villages.

Bonded Labourers: were illiterate and did not know how to do any skilled work.

4. Agrarian structure in rural society

The term agrarian structure is often used to refer to structure or distribution of land holding.

Agricultural land is the single most important resource and form of property in rural society.

Large and medium Landowners: Own large amount of land, earlier known as Zamindars.

Small and Marginal landowners: These are small farmers who have less land. They are only able to produce grains for their family's consumption. They do not have additional products to sell in the market.

Tenants: These are the cultivators who lease the land from landowners.

Landless agricultural labourers: Have no land of their own, work for others.

Status of women: Law gives equal land rights to women. But the woman's name is only for appearances. Men have authority over it.

- In rural areas no straight forward relationship exists betwen caste and class. In many cases there is a correspondence between caste and class as one moves down the hierarchy but in some cases it is not so for eg. Brahmins the higher castes are not the major landowners.

- Examples of the dominant landowning groups are the Jats and Rajputs of UP, the Vokkalingas in Andhra Pradesh and Jat Sikhs of Punjab.

- In most regions **a proprietary caste group** owns most of the resources and commands labour from low ranked caste group.

5. **Begar** is free labour

- It is prevalent in many parts of northern India.

- Members of low ranked caste groups had to provide labour for a fixed number of days per year to the village zamindar or landlord.

- Lack of resources, and dependence on the landed class for economic, social and political support, meant that many of the working poor were tied to landowners in hereditary' labour relationships (bonded labour).

- It is known by different names such as the Halpati system in Gujarat and the jeeta system in Karnataka.

- **Colonial Period :** Most rural areas were administered through Zamindari System and Raiyatwari System.

- **Zamindarl system:** In this system the landlord was considered the owner of the land. The farmer did not have direct contact with the government but the land tax was paid to the government through the landlords.

- **Raiyatwari system:** (Raiyat means farmer) in this system the land tax was directly paid to the government by the farmers. In this system the landlords were removed between the government and the farmers.

6. **Primary objective of land reforms in India**

- To remove the obstacles which arose from the inherited agrarian structure of the past.

- To eliminate all elements of exploitation & social injustices that existed within the agrarian system, in order to ensure equality of statuses and opportunities to all sections of the population.

6.1 Land Reforms

- Various land reforms introduced after independence. (1950's to 1970's)

  - **Abolition of Zamindari System :** removed the layer of intermediaries, rights taken from zamindars weakening their economic & political position.

  - **Tenancy Abolition and Regulation Acts :** More security to the tenants, granted land rights to tenants (West Bengal and Kerala).

  - **Ceiling Acts :** Limits to be imposed on the ownership of land.Ceiling depended on the productivity of land i.e., High productivity land had low ceiling, while low productivity land had higher ceiling.

6.2 Drawbacks of Land Ceiling Act / "Benami Transfers"

- Most landowners were able to escape from having their surplus land taken over by the state.

- Some very large estates were broken up and in most cases landowners managed to divide the land among relatives and others, including servants, in so- called benami transfers' -which allowed them to keep control over the land (in fact if not in name).

- In some places, some rich farmers actually divorced their wives (but continued to live with them) in order to avoid the provisions of the Land Ceiling Act. which allowed a separate share for unmarried women but not for wives.

7. A Green Revolution : (1960's & 1970's)

- The Green Revolution was a government programme of agricultural modernisation.

- It was largely founded by international agencies that was based on providing high yielding variety (HYV) or hybrid seeds along with pesticides, fertilisers and other inputs to farmers.

- Green Revolution programmes were introduced only in areas that had assured irrigation, because sufficient water was necessary for the new seeds and methods of cultivation.

- It was targeted mainly in the wheat and rice-growing areas.

- Hence, only certain regions such as the Punjab, western U.P., Coastal Andhra Pradesh and parts of Tamil Nadu, received the first wave of the Green Revolution package.

B. Social transformations that were brought about as a result of Green Revolution

- Agricultural productivity increased sharply because of the new technology.

- India was able to become self-sufficient in food grain production.

- Increase in agricultural productivity especially in Punjab, Haryana etc. It has been considered a major achievement of the govt. & scientists.

C. The negative social and economic effects of Green Revolution (1st Phase)

● Only the medium and large farmers benefitted.

● Displacement of tenancy cultivators

● Displacement of service caste groups

● Worsening of economic condition for agricultural workers due to rising prices and shift in the mode of payment.

(2nd Phase)

● Commercialisation & market - oriented cultivation, leading to livelihood insecurities.

● Worsening of regional inequalities giving rise to intercaste violence.

● Traditional system of cultivation practices and seeds is being lost.

● Environmental hazards

   ● The medium and large farmers benefitted from the new technology.

   ● This was because inputs were expensive, and small and marginal farmers could not afford to spend as much as large farmers, to purchase these inputs.

   ● It was only the farmers who were able to produce a surplus for the market who were able to reap the most benefits from the Green Revolution and from the commercialization of agriculture that followed.

8. Subsistence agriculture

When agriculturists produce primarily for themselves and are unable to produce for the market, it is known as 'subsistence agriculture'

● **Difference between Peasants and Farmers**

Peasants :Agriculturalists who primarily produce for themselves and unable to produce for the market are peasants.

Farmers :Those agriculturalists who are able to produce surplus over and above the needs of the family and are linked to the market.

Transformations in the Rural Society after independence.

- increase in the use of agricultural labour

- shift from payment in kind to payment in cash

- loosening of traditional bonds between farmers and agricultural workers.

- rise of a class of free wage labourers.

  Jan Breman's concept of shift from 'Patronage to Exploitation': change in the nature of relationship between landlords and agricultural workers

- More commercialized agriculture

- Crops grown primarily for sale in the market

- Transformation into capitalist-agriculture

- Capitalist mode of production

- Farmers in more developed regions becoming oriented to market

- As cultivation became more commercialized, these rural areas were integrated into wider economy.

- Increase of flow of money into villages led to the expansion of business and employment opportunities

- Though the process of transformation began during colonialism, the pace and spread of change rapidly increased after independence.

- Government promoted modern methods of cultivation and attempted to modernise rural economy.

- State invested in the development of rural infrastructure such as irrigation facilities, roads, and electricity.

- Agricultural inputs including credit through banks and cooperative societies

- Efforts of Rural development not only transformed rural agriculture and economy but also the agrarian structure and rural society itself.

- In 1960s and 1970s, we witnessed enrichment of the medium and large farmers who adopted new technologies.

- In agriculturally rich regions, farmers belonging to dominant caste began to invest their profits in other ventures.

- Rise of new entrepreneurial groups and regional elites who became economically as well as politically dominant.

- Spread of higher education, pvt. and professional colleges in rural areas allowed them to educate their children.

- Most of them joined professional, white collar occupations and started business. This led to the expansion of urban middle class.

- In areas such as Eastern U.P. and Bihar there was lack of effective land reforms, political mobilisation and redistributive measures.

- Thus, relatively few changes in the agrarian structure and hence life conditions of most people Lot of these people were then forced to migrate to cities or prosperous Green Revolution regions and work as wage labourers, who are factually free but possess very few rights.

- political mobilisation, redistributive measures and linkages to external economy have brought about a substancial trans formation of the rural country side.

- Mixed economy that integrated some agriculture with wide network of retail sales and services.

- Large number of families are dependent on remittances from abroad.

9. **Circulation of Labour**

- The commercialisation of agriculture led to the growth of migrant agricultural labour that circulated between their home villages and more prosperous areas.

- Men migrated periodically in search of work and better wages, while women and children were often left behind in their villages with elderly grandparents.

- Migrants were more easily exploited by the wealthy farmers and were usually not paid the minimum wages.

- These migrant workers were termed as 'footloose labour' by Jan Breman.

- These labourers got employment only during a part of the year, i.e., the harvesting time.

- As migrant labourers are not locals and come from poor regions, they were in a weak position relative to employers., Women are also emerging as the main source of agricultural labour, leading to the ' feminisation' of agricultural labour force.

- Impact of Liberalization on Indian AGRICULTURE

- Expansion of Agricultural market

- Producers get attractive prices

- Consumers receiving cheap agricultural goods

- Increased production_in agriculture

Contract farming

Contract farming involves agricultural production being carried out on the basis of an agreement between the buyer and farm producers. Sometimes it involves the buyer specifying the quality required and the price, with the farmer agreeing to deliver at a future date

Globalisation, Liberalisation and Rural Society.

The policy of liberalisation that entails participation in the World Trade Organisation, aims to bring about free international trading system.

- Many farmers in regions of Karnataka and Punjab enter into contracts with multinational companies such as Pepsico to grow certain crops.

- The company identifies the crop to be grown

- provides the seeds and other inputs.

- the know how and the working capital is also provided.

- Company guarantees to purchase the produce at a pre determined fixed price.

Negative impacts

- It leads to greater financial insecurity as the farmers become dependent on the company for their livelihood

- farming of export oriented products such as flowers and gherkins means that land is diverted from food grain production.

- It disengages people from the production process

- Indigenous knowledge of agriculture becomes irrelevant.

- Production of elite items requires high doses of fertilizers snd pesticides which are ecologically not sustainable.

The agricultural 'extension agents' have been replaced by agents of fertiliser and pesticide companies who make the farmers dependent on expensive fertiliser and pesticides thus reducing profits and increasing debts and ecological crisis.

10. Farmer Suicides

- Many farmers who committed suicide were marginal farmers because of loss of crop due to disease, excessive rainfall or drought resulting in 'matrix events'.

- Lack of adequate support of market price farmers were unable to bear the debt burden or sustain their families.

- Unable to meet the needs expected for marriage, dowries, education, medical care etc.

Village Uday to Bharat Uday Abhiyan

Gram Uday Se Bharat Uday Abhiyan is a nationwide campaign with the help of which we will strengthen Panchayati Raj and through it promote social harmony in villages, rural development and farmers' development. It was launched on 14 April 2016.

National Rural - Urban Mission

The program is run by the Ministry of Health. This scheme of the central government in health protection in rural areas was launched on 12 April 2005. Initially the mission has been kept for only seven years (2005-2012), it is a flagship scheme. The program is run by the Government of India through which routes of integrated assistance have been opened for farmers across the country. Apart from this, there has been a qualitative improvement in the livelihood of rural people through these programs.

1 MARKS QUESTIONS

1. Many of our cultural practices and patterns can be traced to our agrarian backgrounds Which of the festival is not a part of it.

   a. Pongal in Tamil Nadu   b. Bihu

   c. Baisakhi   d. Holi

   Ans : d. Holi

2. Agriculture is the single most important source of livelihood for the majority of the rural population in India (true/false)

   Ans : True

3. _____castes such as washerman, potters, goldsmith, are examples of diversity of occupation in_____India.

