

**EDUMATE**

**XII**

*Sociology*



Government of Kerala  
**DEPARTMENT OF EDUCATION**

State Council of Educational Research and Training (SCERT), Kerala  
2017

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## *Foreword*

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As part of the comprehensive revision of curriculum from pre-primary to the Higher Secondary sector, new textbooks have been developed for Std. XI and Std XII during the years 2014 -15 and 2015-16 respectively. Evaluation activities should go hand in hand with the new curriculum. Real learning takes place by constructing knowledge through various learning processes.

In a constructive classroom, learners have opportunities to engage in a number of activities in which a range of attributes can be developed. The same activities provide the learner with scope for assessing development of these attributes. Hence there has been a shift from assessing only the products of learning to the process of learning. Anyhow it is to be noted that term end assessment is a part of continuous and comprehensive evaluation.

The main objective of this book is to help the learners to face the public examination with confidence. In this context, questions from all chapters of each subject of Std. XII have been developed along with the scoring indicators. Hope that this question bank titled “Edumate” will be helpful to learners as well as teachers.

Your comments and suggestions are welcome and will assist us in improving the content of this book.

Wish you all the best.

**Dr. J. Prasad**  
**Director**

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**Learning Outcomes**

- 1.1.1 Evaluate the impact of prior knowledge or familiarity about society in the learning of sociology.
- 1.1.2 Compare and contrast geographical map reading with social map reading.
- 1.1.3 Identify the importance of social maps over common sense maps
- 1.1.4 Analyse the role of colonial rule in shaping Indian consciousness and nationalism

**Q 1. Learning Outcome: 1.1.1****Question Text**

In a debate Gopal argued that prior knowledge about society will be helpful in learning sociology. But Vinu was of the opinion that prior knowledge about society is a disadvantage in the study of sociology.

What is your opinion? Substantiate your answer.

**Scoring Indicators**

- Recalls the merits of prior knowledge in the study of sociology (1)
- Recalls the demerits of prior knowledge in the study of sociology (2)
- Compares and evaluates the merits and demerits and arrives at a conclusion (1)

*Total Score: 4, Time: 8 Minutes*

**Q 2. Learning Outcome: 1.1.1****Question Text**

In order to learn Sociology, we need to "unlearn" what we already know about society. Do you agree? Substantiate your answer.

**Scoring Indicators**

- Recalls the demerits of prior knowledge in the learning of sociology (2)
- Justifies the need to unlearn the prior knowledge in order to undertake a scientific study of society. (2)

*Total Score: 4, Time: 5 Minutes*

**Q 3. Learning Outcome: 1.1.2****Question Text**

- Differentiate a social map from a geographical map.

 **Scoring Indicators**

- Features of geographical map (1)
- Features of social map (1)
- Compares both and states the uses of a social map and a geographical map (2)

*Total Score: 4, Time: 7 Minutes*

#### Q 4. Learning Outcome: 1.1.3

##### Question Text

How will you differentiate a social map from a common sense map? Which one is important for you as a sociology student? Why?

 **Scoring Indicators**

- Brief explanation of commonsense map (1)
- Features of social map (1)
- Compares both and states the advantage of social map over common sense map(2)

*Total Score: 4, Time: 6 Minutes*

#### Q 5. Learning Outcome: 1.1.4

##### Question Text

Give a brief account of the role of colonial rule in shaping Indian society.

 **Scoring Indicators**

- Colonial domination and exploitation of Indian society (1)
- Economic, political and administrative unification of India (1)
- Paradoxical growth of Indian nationalism (2)

*Total Score: 4, Time: 7 Minutes*

#### Q 6. Learning Outcome: 1.1.1

##### Question Text

'Sociology is a subject which no one starts from zero'. As a student of sociology how will you substantiate this statement?

 **Scoring Indicators**

- Recalls prior knowledge about society (1)
- Establishes that prior knowledge is mere common sense (1)
- States the need for unlearning prior knowledge (1)

*Total Score: 3, Time: 5 Minutes*

#### Q 7. Learning Outcome: 1.1.2

##### Question Text

Fill the blanks with the appropriate terms from the bracket.