   Ans : Service, rural

4. Cultivators who lease the land from landowners and have lower income than owner- cultivators are called_____

   Ans : Tenants

5. A system of tax collection in colonial India in which the government settled the revenue directly with the cultivator are called.

   a. zamindari system   b. raiyatwari system

   c. halpati system   d. jeeta system

   Ans : b. raiyatwari system

6. Jats and Rajputs of UP Lingayats in Karnataka are examples of dominant castes. (True / False)

   Ans : True

7. Members of low ranked caste groups had to provide labour for fixed number of days / year to the village zamindar or landlords is called_____

   Ans : Begar

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8. As a part of land reform initiative an act that prevents land rights to the tenants and gave them security were.

    a. commercialization of agriculture

    b. subsistence agriculture

    c. capitalist agriculture

    d. none of the above

    Ans : a. commercialization of agriculture

9. A pattern of seasonal migration that emerged due to Green revolution where workers circulate between their home village and more prosperous areas is called

    a. circulation of labour   b. subsistence agriculture

    c. begar / begar   d. matrix events

    Ans : a. circulation of labour

10. Identify the sociologist who described the change in the nature of relationship between landlords and agricultural workers as a shift from patronage to exploitation

    a. Karl Marx   b. Jan Breman

    c. Hubert Risley   d. Max Weber

    Ans : b. Jan Breman

11. Workers are also emerging as the main source of agricultural labour, leading to the proprietary caste groups of agricultural labour force. (T/F)

    Ans : True

Correct the statement

12. There is no close connection between agriculture and culture.

    Ans : There is a close connection between agriculture and culture.

13. John Breman called laborers working in the same place as footloose laborers.

    Ans : John Breman called laborers working in areas for from their home as footloose laborers.

---

14. Matrix incidents are related to rich farmers.

    Ans : Matrix incidents are related to poor or marginal farmers.

15. Which of the following is a characteristic of rural society?

    (a) division of labor   (b) social mobility

    (c) densely populated   (d) Agri-business

    Ans (d) Agri-business

16. The idea of seeing people on the basis of equality and not discriminate is called

    (a) livelihood   (b) equality

    (c) Consolidation   (d) intensive agriculture

    Ans (b) Equality

17. The employment or work necessary for living life, which leads to the receipt of money, is called

    (a) livelihood   (b) middlemen

    (c) sharecropping   (d) Tenancy

    Ans (a) livelihood

18. Who has contributed in bringing Green Revolution in India?

    (a) Jagdish Chandra Basu   (b) Chandrasekhar Venkata Raman

    (c) Dr. Homi Jahangir Bhabha   (d) Dr. M. S. Swaminathan

    Ans (d) Dr. M. S. Swaminathan

19. The 'SABLA' scheme is focused on.

    (a) helpless women   (b) adolescent girls

    (c) Maternity Benefit   (d) all of these

    Ans (c) Maternity Benefit

20. Which effort was made by the Government of India for the reorganization of land?

    (a) Land Management   (b) Cooperative Agriculture

    (c) Consolidation   (d) all of these

    Ans (d) All of these

2 MARKS QUESTIONS

1. What are the various occupations followed in rural society?

2. What does 'agrarian structure' refer to?

3. What does the term 'Begar' mean?

4. What is 'Raiyatwari System'?

5. What was the condition of Indian agriculture after Independence?

6. What are 'Benami transfers'?

7. How did Green Revolution benefit Indian Agriculture initially?

8. Why have areas like Eastern UP and Telangana witnessed intercaste violence in recent years?

9. What are the various factors behind Kerala's 'mixed economy'?

10. What do you mean by 'Feminization of agricultural labour'?

11. Differentiate between Peasants and Farmers.

4 MARKS QUESTIONS

1. Explain the various factors behind the increasing farmer's suicide in India.

2. Explain the agrarian structure of Rural Society.

3. Examine the caste & class relationship in rural society.

4. Mention the loopholes found in the implementation of the land ceiling Act.

5. What were the major land revenue systems followed by the British in India?

6. Explain the 'Green Revolution' program.

7. Explain the regional inequalities created due to the Green revolution Program.

8. Mention the various aspects of social transformation in rural society as a result of the Green Revolution Program.

9. 'Commercialization of Agriculture is indicative of Capitalists Agriculture according to some scholars'. Explain.

10. Discuss the emergence of New regional elites of rural society.

11. Explain Jan Breman's concept of 'Foot Loose Labour'.

12. Describe 'Contract Farming'.

13. Answer the questions by reading the following paragraph.

Suicides committed by farmers in different parts of the country from 1997-98 are related to the agrarian problem caused by structural changes in agriculture and changes in economic and agricultural policies. These include: Changes in the patterns of land ownership; Changes in the patterns of crops, especially due to the further inclination of cash crops; Liberalization policies that have put Indian agriculture in front of global powers; excessive dependence on high-cost investments; the state's exit from agricultural expansion activities and their replacement by multinational seed and fertilizer companies; lack of state support for agriculture; And personalization of agricultural operations. According to government data, between 2001 and 2006, 8900 farmers committed suicide in Andhra Pradesh, Kerala, Karnataka and Maharashtra.

(a) The suicide of farmers is related to the agrarian problem caused by.................. in agriculture and changes in economic and..................

(b) Between 2001 and 2006, farmers committed suicide in Andhra Pradesh, Kerala, Karnataka and Maharashtra.

   1.7800   2.8700   3.8900   4.9800

(c) Being out of agriculture extension activities of the state is a reason for farmers' suicide (true / FALSE)

(d) Changes in the patterns of land ownership; Changes in the pattern of crops have no relation with the suicide committed by the farmers. (CORRECT THE STATEMENT)

14. Answer the questions by reading the following paragraph.

There is a direct correlation between agricultural production and agricultural structure. Areas where there is adequate irrigation, where there is sufficient rainfall, where there are artificial means of irrigation, such as rice-producing areas that lie at the mouth of the river (delta), for example the Cauvery Basin in Tamil Nadu where intensive agriculture Requires more workers. A very uneven agricultural structure developed here. A large number of landless laborers, who are mostly, bonded and low caste, were the characteristics of the agricultural structure of the region.

(a) Where there is adequate irrigation and where there is enough rainfall, this crop is grown.

    1. Millet   2. Gram   3. Mustard   4. Rice

(b) Production is done on the delta of Cauvery River which is in Tamil Nadu.

    1. Millet   2. Gram   3. Mustard   4. Rice

(c) Most of the landless laborers belong to................ and..............

(d) There is a direct relation between agricultural production and agricultural structure. (True / False)

6 MARKS QUESTIONS

1. Enumerate the social consequences of Green Revolution.

2. Explain the various land reforms introduced in India after Independence.

3. Explain the agrarian structure of rural society and also examine the caste and class relationship that exists.

4.
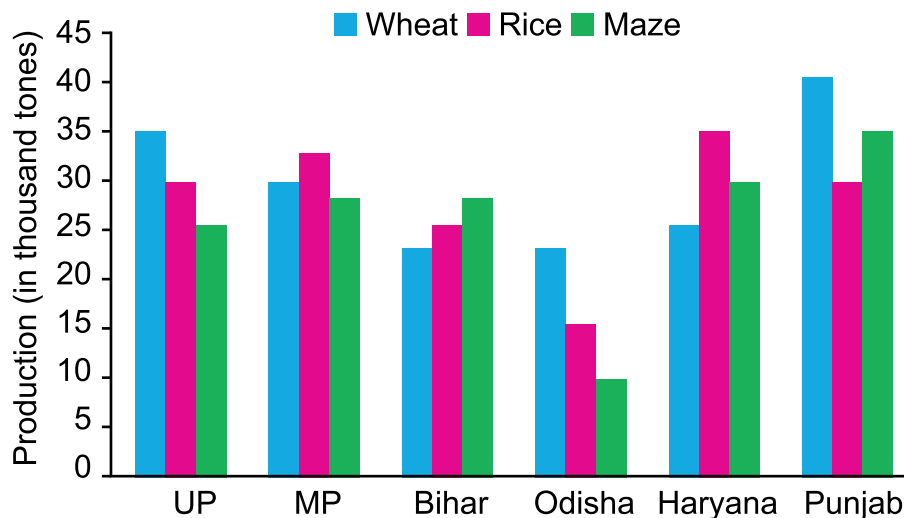
In the first phase of Green Revolution, emphasis was placed on growing wheat and rice crops. With the help of the figures given above. discuss regional inequality as a result of Green Revolution. And also give reasons for this inequality.

5. **SUICIDES IN FARM SECTOR**

SUICIDES BY	2016	2017	2018	2019	% CHANGE OVER 2016
Farmers	6,270	5,955	5,763	5,957	-5%
Labourers	5,109	4,700	4,586	4,324	-15%
Total suicides	**11,379**	**10,665**	**10,349**	**10,281**	**-10%**

SUICIDES IN STATES IN 2019

	FARMERS	LABOURERS	TOTAL
Maharashtra	2,580	1,247	3,927
Karnataka	1,331	661	1,992
Andhra Pradesh	628	401	1,029
Madhya Pradesh	142	399	541
Telangana	491	8	499
Punjab	239	63	302

Detailed state-wise data for 2017 and 2018 has not been made available by NCRB

Suicides are being committed by farmers which have become matrix incidents. On the basis of the data given in the table, do a field investigation including the reasons for the suicides committed by the farmers.

CHAPTER 5

CHANGE AND DEVELOPMENT IN INDUSTRIAL SOCIETY

1. **Features of Industrialisation**

    ● Marx, Max Weber and Emile Durkheim associated number of social features with industry, such as urbanisation.

    ● loss of face-to-face relationships.

    ● Industrialisation involves a detailed division of labour.

    ● Marx called this situation as alienation, when people do not enjoy work, and see it as something they have to do only in order to survive, and even that survival depends on whether the technology has room for any human labour.

    ● Industrialisation leads to greater equality, in some spheres. For example, caste distinctions do not matter anymore on trains, buses or in cyber cafes.

2. **Industrialisation in India**

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

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

    Organised or Formal Sector

    ● The organised sector consists of all units employing ten or more people throughtout the year.

    ● registered with the government.

    ● Jobs are secure with benefits.

    ● Recruitment is more transparent

- there are mechanisms for complaints and redressal.

Unorganised or informal sector

- The units need not be registered with the government.

- employees may not get proper salaries or wages, pension and other benefits.

- Jobs are not secure.

3. **Industrilisation in the early years of Indian Independence**

The development of industrial policy in India started with the Industrial Policy Resolution in 1948. These basic orientations towards the public sector have also been replicated in various policy proposals. In the economy, the public sector was assigned an important role in the 1956 Industrial Policy Resolution.

- Cotton, jute, railways and coal mines were the first modern industries in India. After independence, India's transport, communications, power, mining etc. were given importance.

- Mixed economic policy of India included both (private and public) industries.

- Earlier the industry is mainly located in cities with ports like Madras, Mumbai, Kolkata. But after independence, the industries expanded to cities like Baroda, Coimbatore, Bangalore, Pune, Faridabad and Rajkot and today are counted as important industrial centres.

Mixed Economy

- In mixed economy, some sectors are reserved for government, while others were open to the private sectors.

4. **Globalization liberalization and change in Indian Industry**

Liberalisation

- Private companies, especially foreign firms, are encouraged to invest in sectors earlier reserved for the goverment, including telecom, civil aviation, power etc.

- Licenses are no longer required to open industries. Foreign products are now easily available in Indian shops.

Disinvestment

- Privatisation of public sector or government companies.

- The government is trying to sell its share in several public sector companies.

- Eg : Modern Foods

5. How Do People find Jobs

- Jobs are advertised - (Time Ascent).

- Through employment exchange

- Personal contacts — self employed plumbers, tutors etc.

- Contractors and jobbers/mistris (Kanpur).

Badli Workers / Contract work in Organised Sector

- Badli workers substitute for regular permanent workers who are on leave.

- Many of the badli workers are not given the same status and security.

- This is what is called contract work in the organised sector

Contractor System

- used in the hiring of casual labour for work on construction sites, brickyards and so on.

- The contractor goes to villages to ask people if they want work.

- The contractor loans them some money, which, includes the cost of transport to the worksite.

- The loaned money is treated as an advance wage and the worker works without wages until the loan is repaid.

- In the past, agricultural labourers were tied to their landlord by debt.

- They can break the contract and find another employer.

Sometimes, whole families migrate and the children help their parents.

6. **How is Work Carried Out**

Task of Manager

- Control workers

- Get more work out of workers

Ways of Making Worker Produce More

- Extend the working hours

- Increase the amount to be produced within a given time period

- Organising work

- Production is speeded up through 'Scientific Management' and 'assembly line'.

Scientific Management or Taylorism

- An American called Frederick Winslow Taylor invented the "Scientific Management" in the 1890s, also known as Taylorism or industrial engineering.

- all work is broken down into its smallest repetitive elements, and divided between workers.

- Workers are timed with the help of stopwatches.

- Worker are made to fulfil a certain target every day. "Assembly line" production

- Each worker sits along a conveyor belt.

- Worker assembles only one part of the final product.

- the speed of work is set by adjusting the speed of the conveyor belt.

Use of machinery actually deskills workers

- The famous sociologist **Harry Braverman** argues that the use of machinery actually deskills Workers.

- For example, earlier architects and engineers had to be skilled draughtsmen, now the computer does a lot of the work for them.

Services Sector

Software professionals are middle class and well educated. Their work is supposed to be self motivated and creative. But we often see that their work is also subject to the Taylorist labour processes.

- Time Slavery.

- 10-12 hours is an average work day.

- Employees stay overnight in office when faced with a project deadline.

- Long working hours are central to the industry's work culture.

7. **Working Conditions of coal miners**

- Sub-contracting is widespread.

- Many contractors do not maintain proper registers of workers.

- They avoid any responsibility for accidents and benefits.

- After mining has finished in an area, the company is supposed to cover up the open holes and restore the area to its earlier condition. But they don't do this.

Dangers faced by coal miners

Workers in underground mines face very dangerous conditions.

- due to flooding,

- fire,

- the collapse of roofs and sides,

- the emission of gases and

- ventilation failures

- Many workers develop breathing problems, diseases like tuberculosis and silicosis.

- Those working in over ground mines work in both hot sun and rain, and face injuries due to mine blasting, falling objects etc.

Thus, the rate of mining accidents in India is very high compared to other countries.

Problem faced by Migrant workers

- The fish processing plants along the coast line employ mostly single young women from Tamil Nadu, Kamataka and Kerala.

- Ten-twelve of them are housed in small rooms and sometimes one shift has to make way for another.

- Young women are seen as submissive workers.

- Many men also migrate singly leaving their families in villages.

- Migrants have little time to socialize, resulting in loneliness and vulnerability.

8. **Home Based Work**

- important part of the economy.

- It includes the manufactures of lace, zari or brocade, carpets, bidis, agarbattis and many such products.

- work is mainly done by women and children.

- An agent provides raw materials and also picks up the finished product.

- Home workers are paid on a piece-rate basis, depending on the number of pieces they make.

- For e.g., the bidi industry.

9. **Strikes and workers unions**

- In a strike, workers do not go to work,

- To call a strike is a difficult decision as managers may try to use substitute labour.

- Workers also find it hard to sustain themselves without wages.

Lock Out

- In a lock-out the management shuts the gate and prevents workers from coming.

Two demands of the workers in the Bombay Mill Strike

- The Bombay Textile strike of 1982 was led by the trade union leader, Dr. Datta Samant.

- The strike lasted nearly two years.

- The workers wanted

    - better wages and

    - the right to form their own union

1 MARKS QUESTIONS

Fill Up

1. In developing countries like India nearly 60% were employed in_____ sector, 17% in_____sector and 23% in trade, transport financial services

   Ans : Primary Sector, Secondary

2. In _____economy some sectors are reserved for government while other are open to the private sectors.

   Ans : mixed

3. A system where all work is broken down into its smallest repetitive elements and divided between workers is called_____invented by_____in1890.

   Ans : Taylorism, Frederick winslow taylor

4. An America called _____ invented the 'scientific management' known as _____ .

   Ans : Frederick winslow taylor, Taylorism

5. Workers who substitute for regular or permanent workers who are on leave are known as_____

   Ans : Badli Workers

6. According to Marx when people do not enjoy work and see it as something they have to do only to survive is known as

   a. class struggle   b.situation alienation

   c. capitalism   d.alienation

   Ans : d.alienation

7. An orgainzed sector is the one which

   a. consists of units employing ten or more people through out the year

   b. Is registered with the government

   c. Provides secure jobs with benefits

   d. all of the above

   Ans : d. all of the above

8. A process through which government is tyring to sell its share in several public sector companies is called

a. alienation   b.knowledge economy

c. disinvestment   d.time slavery

Ans : c. disinvestment

9. Is the statement true or false

i. In devloped countries the majority of people are in the sevice sectors

Ans : True

ii. Marx and Mahatma Gandhi saw mechanization as a danger to employment

Ans : True

iii. In 'assembly' line production all the workers sit along with the conveyor belt

Ans : True

10. Name the famous sociologist who argued that the use of machinery actually deskills workers.

a. Marx   b. Weber

c. Harry Braverman   d. Louis Dumount

Ans : c. Harry Braverman

11. What are the ways that help people find jobs.

a. Jobs are advertised   b. through employment exchange

c. personal contacts   d. all of the above

Ans : d. all of the above

12. Manufacture of lace, zari carpets bid is agarbattis are examples of _____work

Ans : Home Based

13. Workers in underground mines face many dangerous conditions as they have to work both in hot sun and rain (correct the statement)

Ans : The Workers in underground mines face very dangerous conditions as they have to work both in hot sun and rain.

14. A common management practice in IT sector involving extended working hours gives an employee freedom to choose his/her working hours is known as_____.

Ans : Night out

15. In _____ workers do not go to work, in _____ the management shuts the gate and prevents workers from coming inside.

Ans : Strike, Lockout

16. The Bombay Textile strike_____ was led by the trade Union leader Dr _____.

Ans : of 1982, Datta Samant

17. Correct the given statements:-

(i) According to Karl Marx alienation is a situation in which people enjoy their work.

Ans : According to Karl Marx alienation is a situation in which people do not enjoy their work.

(ii) very few people in India have insecure jobs.

Ans : very few people in India have secure jobs.

(iii) In the fish industry, mostly young men work.

Ans : In the fish industry, mostly young women work.

18. What was the challenge faced by the process of liberalization in India?

(a) Decline of traditional small-scale industries

(b) increase in unemployment

(c) Increase in indebtedness

(d) All of the above

Ans : (d) All of the above

19. What is the model of Indian economy?

    (a) Capitalist   (b) mixed

    (c) Socialist   (d) Communist

    Ans : (b) Mixed

20. Which of the following is a product of liberalization?

    (a) Marketism   (b) Globalization

    (c) Privatization   (d) All of the above

    Ans : (d) All of the above

2 MARKS QUESTIONS

1. What is Industrialisation?

2. Differentiate between developed and developing countries.

3. Distinguish between organized and unorganized sector.

4. What is 'mixed economy'?

5. What is disinvestment?

6. List the two demands of the Bombay Textile workers' strike of 1982.

7. How do people find jobs?

8. Who are Badli workers?

9. What is 'home based work'? Why is it an essential part of the economy?

10. Differentiate between Strikes and Lock outs.

4 MARKS QUESTIONS

1. What are the social implications/advantages of the organized sectors?

2. What are the basic tasks of the manager? How can he make the worker produce more?

3. 'The more mechanized an industry gets, the fewer people are employed' Justify the statement with a suitable example.

4. Explain the concept of industrial engineering / scientific management/ Taylorism.

5. How does job recruitment take place through the 'contractor system'?

6. Examine the working conditions of the mine workers.

7. Explain home based work with the help of an example.

8. Read the paragraph below and answer the following.

   The large scale circulation of labour has had several significant effects on rural society, in both the receiving and the supplying regions. For instance, in poor areas where male family spend much of the year working outside of their villages, cultivation has become primarily a female task. Women are also emerging as the main source of agricultural labour, leading to the 'feminisation of agricultural labour force.' The insecurity of women is greater because they earn lower wages than men for similar work.

   (i) What do you understand by circulation of labor?

   (ii) How circulation of labor affected the rural society?

   (iii) What do you understand by feminisation of agricultural labor force?

   (iv) What problems faced by rural women?

9. Read the paragraph below and answer the following.

   Workers in underground mines face very dangerous conditions, due to flooding, fire, the collapse of roofs and sides, the emission of gases and ventilation failures. Many workers develop breathing problems and diseases like tuberculosis and silicosis. Those working in over ground mines have to work in both hot sun and rain, and face injuries due to mine blasting, falling objects etc. The rate of mining accidents in India is very high compared to other countries.

   (i) what problems are faced by mine workers?

   (ii) Which types of diseases likely to develop among the mine workers?

(iii) Why is the rate of mining accidents high in India?

(iv) In what conditions over ground mine workers do their work?