(Geographical map; Social map; Physical map)

- a) Tell you what kind of a terrain your state has: -----  
 b) Identify the boundaries of your state: -----  
 c) Tell you where you are located in society: -----

 **Scoring Indicators**

- a) Physical map (1)  
 b) Geographical map (1)  
 c) Social map (1)

*Total Score: 3, Time: 5 Minutes*

**Q 8. Learning Outcome: 1.1.2**

**Question Text**

Identify the item that does not fall among the identities that would help to locate you on a social map.

- A. Your Gender/Caste  
 B. Terrain of your state  
 C. Income of your parents  
 D. Your religion

 **Scoring Indicators**

- Identifies terrain of your state (1)

*Total Score: 1, Time: 2 Minutes*

**Q 9. Learning Outcome: 1.1.1**

**Question Text**

Write an example to show the connection between 'personal troubles' and 'social issues'.

 **Scoring Indicators with score**

- Any suitable example to show the connection between personal troubles and social issues based on Sociological Imagination (2)

*Total Score: 2, Time: 4 Minutes*

**Q 10 Learning Outcome: 1.1.1**

**Question Text**

The process of looking at oneself 'from the outside' is called \_\_\_\_\_.

 **Scoring Indicator**

- Recalls self-reflexivity (1)

*Total Score: 1, Time: 2 Minute*

## THE DEMOGRAPHIC STRUCTURE OF INDIAN SOCIETY

### Learning Outcomes

- 1.2.1 Define the terms demography, social demography and social statistics.
- 1.2.2 Identify the importance of social demography and social statistics.
- 1.2.3 Judge the relevance of Malthusian theory of population growth in the contemporary Indian society.
- 1.2.4 Define and compare the theory of demographic transition with the Malthusian theory of population growth.
- 1.2.5 Explain common concepts and indicators in demography (Birth rate, death rate, fertility rate, infant mortality, maternal mortality)
- 1.2.6 Define the term life expectancy, sex ratio, age structure, dependency ratio and ageing.
- 1.2.7 Analyse the demographic dividend of India.
- 1.2.8 Analyse the size and growth of Indian population.
- 1.2.9 Identify the factors influencing death and birth rates in India.
- 1.2.10 Compare and contrast the age structure of the Indian population of different years.
- 1.2.11 Explain the factors influencing the declining sex ratio in India.
- 1.2.12 Judge the relationship between literacy and demographic trend in India.
- 1.2.13 Analyse rural-urban differences as a function of the demographic transition in India.
- 1.2.14 Analyse the relevance of the population policy of India.



**Q 1. Learning Outcome: 1.2.3****Question Text**

Critically analyse the Malthusian theory of population growth in the context of the Green revolution in India.

** Scoring Indicators**

- Recalls the Malthusian theory of population growth (3)
- Evaluates the theory in the context of green revolution (2)

*Total Score: 5, Time: 10 Minutes*

**Q 2. Learning Outcome: 1.2.4****Question Text**

Malthusian theory and the theory of demographic transition present two different perspectives on population growth. Which theory do you think is more applicable to the Indian context? Why?

** Scoring Indicators**

- Recalls the Malthusian theory of population growth (2)
- Recalls the theory of demographic transition (2)
- Compares the theories in the Indian context and arrives at a conclusion (2)
- Justification for the choice (2)

*Total Score: 8, Time: 15 Minutes*

**Q 3. Learning Outcome: 1.2.12****Question Text**

- The following table shows the age wise percentage distribution of Indian population from 1961 to 2011.

<i>Year</i>	<i>Age Groups</i>			<i>Total</i>
	<i>0-14 Years</i>	<i>15-59 Years</i>	<i>60+ years</i>	
<i>1961</i>	<i>41</i>	<i>53</i>	<i>6</i>	<i>100</i>
<i>1971</i>	<i>42</i>	<i>53</i>	<i>5</i>	<i>100</i>
<i>1981</i>	<i>40</i>	<i>54</i>	<i>6</i>	<i>100</i>
<i>1991</i>	<i>38</i>	<i>56</i>	<i>7</i>	<i>100</i>
<i>2001</i>	<i>34</i>	<i>59</i>	<i>7</i>	<i>100</i>
<i>2011</i>	<i>29</i>	<i>63</i>	<i>8</i>	<i>100</i>

- a) Make any two derivations from the table
- b) Analyse the table with special reference to demographic dividend

 **Scoring Indicators**

- a) Any two derivations regarding the change in the percentage of people belonging to different age groups over the years (2)
- b) Analyses the table and arrives at the conclusion about growing demographic dividend (3)

**Total Score: 5, Time: 10 Minutes**

#### Q 4. Learning Outcome: 1.2.8

##### Question Text

Given below is the news headline appeared in one of the leading news papers recently.