6. MARKS QUESTIONS

1. Discuss the changes brought about in the Indian industry due to the impact of globalization and Liberalisation.

2. How has Liberalisation affected employment patterns in India?

3. Read the paragraph below and answer the following.
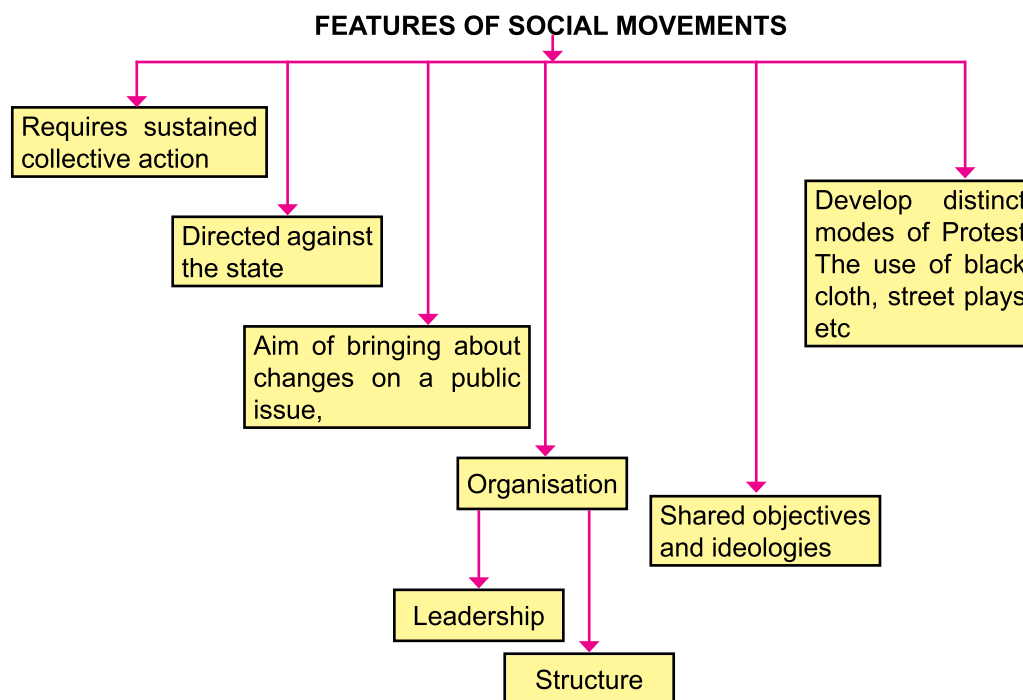
'Time Slavery' in the IT Sector

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

(i) What do you mean by 'Night Out'?

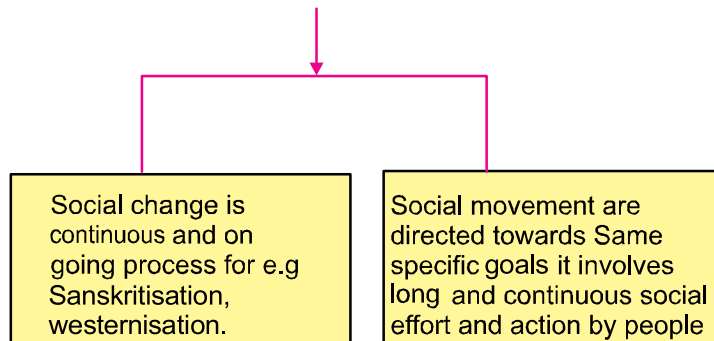(ii) What is time slavery? Explain in details.

CHAPTER 8

SOCIAL MOVEMENTS

1. Social movements are directed towards some specific goals. It involves long and continuous social effort and action by people.

2. Features of Social movements.

FEATURES OF SOCIAL MOVEMENTS

- Requires sustained collective action
- Directed against the state
- Aim of bringing about changes on a public issue,
- Organisation
- Leadership
- Structure
- Shared objectives and ideologies
- Develop distinct modes of Protest The use of black cloth, street plays etc
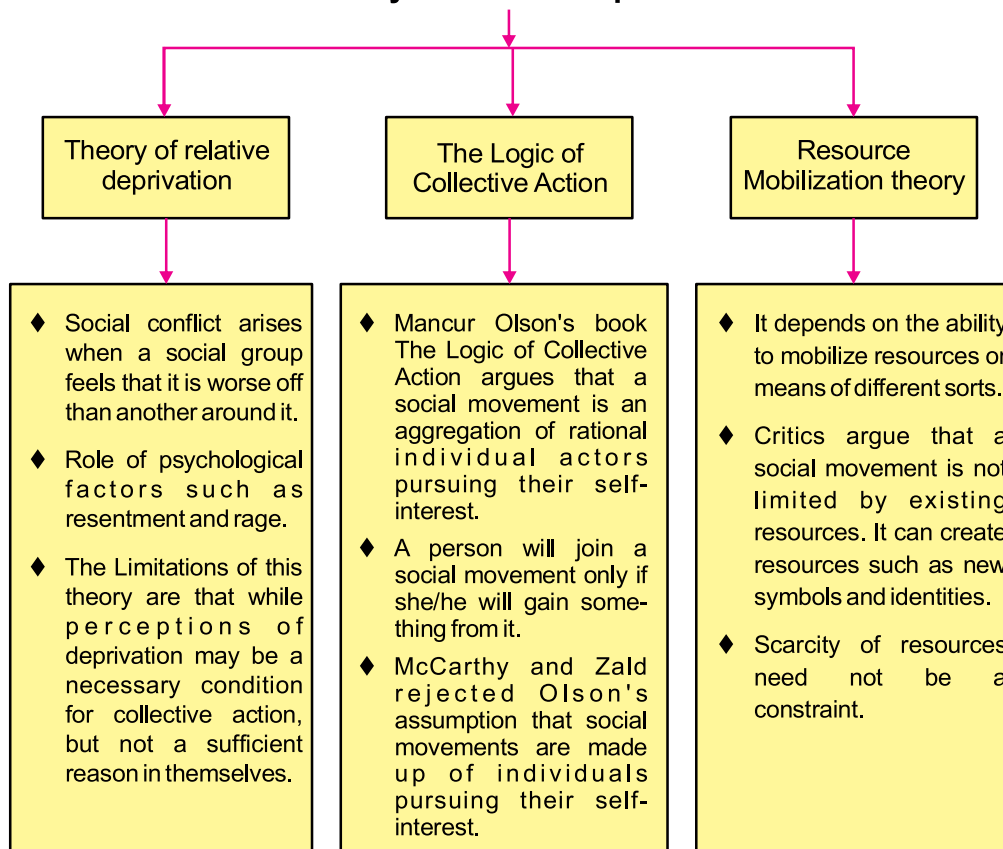
3. **Counter Movments** sometimes arise in defence of status quo. For eg; when Raja Rammohan Roy campaigned sati and formed the Brahmo Samaj, defenders of sati formed Dharma Sabha and petitioned the British not to legislate against sati.
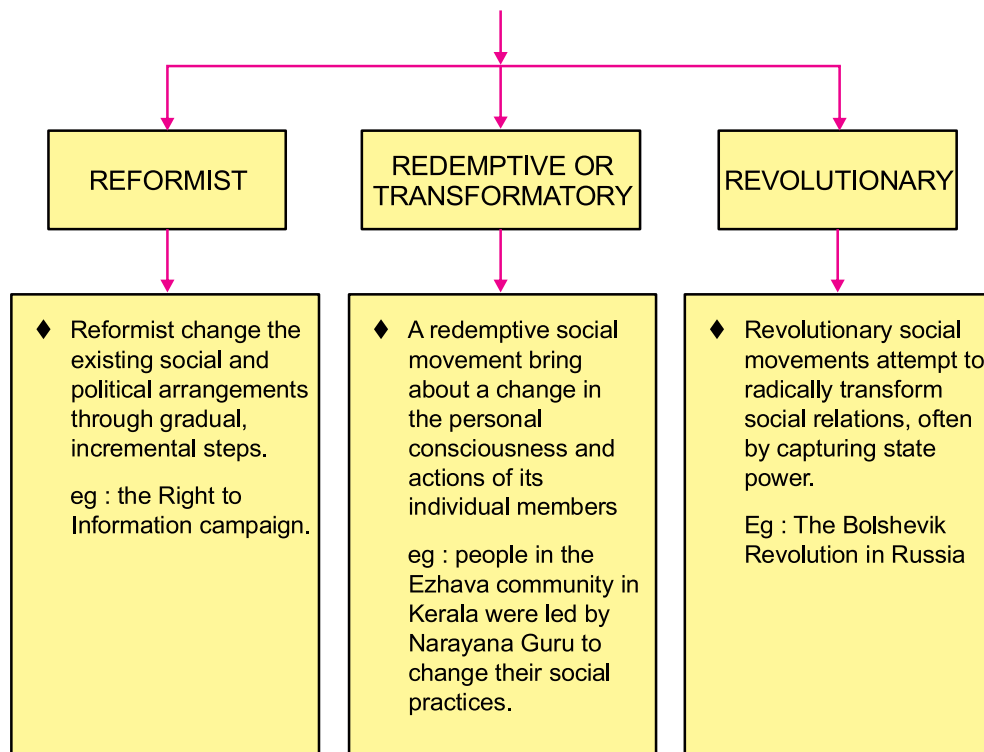
4. Difference Between Social change and Social Movements

Social change is continuous and on going process for e.g Sanskritisation, westernisation.	Social movement are directed towards Same specific goals it involves long and continuous social effort and action by people

5. Theory of relative deprivation

Theory of relative deprivation	The Logic of Collective Action	Resource Mobilization theory
◆ Social conflict arises when a social group feels that it is worse off than another around it. ◆ Role of psychological factors such as resentment and rage. ◆ The Limitations of this theory are that while perceptions of deprivation may be a necessary condition for collective action, but not a sufficient reason in themselves.	◆ Mancur Olson's book The Logic of Collective Action argues that a social movement is an aggregation of rational individual actors pursuing their self-interest. ◆ A person will join a social movement only if she/he will gain something from it. ◆ McCarthy and Zald rejected Olson's assumption that social movements are made up of individuals pursuing their self-interest.	◆ It depends on the ability to mobilize resources or means of different sorts. ◆ Critics argue that a social movement is not limited by existing resources. It can create resources such as new symbols and identities. ◆ Scarcity of resources need not be a constraint.