India 'to overtake China's population by 2022' - UN

Briefly explain the basis for such a prediction.

 **Scoring Indicators**

- Analyses the annual growth rate of India's population over the last few decades (3)
- Compares the growth rate of India's population with that of China (2)
- Justifies the newspaper report (2)

**Total Score: 7, Time: 13 Minutes**

#### Q 5. Learning Outcome: 1.2.11

##### Question Text

Answer the following questions based on the table showing the sex ratio in India during different census years.

<i>Census year</i>	<i>Sex ratio</i>
1951	946
1961	941
1971	930
1981	934
1991	927
2001	933
2011	940

- A) What trend does the table represent?
- B) What are the sociological implications of this trend in sex ratio?
- C) What would be the reasons for such a trend in sex ratio in India?

 **Scoring Indicators**

- A) Analyses the table and derives at the declining sex ratio till 1991 and then slightly increases (2)
- B) Recalls the sociological implications of sex ratio as an important indicator of gender balance (2)
- C) Reasons for declining sex ratio in India (3)

*Total Score: 7, Time: 15 Minutes*

### Q 6. Learning Outcome: 1.2.12

#### Question Text

Do you think that literacy has any impact on the demographic trend in India? Substantiate

 **Scoring Indicators**

- Literacy and health awareness (1)
- Analysis of literacy rate of women and its impact on the demography (2)
- Relationship between literacy and population growth (3)

*Total Score: 6, Time: 10 Minutes*

### Q 7. Learning Outcome: 1.2.7

#### Question Text

In India the current generation of working-age people is a relatively large one, and it has only a relatively small preceding generation of old people to support.

Which among the following concepts represent the above statement?

- a) Demographic dividend
- b) Population explosion
- c) Replacement level
- d) Rate of natural increase

 **Scoring Indicator**

- Identifies demographic dividend (1)

*Total Score: 1, Time: 2 Minutes*

### Q 8. Learning Outcome: 1.2.5

#### Question Text

Identify the appropriate concept from the bracket that represents the given statements.

(Sex ratio, dependency ratio, rate of natural increase, fertility rate)

- a) Difference between the birth rate and the death rate
- b) number of live births per 1000 women
- c) number of females per 1000 males
- d) Proportion of aged people to the working population

### Scoring Indicators

- a) Rate of natural increase (1)  
 b) Fertility rate (1)  
 c) Sex ratio (1)  
 d) Dependency ratio (1)

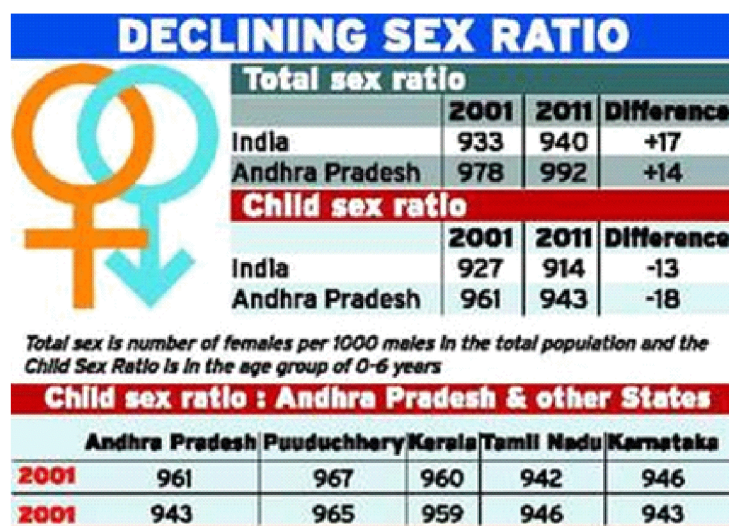
*Total Score: 4, Time: 5Minutes*

### Learning Outcome: 1.2.11

#### Question Text

Some facts regarding the sex rate in India is given in the following chart.