6. **Types of Social Movements**

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                    Types of Social Movements
                               |
        +----------------------+----------------------+
        |                      |                      |
   +---------+      +--------------------+      +---------------+
   | REFORMIST |    | REDEMPTIVE OR      |    | REVOLUTIONARY |
   +---------+      | TRANSFORMATORY     |    +---------------+
                    +--------------------+
```

REFORMIST	REDEMPTIVE OR TRANSFORMATORY	REVOLUTIONARY
♦ Reformist change the existing social and political arrangements through gradual, incremental steps. eg : the Right to Information campaign.	♦ A redemptive social movement bring about a change in the personal consciousness and actions of its individual members eg : people in the Ezhava community in Kerala were led by Narayana Guru to change their social practices.	♦ Revolutionary social movements attempt to radically transform social relations, often by capturing state power. Eg : The Bolshevik Revolution in Russia

7. Social reform movements before Independence

   - changes in social practices that discriminated against women and lower caste.

   - issues taken up by the reformers were Sati, Child marriage, widow remarriage, caste discrimination etc.

   - a creative combination of modern ideas and western liberalism and a new look on traditional literature.

   - The varied reform movements did not have common themes. For some the concens were confined to the problems of upper caste and middle class men and women. For others, the injustices suffered by the discriminated castes were the central issue.

8. **Reasons for Social Reform movements in the 19th and 20th centuries.**

   - The concerns for injustices suffered by the discriminated castes.

- Problems faced by upper caste and middle class men and women

- gender oppression and social evils.

9. **Differences between Old and New Movements**

Old Social Movement	New Social Movement
1. The old social movements tune- tioned within the frame of political parties	Were not about changing the distribution to power in society but about quality of life issues such as having a clean environment.
2. The role of political parties was central	non political party formations in order to put pressure on the state from outside
3. Reorganisation of power relations	quality-of-life issues such as having a clean environment
4. restricted to certain regions/ nations	International in scope.

10. **Ecological Movement**

- The Chipko movement is an example of the ecological movement, started in Himalayan foothills; to stop exploitation/depletion of forests and consequent environmental degradation.

- When government forest contractors came to cut down the trees, villagers including large numbers of women, stepped forward to hug the trees to prevent their being felled.

- The economy of subsistence was pitted against the economy of profit.

- The movement focussed on economy, ecology and political representation.

11. **Class Based Movement**

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                    Class Based Movement
                            │
                            ▼
            ┌───────────────┴───────────────┐
            ▼                               ▼
    ┌──────────────────┐          ┌──────────────────┐
    │ Peasant movement │          │ Workers movement │
    └──────────────────┘          └──────────────────┘
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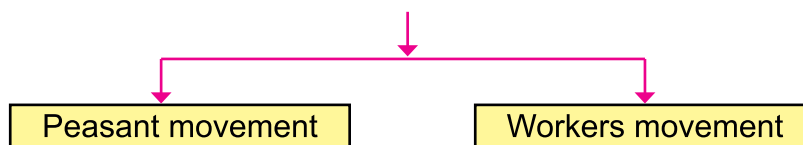
A. Peasant Movement

- Have taken place from pre-colonial days.

- Eg—the Bengal revolt of 1859-62 against the indigo plantation system and the 'Deccan riots' of 1857 against moneylenders.

- The Bardoli Satyagraha (1928 Surat District). a 'non-tax' campaign was part of the nationwide struggle.

- Between 1920 and 1940 peasant organisations such as the Bihar Provincial Kisan Sabha (1929) and in 1936 the All India Kisan Sabha was founded. They demanded freedom from economic exploitation for peasants, workers and all other exploited classes.

- At the time of Independence peasant movements, namely the Tebhaga movement (1946-7) and the Telangana movement (1946-51) emerged.

B. New Farmer's Movement

- It began in the 1970s in Punjab and Tamil Nadu.

- regionally organised

- non-party organisation

- The basic ideology of the movement was strongly anti-state and anti-urban

- The focus of demand was 'price and related issues' (for example price procurement, remunerative prices, prices for agricultural inputs, taxation, non-repayment of loans).

- They use novel methods of agitation such as : blocking of roads and railways, refusing politicians and bureaucrats entry to villages, environment and women's issues, etc.

C. Worker's Movement

- During the colonial regime new materials were procured from India and goods manufactured in the United Kingdom were marketed in the colony.

- These factories were, established in the port towns of Calcutta (Kolkata) and Bombay (Mumbai), and madras (Chennai).

- Labour was very cheap as the colonial government did not regulate either wages or working conditions.

- Later, trade unions emerged as workers started to protest.

- There were waves of strikes in the textile mills in Bombay etc.

- In 1920 AITUC was formed in Bombay. The AITUC was broad based organisation involving diverse ideologies.

- The main ideological groups were the communists, moderates and nationalists.

- The formation of AITUC made the colonial government more cautious while dealing with labour.

- There were waves of strikes in the textile mills in Bombay etc.

12. **Caste Based Movements**

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                    Caste Based Movements
                              │
              ┌───────────────┴───────────────┐
              ▼                               ▼
    ┌──────────────────┐          ┌──────────────────────┐
    │ DALIT MOVEMENT   │          │ BACKWARD    CLASS    │
    └──────────────────┘          │ CASTE MOVEMENTS      │
                                  └──────────────────────┘
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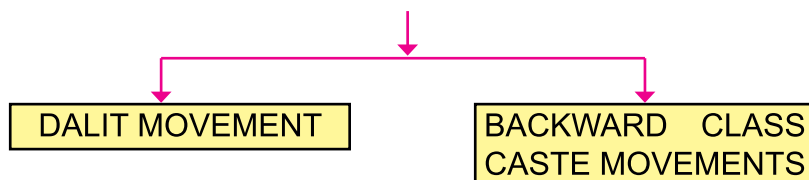
A. The Dalit Movement

- A struggle against economic exploitation, political oppression, recognition as fellow human beings, for self-confidence, for self-determination, for abolishment of stigmatisation, a struggle to be touched.

- The word 'Dalit' is commonly used in Marathi, Hindi, Gujarati and many other Indian languages, meaning the poor and oppressed persons, broken ground down by those above them.

- For Eg: Satnami Movement of the Chamars in the Chattisgarh plains in eastern MP, Mahar Movement in Maharashtra.

- Adi Dharma Movement in Punjab.

B. Backward Class & Caste Movement

- emerged as political entities both in the colonial and post-colonial contexts. The colonial state often distributed patronage on the basis of caste.

- people stayed within their caste for social and political identity in institutional life.

The Upper Caste Response

- The rise in both Dalits and other backwards classes movement has led to a feeling among sections of the upper caste that they are being given short shrift, the government, does not pay any heed to them because they are numerically not significant enough.

13. The Tribal Movements

- Largely located in the so called 'tribal belt' in middle India, such as the Santhals, Hos, Oraons, Mundas in Chota Nagpur and the Santhal Parganas.

A. Jharkhand

- Jharkhand is one of the newly-formed states of India, carved out of south Bihar in the year 2000.

- had a charismatic leader in Birsa Munda, an adivasi who led a major uprising against the British.

- Literate adivasis, helped to create a unified ethnic consciousness and a shared identity as Jharkhandis.

- It was the middle-class adivasi intellectual leadership that formulated the demand for a separate state and lobbied for it in India and abroad.

- Within south Bihar, adivasis shared a common hatred of dikus — migrant traders and money-lenders who had settled in the area and grabbed its wealth, impoverishing the original residents.

- Adivasi experiences of marginalisation and their sense of injustice were mobilized to create a shared Jharkhandi identity and inspire collective action.

B. The issues against which   the leaders of the movement in Jharkhand agitated were :

- acquisition of land for large irrigation projects and firing ranges :

- Survey and settlement operations, which were held up, camps closed down, etc.

- collection of loans, rent and cooperative dues, which were resisted;

- nationalisation of forest produce which they boycotted

C. The North East

- The process of state formation initiated by the Indian government with the attainment of independence generated unrest even in all the major hills districts in the region.

- This was so (unrest), since these hills districts, were also conscious of their distinct identity and traditional autonomy.

- Alienation of tribals from forest lands.

- Hence, ecological issues are central to tribal movements, just as cultural issues of identity and economic issues such as inequality.

14. **The Women's Movement**

- The early 20th century saw the growth of women's organisations at a national and local level.

- The Women's India Association (WIA) (1917)

- All India Women's Conference (AIWC) (1926).

- National Council for Women in India (NCWI) (1925).

B. Post 1947

- Application for school forms have both fathers and mother's names.

- Now the passport of a child has either mother's or father's name exclusively ensured keeping in mind the changing family and marriage patterns in India.

- Important legal changes have taken place

- Referred to as, the second phase of the Indian womens movement as there were changes both in terms of organizational strategy as well as ideologies.

- There was the growth of autonomous womens movement i.e., independent from political parties.

- New issues such as violence against women have been taken up.

1 MARKS QUESTIONS

1. A movementthat aims to bring about changes on a public issue is called_____

   Ans : Social movements

2. Defenders of Sati formed Dharma Sabha in defense of status quo is an exmaple of_____

   Ans : counter movements

3. To overthrow monarchy the ideas of liberty and democratic rights are the most important components of_____

   Ans : French Revolution

4. RTI is an example of_____movement

   Ans : Reformist movements

5. _____revolution in Russia was reponislble for creating a communist state & exmaple of revolutionary movements.

   Ans : The Bolshevik

6. Environmental and health risk, fear of nuclear warfare, terrorism are examples of_____ social movements which are international in scope.

   Ans : new

7. A nation wide 'non-tax' campaign that took place in Surat in 1928 as a part of non cooperative movement is referred as_____

   Ans : Bardoli Satyagraha

8. Social change is continuous and on-going process. True/False

   Ans : True

9. Sanskritisation and westemisation are examples of social movement whereas 19[th] century social reformer's efforts to bring changes in socitey are referred as social change (Correct the statement)

   Ans : Sanskritisation and westemisation are examples of social change whereas 19[th] century social reformer's efforts to bring changes in society are referred as social movements.

10. Most movements have a mix of redemptive, reformist and revokitonary elements True/False

Ans : True

11. The New farmers movement began in the 1960s in Punjab and Tamil Nadu. (Correct the statement)

Ans : 1970s

12. Jharkhand is one of the newly formed states of India carved out of South Bihar in the year 2000.

Ans : True

13. A social movenment requires

    a. sustained collective action over time

    b. degree of organization

    c. shared objectives and ideologies

    d. all of the above

    Ans : d. all of the above

14. Social movements develop distinct modes of protest. These are

    a. candle and torchlight action

    b. street theatre

    c. satyagraha

    d. all of the above

    Ans : d. all of the above

15. According to the theories of social movements, social conflicts arises when a social group feels that is worse off than others around it. This is referred as:

    a. the logic of collective action

    b. resource mobilization

    c. relative deprivation

    d. redemptive action

    Ans : c. relative deprivation

16. Chipko movement in the Himalayan foothills is an exmaple of

    a. peasant movement   b. workers movement

    c. ecological movement   d. class based movement

    Ans : c. ecological movement

17. A campaign of refusal to pay land revenue is

    a. Tehbhaga   b. Telengana

    c. Bardoli Satyagraha   d. Champaran Satyagraha

    Ans : c. Bardoli Satyagraha

18. The formation of which organization made the colonial government more cautious in dealing with Labour

    a. AITUC   b. TLA   c. AIWC   d. Al BCL

    Ans : a. AITUC

Fill ups

19 According to the theory of relative deprivation, social conflict arises when a social group feels that it is worse off than others around it. Such conflict is likely to result in successful collective protest. According to , social conflict arises when a social group feels that it is worse off than others around it.

    a. The theory of relative appreciation

    b. The theory of relative deprivation

    c. The theory of relative comparison

    d. The theory of relative understanding

    Ans: b. The theory of relative deprivation

20 State whether the given statements is True or False

    In the old social movements, the role of political parties was not central.

    Ans : False

2 MARKS QUESTIONS

1. Define social movements.

2. Differentiate between social change and social movements.

3. Give two examples of peasant movement.

4. What were the demands of the Bombay textile worker?

5. Name two trade unions.

6. Give four examples of caste based movements.

7. Name four tribes

8. Name two women organisations.

9. Mention the issue against which leaders of Jharkhand agitated.

10. The Chipko Movement, an example of the ecological movement, in the Himalayan foothills is a good example of such intermingled interests and ideologies. Describe The Chipko Movement .

   Ans : 1. This movement was for saving trees. 2. When government forest contractors came to cut down the trees, villagers, including large number of women, stepped forward to hug the trees to prevent their being felled. At stake was the question of villagers' subsistence.

4 MARKS QUESTIONS

1. Differentiate between Reformist and Revolutionary movement.

2. Differentiate between Reformist and Redemptive movement.

3. Differentiate between Old and New Movement.

4. Explain the Ecological movement.

5. Write a note on the 'New Farmer's Movement'.

6. Explain the issues taken up by the women's organisation.

7. Read the given 'passage and answer the questions that follows

   The fusion of foreign power and capital was the focus of social protest during India's nationalist struggle. Mahatma Gandhi wore khadi, hand-spun, hand-woven cloth, to support Indian cotton-growers, spinners and weavers whose livelihoods had been destroyed by the government

policy of favouring mill-made cloth. The legendary Dandi March to make salt was a protest against British taxation policies that placed a huge burden on consumers of basic commodities in order to benefit the empire. Gandhi took items of everyday mass consumption like cloth and salt, and transformed them into symbols of resistance.

choose the correct option

1. Fusion means

   a. combination   b. division

   c. multiplication   d. addition

Fill up

2. ....wore khadi, hand-spun, hand-woven cloth, to support Indian cotton-growers, spinners and weavers whose livelihoods had been destroyed by the government policy of favouring mill-made cloth.

   State whether the given statements are correct or incorrect

3. Gandhi took items of everyday mass consumption like cloth and salt, and transformed them into symbols of resistance.

4. The fusion of foreign power and capital was the focus of social protest during India's nationalist struggle.

   Ans 1. (a) combination   2. Mahatma Gandhi

   　　　3. correct   　　　4. correct

8. Read the given passage and answer the questions that follows

Social movements often arise with the aim of bringing about changes on a public issue. such as ensuring the right of the tribal population to use the forest or the right of displaced people to settlement and compensation. Think of other issues that social movements have taken up in the past and present. while social movements seek to bring in social change, counter movements sometimes arise in defence of status quo. There are many instances of such counter movements. When Raja Rammohun Roy campaigned against sati and formed the Brahmo Samaj, defenders of sati formed Dharma Sabha and petitioned the British not to legislate against sati.

1. Social movements often arise with the aim of bringing about changes on a ....issue.

   a. private   b. public   c. personal   d. others

2. While social movements seek to bring in social change sometimes arise in defence of status quo.

   a. counter movements   b. help movements

   c. cooperation movements d. movements

3. campaigned against sati.

   a. Dayanand saraswati   b Vivekanand

   c. Raja Rammohun Roy   d. phule

4. Defence of sati formed Sabha and petitioned the British not to legislate against sati.

   a. Support   b. Virodh

   c. Dharma   d. Adhama

Ans : 1. (b) public ,   2. (a) counter movements,

    3. (c) Raja Rammohun Roy,4. (c) Dharma

6 MARKS QUESTIONS

1. Describe the features of social movements.

2. Explain the theories of social movements.

3. Differentiate between peasant and New Farmer's movement.

4. Mancur Olson's book The Logic of Collective Action argues that a social movement is an aggregation of rational individual actors pursuing their self-interest. A person will join a social movement only if s/he will gain something from it. S/he will participate only if the risks are less than the gains. Olson's theory is based on the notion of the rational, utility-maximising individual. Do you think people always calculate industrial costs and benefits before undertaking any action?

   1. What are social movements?

   2. Describe Olson's theory

CHALLENGES TO CULTURAL DIVERSITY

Obama spoke at a White House dinner he hosted to celebrate the holy month of Ramzan. The meal, or iftar, breaks the day of fasting when Muslim families and communities eat together after sunset.

Obama said Ramadan is "a time of reflection, a chance to demonstrate ones devotion to God through fasting, but it's also a time for family and friends to come together".

He said it is a White House tradition to celebrate sacred days various faiths, adding that these occasions celebrate diversity that defines the country and reaffirms the freedom to worship.

Obama said Americans and people in the Middle East also have a common goal for economic opoortunity and enterprenurship.

"We work a little harder, we aim a little higher and we keep striving to create more opportunity for our children and future generations, "Obama said, "Of course this isn't just the America! dream, it's the aspiration of people around the world, it's the basic, human desire for progress, to find dignity that comes from, work to give our children something better."

He said these yearnings for economic freedom and opportunity, just as much as political freedom, "are at the roof of so much of the change we've around the world in the past few years, including in North Africa and in the Middle East."

JUI 20, 2013, 08.09. AM 1ST

1. State the lines in the above passage that are indicator of secularism.   2

2. Differentiate between the Western and Indian concept of secularism.   4

CHANGE & DEVELOPMENT IN RURAL AN INDUSTRIAL SOCIETY

"Missing labour in India" - the recent fluctuations in the labour participation of women - is probably due to short-term shifts in activities responding to favourable economic conditions, such fluctuation need to be placed in the context of a structural change in labour participation wherein the share of women in the !about force as well as labour participation rate of women has been declining for the last quarter of a century. Upward social mobility in India patriarchal society in thw work of growing incomes is probably symbolised by women's withdrawal form paid labour and their confinement to unpaid domestic activities. Even-under such adverse condition employment growth of women is not stagnant. Those who do enter and remain in the labour market are women from the most vulnerable households, as marginalised informal paid labour, thus feminising the precarious forms of labour in the country.

1. Why are women withdrawing from "paid labour"? 2

2. Compare the feminization of labour in the urban society with that off 'feminization of agricultural labour. 4

PATTERNS OF SOCIAL INEQUALITY AND EXCLUSION

The caste-based antagonism between the dalit and Vanniyar communities has been present in Tamil Nadu for time. The Vanniyar agitations in the late 1980s were directed not only at obtaining action; but also against the fact dalits were "beneficiaries" of the reservation policy.

The Vanniyar have traditionally been poor, caste community. The socioeconomic state of the dalits in northern Tamil Nadu has been worse Yet following migrations of upper and middle caste communities to urban areas, many among the Vanniyar become labdowners, and dalits farm labourers on 'these lands.'

As a result of reservation, the Vanniyar have improved their soci-economic status and have done well for themselves among the most backward classes. The recent rise soci-economic condition of dalits, sections of whom are moving form labour into various form of urban or migrant work, has created a situation of conflict with the landowning backward classes. This has occasionally resulted in aggressive violence against dalits in several parts of Tamil Nadu in the past decade with the dalits facing attacks largely from the landed backwards classes - Vanniyars in the north, Kallars in the south. The ruling Dravidian parties j=have been unable (or perhaps unwilling) to do much about this issue, for they too derive a fair amount of support from these landed backward communities. These pages had commented ("dalits in Tamil Nadu", 21 July 2012) on the need for a stronger political mobilisation of the dalits in the state.

1. Who are Dalits?   2

2. Name two Backward classes community mentioned in the passage. Mention any two initiatives taken by the State to address Caste discrimination.   4

MARKET AS A SOCIAL INSTITUTION

Organ transplantation rules need to be simple and not susceptible to confusing interpreations India needs nearly 2,00,000 kidney transplants and 1,00,000 liver transplant every year but only about 3% of these numbers are available. Inevitably, the organ sale or trade rackets thrive in India as is evident from relative's the regular exposes in the media. The illegal trade can be habited it organ donations weere encouraged and facilitated. Yet the recently posted transplantation of Human Organs and Tissues Rules, 2013 on the Union Ministry of Health website to elicit suggestions might fall short of doing this.

Reducing Bureaucracy, Saving Lives.

Vol - XLVIII No. 20-27, June 29, 2013

1. What steps have been mentioned in the above passage to control the illegal trade of organs?   2

2. What is commodification? Explain with help of an example other than that mentioned in the passage.   4

SOCIAL INSTITUTIONS : CONTINUITY AN CHANGE

As a modern republic, India felt duty-bound to "abolish" caste, and this led the State to pursue the conflicting policies social justices and caste-blindness. As a consequence, the priviledge upper castes are enabled to think of themselves as "casteless", while the disprivileged lower castes are forced to intensify their caste identities. This assymmetrical division has trunced the effective meaning of caste to lower caste, the leaving the upper castes free to monopolize the "general category" by posing as casteless citizens.

EPW Vol - XLVIII No. 15, April 13, 2013 Satish Deshpande

1. Whcih group constitutes the "general category"   2

2. How has caste' become 'invisible' for the upper caste group?   4

BOOK - 1
PASSAGE-6

1. The bias towards younger age groups in the age structure is believed to be an advantage for India. Like the East Asian economies in the past decade and like Ireland today, India is supposed to be benefiting from a 'demographic dividend.' This dividend arises from the fat that the current generation of working-age people is a relatively large one, and it has only relatively small preceding generation and old people of support. But there is nothing automatic about this advantage.

   1) What is age structure?

   (2) Explain Demographic Dividend?

2. Many tribal areas have had a rich tradition of grassroot democratic functioning. We have an illustrative example form Meghalaya.All the three major ethnic tribal groups, namely, the Khasis, Jaintias and the Garos have their own traditional political institution the have existed from hundreds of years. There political institutions were fairly well-developed and functioned at various tiers, such as the village level, can level and state level. Fro instance in the traditional political system of the Khasis each clan had it own council known as the 'Durbar Kur' which was president over by the clan headman. Though there is a long traditional of grassroot political institutions in Meghalaya, a large chunk of tribal areas lie outside the provision of the 73rd Amendment. This may be because the concerned policy makers did not wish to interfere with the traditional trial institutions.

(1) Name the Khasi political council?

(2) Explain the traditional tribal political institutions?

3. Important advances sin technology and the world's telecommunications infrastructure has led to revolutionary changes in global communication. Some homes and any offices now have multiple links to the outside world, indulin telephones (land lines and mobiles), fax machines, digital and cable television, electronic mail and the intemet.

    (1) What do you understand by digital divide?

    (2) Explain the changes brought about by the advancement in Technology.

4. With the industrial Revolution, the print industry also grew. The first products of the were restricted to an audience of literate elites. It was only in the mid-19th century, with further development in technologies, transportation and literacy that newspaper began to reach out to a mass audience. People living in different corners of the country found themselves reading of hearing the same news. It has been suggested that this was in many ways responsible of people across a country to feel connected and develop a sense of belonging or 'we felling'.

(1) What is an Imagined Community?

(2) Who gave the concept of imagined community?

BOOK - 2
PASSAGE-10

5. The so called 'new farmer's movements began in the 10970s in Punjab and Tamil Nadu. These movements were regionally agonised, were non-party, and involved farmers rather than peasants. (farmers are said to be market-involved as both commodity producers and purchases) The basic ideology of the movement was strongly anti-sate and anti-urban. The focus of demand we 'price and related issues' (for example price procurement, remunerative pries, prices for agricultural inputs, taxation, non-repayment of loans). Novel methods of agitation were used: blocking of roads and railways refusing politicians and bureaucrats entry to villages, and so on.

   (1) In which year new Farmers movement stared and name the states.

   (2) Explain the novel methods, adopted in the New Farmers Movement.

SOCIOLOGY (039) CLASS XII

SAMPLE QUESTION PAPER 2022-23 (CBSE)

TIME: 3 HOURS   **Maximum Marks: 80**

General Instructions

1.   The question paper is divided into four sections.

2.   There are 38 questions in all. All questions are compulsory.

3.   Section A includes question No. 1-20. These are MCQ type questions. As per the question, there can be one answer.

4.   Section B includes question No.21-29. These are very short answer type questions carrying 2 marks each. Answer to each question should not exceed 30 words.

5.   Section C includes question No. 30-35. They are short answer type questions carrying 4 marks each. Answer to each question should not exceed 80 words.

6.   Section D includes question No. 36-38. They are long answer type questions carrying 6 marks each. Answer to each question should not exceed 200 words each. Question no 36 is to be answered with the help of the passage given.

SECTION A

1.	"Famines were also a major and recurring source of increased mortality." Which of the following is not a cause of famines? a) Continuing poverty and malnutrition in an agro-climatic environment. b) Inadequate means of transport and communication. c) Failure of entitlements d) Increasing birth rates	1
2.	Assertion(A): The Population Pyramid shows a bulge in the middle age groups, due to opportunity provided by the demographic structure. Reason(R): This is due to high birth rate in the middle age groups. a) Both A and R are true and R is the correct explanation of A.	1

	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 and R is true.	
3.	The interaction of the tribal communities with the mainstream has generally been on terms unfavourable for the tribals. Many tribal identities today are centred on ideas of _____ to the overwhelming force of the non-tribal word. a) Resistance and cooperation b) Cooperation and opposition c) Resistance and opposition d) Movement and opposition	1
4.	Assertion(A): Tribes are pristine societies uncontaminated by civilisation: Reason(R): Tribes should really be seen as "secondary" phenomena arising out of the exploitative and colonialist contact between pre-existing states and non-state groups like the tribals. 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 and R is true.	1
5.	Which of the following make the Dominant Castes dominant? I. small population II. land rights III. intermediate caste IV. decisive role in regional politics a) I. and II. b) I. and III. c) II., III., IV. d) I. and IV.	1

6.	The _____ family is often seen as symptomatic of India. a) Nuclear b) Patriarchal c) Patrilineal d) Extended	1
7.	The person who is refused a job because of his/her caste may be told that he/she was less qualified than others and the selection was done purely on merit. This is an example of- a) Discrimination b) Social stratification c) Egalitarianism d) Stereotype	1
8.	Person from a well-off family can afford expensive higher education. Someone with influential relatives and friends may – through access to good advice, recommendations or information – manage to get a well-paid job. Which of the following is true in the given context? I. There are multiple forms of capital. II. Different forms of capital cannot be converted into the other. III. The forms of capital overlap. a) I. is false b) I. and II. are true c) I. and III. are true d) I., II. and III. are true	1
9.	Historically, states have tried to establish and enhance their political legitimacy through nation-building strategies. They sought to secure ... the loyalty and obedience of their citizens through policies of assimilation or integration. Attaining these objectives was not easy, especially in a context of cultural diversity where citizens, in addition to their identifications with their country, might also feel a strong sense of identity with their community – ethnic, religious, linguistic and so on.	1

	Two nation building strategies used were-	
	a) Assimilation and integration	
	b) Assimilation and sanskritisation	
	c) Integration and sanskritisation	
	d) Westernisation and sanskritisation	
10.	The challenge is in reinvigorating India's commitment to practices-	1
	a) Pluralism	
	b) Institutional accommodation	
	c) Conflict resolution through democratic means	
	d) All of the above	
11.	While a few villages are totally absorbed in the process of expansion, only the land of many others, excluding the inhabited area, is used for urban development…	1
	The growth of _____ cities accounts for the third type of urban impact on the surrounding villages.	
	a) Metropolitan	
	b) Small	
	c) Ghetto	
	d) Heritage	
12.	With the growth of _____ movement in the 20th century, there was an attempt in several Indian languages to drop Sanskrit words and phrases.	1
	a) Brahminical	
	b) Anti-Brahminical	
	c) Women's	
	d) Tribal	
13.	Which of the following is not a result of contract farming?	1
	a) It disengages many people from the production process.	
	b) Makes their own indigenous knowledge of agriculture irrelevant.	
	c) It is ecologically sustainable	
	d) Caters primarily to the production of elite items	

14.	Assertion(A): Members of low ranked caste groups had to provide labour for a fixed number of days per year to the village zamindar. Reason(R): Lack of resources and dependence on the landed caste for economic and social support meant that many working poor were tied to landowners in hereditary labour relationships. 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 and R is true.	1
15.	Women are also emerging as the main source of agricultural labour leading to _____ labour force. a) Feminization of agriculture b) Womanisation of agriculture c) Reformation of agriculture d) Restoration of agriculture	1
16.	"The spate of farmers' suicides that has been occurring in different parts of the country since 1997–98 can be linked to the 'agrarian distress' caused by structural changes in agriculture and changes in economic and agricultural policies. Which of the following is not a reason for agrarian distress? a) Changed cropping pattern b) Changing patterns of landholdings c) Heavy migration to cities d) Shift to cash crops	1
17.	In outsourcing, work is allocated by _____ countries to _____ countries. a) Developed, developing b) Underdeveloped, developed c) Developing, underdeveloped d) Developing, developed	1

18.	Assertion(A): Earlier architects and engineers had to be skilled draughtsmen, now the computer does a lot of the work for them. Reason(R): The use of machinery deskills workers. 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 and R is true.	1
19.	'Stand Up India Scheme' and 'Make in India' are programmes that will help realise the- a) Benefits of high dependency ratio b) Demographic dividend c) Benefit of high death rate d) Benefit of high fertility rate	1
20.	Assertion(A): In Modern Foods, 60% of the workers were forced to retire in the first five years. Reason(R): This was due to complacency in work. 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 and R is true.	1
	SECTION-B	
21.	The growth rate of India in the decade 1911-21, exhibited a diverse pattern. State two reasons.	2
22.	Not all of the changes in Social Institutions brought about by the British were intended or deliberate. Give an example to justify the statement.	2
23.	"In both English and Indian fictional writings, we often encounter an entire group of people classified as 'lazy' or 'cunning'." What are the problems with such a classification? OR	2

	"In all regions of the world persons with disabilities face attitudinal barriers, including prejudice, low expectations and even fear. Negative attitudes about disability impact on all aspects of the lives of persons with disabilities, including the ability to access education, to participate in non-exploitative work, to live where and with whom one chooses, to marry and start a family, and to move about freely within the community." Suggest any two ways by which an attitudinal change can be brought about to remedy the conditions of people with disabilities.	
24.	"Every human being needs a sense of stable identity to operate in this world. Questions like — Who am I? How am I different from others? How do others understand and comprehend me? What goals and aspirations should I have? – constantly crop up in our life right from childhood." How are these questions answered? OR State is indeed a very crucial institution when it comes to the management of cultural diversity in a nation. How?	2
25.	What is the difference between assimilationist and integrationist policies?	2
26.	Using the example of Kumud Pawade, show how the process of sanskritisation is gendered.	2
27.	What was unique about the social reform movements of the 19th century?	2
28.	Differentiate between Zamindari system and Raiyatwari system with regard to the consequence on agricultural prosperity.	2
29.	"In places like Bengaluru, Hyderabad and Gurugram, where many IT firms or call centres are located, shops and restaurants have also changed their opening hours, and are open late." Give reasons. OR The Industrial Society is characterised by alienation. How?	2

	SECTION-C	
30.	In the context of identities, why did tribal societies get more and more differentiated? OR	4
	One of the most significant yet paradoxical changes in the caste system in the contemporary period is that it has tended to become 'invisible' for the upper caste, urban middle and upper classes. Elaborate.	
31.	Why is it hard to define a nation?	4
32.	How are capitalism and colonialism linked?	4
33.	How did the Land Ceiling Act prove to be toothless in most of the states?	4
34.	"The more mechanised an industry gets, the fewer people are employed." Explain with a suitable example. OR Mahatma Gandhi saw mechanisation as a danger to employment. Explain.	4
35.	Differentiate between old and new social movements.	4
	SECTION-D	
36	"…The contractors' men who were travelling to Reni from Joshimath stopped the bus shortly before Reni. Skirting the village, they made for the forest. A small girl who spied the workers with their implements rushed to Gaura Devi, the head of the village Mahila Mandal (Women's Club). Gaura Devi quickly mobilised the other housewives and went to the forest. Pleading with the labourers not to start felling operations, the women initially met with abuse and threats. When the women refused to budge, the men were eventually forced to retire." How are environmental movements also about economics and identity issues? Elaborate.	6

| 37. | | | 6 |

TABLE 3: THE DECLINING SEX RATIO IN INDIA, 1901–2011				
Year	Sex ratio (all age groups)	Variation over previous decade	Child Sex ratio (0–6 years)	Variation over previous decade
1901	972	–	–	–
1911	964	–8	–	–
1921	955	–9	–	–
1931	950	–5	–	–
1941	945	–5	–	–
1951	946	+1	–	–
1961	941	–5	976	–
1971	930	–11	964	–12
1981	934	+4	962	–2
1991	927	–7	945	–17
2001	933	+6	927	–18
2011	943	+10	919	–8

NOTE : The sex ratio is defined as the number of females per 1000 males;
Data on age-specific sex ratios is not available before 1961

Source: Census of India 201   1, Government of India.

a)   Give reasons for declining sex-ratio.

b)   In your opinion, what steps should be taken to deal with this bias against the girl-child?

(FOR VISUALLY CHALLENGED CANDIDATES)

"Demographers and Sociologists have offered several reasons for the decline in the sex ratio in India." Elaborate.

| 38. | Elaborate on state and non-state initiatives addressing caste and tribal discrimination. | 6 |

OR

What are the major concerns for the Adivasis today?

MARKING SCHEME

SOCIOLOGY (039)

CLASS XII

	SECTION – A	
1.	d.	1
2.	c.	1
3.	c.	1
4.	d.	1
5.	c.	1
6.	d.	1
7.	a.	1
8.	c.	1
9.	a.	1
10.	d.	1
11.	a.	1
12.	b.	1
13.	c.	1
14.	a.	1
15.	a.	1
16.	c.	1
17.	a.	1
18.	a.	1
19.	b.	1
20.	c.	1
	SECTION – B	
21.	- between 1911 and 1921 there was a negative rate of growth of – 0.03%. -This was because of the influenza epidemic during 1918–19.	2
22.	- the British administrators began by trying to understand the complexities of caste in an effort to learn how to govern the country efficiently. Some of these efforts took the shape of very methodical and intensive surveys and reports on the 'customs and manners' of various tribes and castes all over the country.	2

	-This effort had a huge impact on social perceptions of caste and hundreds of petitions were addressed to the Census Commissioner by representatives of different castes claiming a higher position in the social scale and offering historical and scriptural evidence for their claims	
23.	-such a general statement is true of individuals in every group. -Even for such individuals, it is not true all the time – the same individual may be both lazy and hardworking at different times. OR -greater awareness and hence inclusion. -appropriate infrastructure to support and include people with disabilities.	2
24.	-We are able to answer many of these questions because of the way in which we are socialised. -The socialisation process involves a continuous dialogue, negotiation and even struggle against significant others like our parents, family, kin group and our community. Our community provides us the language (our mother tongue) and the cultural values through which we comprehend the world. It also anchors our self-identity. Or • Efforts are required to end the cultural exclusion of diverse groups. • State must be able to build multiple and complementary identities. • Such responsive policies provide incentives to build a feeling of unity in diversity- a "we-feeling".	2
25.	Policies that promote assimilation are aimed at persuading, encouraging or forcing all citizens to adopt a uniform set of cultural values and norms. Policies promoting integration insist that the public culture be restricted to a common national pattern, while all 'non-national' cultures are to be relegated to the private sphere.	2

26.	Kumud Pawade in her autobiography recounts how a Dalit woman became a Sanskrit teacher. As a student she is drawn towards the study of Sanskrit, perhaps because it is the means through which she can break into a field that was not possible for her to enter on grounds of gender and caste. Perhaps she was drawn towards it because it would enable her to read in the original what the texts have to say about women and the Dalits.	2
27.	What marked these 19th century social reform attempts was the modern context and mix of ideas. It was a creative combination of modern ideas of western liberalism and a new look on traditional literature.	2
28.	Under the British, the zamindars were given more control over land than they had before. Since the colonisers also imposed heavy land revenue (taxes) on agriculture, the zamindars extracted as much produce or money as they could out of the cultivators. One result of this zamindari system was that agricultural production stagnated or declined during much of the period of British rule. In Raiyatwari system, the 'actual cultivators' rather than the zamindars were responsible for paying the tax. Because the colonial government dealt directly with the farmers or landlords, burden of taxation was less and cultivators had more incentive to invest in agriculture. As a result, these areas became relatively more productive and prosperous.	2
29.	-overwork is built into the structure of outsourced projects in the IT sector: project costs and timelines are usually underestimated in terms of mandays, and because mandays are based on an eight-hour day, engineers have to put in extra hours and days in order to meet the deadlines. -Extended working hours are legitimised by the common management practice of 'flexi-time', which in theory gives an employee freedom to choose his or her working hours (within limits) but, which in practice, means that they have to work as long as necessary to finish the task at hand. -But even when there is no real work pressure, they tend to stay late in office either due to peer pressure or because they want to show the boss that they are working hard. (Any two)	2

		Or	
		• Industrial society involves detailed division of labour so people often do not see the end result of their work since they are producing only one small part of a product. • Work is repetitive and exhausting. • This leads to alienation for people don't enjoy their work and see it as something they have to do in order to survive, and even that survival depends on whether the technology has room for any human labour.	
		SECTION – C	
30.		Two broad sets of issues have been most important in giving rise to tribal movements. These are issues relating to control over vital economic resources like land and specially forests, and issues relating to matters of ethnic-cultural identity. The two can often go together, but with differentiation of tribal society they may also diverge. The reasons why the middle classes within tribal societies may assert their tribal identity may be different from the reasons why poor and uneducated tribals join tribal movements. As with any other community, it is the relationship between these kinds of internal dynamics and external forces that will shape the future. Or • Upper caste, urban middle and upper classes have benefitted the most from the developmental policies. • Their caste status had been crucial in ensuring that these groups had the necessary economic and educational resources to take full advantage of the opportunities offered by rapid development. • In particular, the upper caste elite benefitted from subsidised public education especially professional education in science, technology, medicine and management. • At the same time, they were also able to take advantage of the expansion of public sector jobs in the early decades after Independence.	4

31.	A nation is a peculiar sort of community that is easy to describe but hard to define. We know and can describe many specific nations founded on the basis of common cultural, historical and political institutions like a shared religion, language, ethnicity, history or regional culture. But it is hard to come up with any defining features, any characteristics that a nation must possess. For every possible criterion there are exceptions an counter-examples. For example, there are many nations that do not share a single common language, religion, ethnicity and so on. On the other hand, there are many languages, religions or ethnicities that are shared across nations. But this does not lead to the formation of a single unified nation of, say, all English speakers or of all Buddhists.	4
32.	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, its harnessing to industries and agriculture. What marked capitalism from the very beginning was its dynamism, its potential to grow, expand, innovate, use technology and labour in a way best assured to ensure greatest profit. What marked it too was its global nature. Western colonialism was inextricably connected to the growth of western capitalism. This had a lasting impact on the way capitalism developed in a colonised country like India	4
33.	These laws imposed an upper limit on the amount of land that can be owned by a particular family. The ceiling varies from region to region, depending on the kind of land, its productivity, and other such factors. There were many loopholes and other strategies through which most landowners were able to escape from having their surplus land taken over by the state. While some very large estates were broken up, in most cases landowners managed to divide the land among relatives and others, including servants, in so-called 'benami transfers' – which allowed them to keep control over the land (in fact if not in name). In some places, some rich farmers actually divorced their wives (but continued to live with them) in order to avoid the provisions of the Land Ceiling Act, which allowed a separate share for unmarried women but not for wives.	4

34.	In Maruti Udyog Ltd. two cars roll off the assembly line every minute. Workers get only 45 minutes rest in the entire day - two tea breaks of 7.5 minutes each and one lunch break of half an hour. Most of them are exhausted by the age of 40 and take voluntary retirement. While production has gone up, the number of permanent jobs in the factory has gone down. The firm has outsourced all services like cleaning, and security, as well as the manufacture of parts. The parts suppliers are located around the factory and send the parts every two hours or just-in-time. Outsourcing and just-in-time keeps costs low for the company, but the workers are very tense, because if the supplies fail to arrive, their production targets get delayed, and when they do arrive they have to run to keep up. No wonder they get exhausted. OR Gandhi objected to the craze for machinery, not machinery as such. The craze is for what they call labour-saving machinery. Men go on 'saving labour' till thousands are without work and thrown on the open streets to die of starvation. He wanted to save time and labour, not for a fraction of mankind, but for all. He wanted the concentration of wealth, not in the hands of the few, but in the hands of all. He believed that when a nation adopts the spinning wheel, we not only solve the question of unemployment but we declare that we have no intention of exploiting any nation, and we also end the exploitation of the poor by the rich.	4
35.	Old Movements- • The old social movements clearly saw reorganisation of power relations as a central goal. • The old social movements functioned within the frame of political parties. • Regional in nature New Movements- • the 'new' social movements were not about changing the distribution of power in society but about quality-of-life issues such as having a clean environment.	4

	• New movements do not function within the frame of political parties but can work through non-party political formations. • Global in nature.	
	SECTION – D	
36.	All of the villagers relied on the forest to get firewood, fodder and other daily necessities. This conflict placed the livelihood needs of poor villagers against the government's desire to generate revenues from selling timber. The economy of subsistence was pitted against the economy of profit. Along with this issue of social inequality (villagers versus a government that represented commercial, capitalist interests), the Chipko Movement also raised the issue of ecological sustainability. Cutting down natural forests was a form of environmental destruction that had resulted in devastating floods and landslides in the region. For the villagers, these 'red' and 'green' issues were interlinked. While their survival depended on the survival of the forest, they also valued the forest for its own sake as a form of ecological wealth that benefits all. In addition, the Chipko Movement also expressed the resentment of hill villagers against a distant government headquartered in the plains that seemed indifferent and hostile to their concerns. So, concerns about economy, ecology and political representation underlay the Chipko Movement.	6

37.	a) -son-preference
	
	     -raising a daughter implied wasteful investment
	
	     -dowry
	
	b) -education
	
	     -prevention of infanticides
	
	     -prevention of foeticides
	
	(FOR VISUALLY CHALLENGED CANDIDATES)
	
	"Demographers and Sociologists have offered several reasons for the decline in the sex ratio in India." Elaborate.
	
	• Son preference
	
	• Raising a daughter implied wasteful investment
		6

	• Dowry • Lack of awareness and literacy • Severe neglect of girl babies in infancy • Sex-specific abortions • Female infanticides	
38.	-The Indian state has had special programmes for the Scheduled Tribes and Scheduled Castes since even before Independence. -Reservations involves the setting aside of some places or 'seats' for members of the Scheduled Castes and Tribes in different spheres of public life. -Caste Disabilities Removal Act of 1850, which disallowed the curtailment of rights of citizens due solely to change of religion or caste. -93rd Amendment is for introducing reservation for the Other Backward Classes in institutions of higher education. -The Constitution abolished untouchability (Article 17) and introduced the Scheduled Castes and Scheduled Tribes (Prevention of Atrocities) Act of 1989. -From the pre-Independence struggles and movements launched by people like Jyotiba Phule, Iyotheedas, Periyar, Ambedkar and others to contemporary political organisations like the Bahujan Samaj Party in Uttar Pradesh or the Dalit Sangharsh Samiti of Karnataka, Dalit political assertion has come a long way. -Dalits have also made significant contributions to literature in several Indian languages, specially Marathi, Kannada, Tamil, Telugu and Hindi. OR The Independence of India in 1947 should have made life easier for adivasis but this was not the case. Firstly, the government monopoly over forests continued. If anything, the exploitation of forests accelerated. Secondly, the policy of	6

capital-intensive industrialisation adopted by the Indian government required mineral resources and power-generation capacities which were concentrated in Adivasi areas. Adivasi lands were rapidly acquired for new mining and dam projects. In the process, millions of adivasis were displaced without any appropriate compensation or rehabilitation. Justified in the name of 'national development' and 'economic growth', these policies were also a form of internal colonialism, subjugating adivasis and alienating the resources upon which they depended. Projects such as the Sardar Sarovar dam on the river Narmada in western India and the Polavaram dam on the river Godavari in Andhra Pradesh displace hundreds of thousands of adivasis, driving them to greater destitution. These processes continue to prevail and have become even more powerful since the 1990s when economic liberalisation policies were officially adopted by the Indian government. It is now easier for corporate firms to acquire large areas of land by displacing adivasis. In spite of the heavy odds against them and in the face of their marginalisation many tribal groups have been waging struggles against outsiders (called 'dikus') and the state. In post-Independence India, the most significant achievements of Adivasi movements include the attainment of statehood for Jharkhand and Chattisgarh, which were originally part of Bihar and Madhya Pradesh respectively.

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