- a) Analyse the trend of sex ratio in India and that of different states  
 b) Analyse the reasons for declining child sex ratio in India and Kerala



### Scoring Indicators

- a) Total sex ratio has slightly increased over the period (1)  
 During the period child sex ratio declined sharply (1)  
 Compares the sex ratio in other states (2)  
 b) Analyses the causes of declining child sex ratio in India and Kerala (3)

*Total Score: 7, Time: 12 Minutes*

**Learning Outcomes**

- 1.3.1 Identify the features of traditional caste system
- 1.3.2 Analyse the changes in caste system during the colonial period
- 1.3.3 Evaluate the modern trends in caste system
- 1.3.4 Define and classify the tribes on the basis of their permanent and acquired traits
- 1.3.5 Explain the different perspectives about the concept of tribe
- 1.3.6 Evaluate tribal development in the background of national development
- 1.3.7 Identify the factors behind the assertion of tribal identity in modern India
- 1.3.8 Explain the structure of family as a Social Institution and its relation to other social institutions
- 1.3.9 Identify diverse forms of family

**Q 1. Learning Outcome: 1.3.1; 1.3.3****Question Text**

- a) Complete the chart relating to the traditional features of caste system.  
Determined by birth

-----  
Rules about food and food sharing  
-----

Segmental division  
Traditional occupation

- b) Examine the changes in the above features of caste in modern India.  
c) Point out the factors that promoted these changes in caste system

**Scoring Indicators**

- a) Recalls endogamy and hierarchy (1/2 X 2) (1)
- b) Analyses the changes in the traditional features of caste system in modern India - caste rules became less rigid - sanskritisation - emergence of dominant castes - politicization of castes (3)
- c) Identifies the factors that promote the changes - Growth of private industry - urbanization modern ideas of individualism and meritocracy (3)

**Total Score: 7, Time: 15 Minutes**

**Q 2. Learning Outcome: 1.3.3****Question Text**

Given under is the arguments presented by two individuals in a debate on caste system.

Mohan: Caste is irrelevant in the contemporary society, hence it should be abolished.

Ravi: Caste reservations are the only resort of the lower castes. If it is abolished, the condition of the lower castes will become pathetic.

- a) Analyse the arguments in the light of the perceptions of upper castes and lower castes about caste system.
- b) Why do the upper and lower castes hold different perceptions about caste system?

**Scoring Indicators**

- a) Mohan's opinion represent upper caste perception and Ravi's with lower caste (2)
- b) Analyses the reasons behind the different perceptions of upper and lower castes (4)  
 Upper caste - caste is invisible - benefitted the most from the development policies - caste has done it job for them - wish to maintain their privileged status  
 Lower caste - caste has become too visible - no inherited educational and social capital - cannot abandon caste identity - importance of reservation

*Total Score: 6 Time: 10 Minutes*

**Q 3. Learning Outcome: 1.3.2****Question Text**

Briefly explain the significance of the 1901 census in the history of caste system in India.

**Scoring Indicators**

- Recalls the efforts to draw the social hierarchy of castes (2)
- Response of castes to this effort (2)

*Total Score: 4, Time: 6 Minutes*

**Q 4. Learning Outcome: 1.3.2****Question Text**

'What we know today as caste is more a product of colonialism than of ancient Indian tradition'. Substantiate

**Scoring Indicators**

- Analyses the social significance of 1901 census and its impact on caste (2)
- Impacts of land reforms on caste (2)
- Government of India Act 1935 and its impact on caste (2)

*Total Score: 6, Time: 12 Minutes*

**Q 5. Learning Outcome: 1.3.1****Question Text**

Classify the following features of caste on the basis of the characteristics of caste system

(Hierarchical system, endogamous marriage, segmental division, Restrictions on food sharing)

Difference and separation	Holism and hierarchy

**Scoring Indicators**

Classifies as follows

Difference and separation	Holism and hierarchy
Endogamous marriage	Hierarchical system
Restrictions on food sharing	Segmental division

(2)

*Total Score: 2, Time: 3 Minutes*

**Q 6. Learning Outcome: 1.3.4****Question Text**

Identify the process of adopting the cultural traits or social patterns of another group by the tribal people.

- Tribalism
- Assimilation
- Self reflexivity
- Sanskritisation

**Scoring Indicators**

- Identifies Assimilation

(1)

*Total Score: 1, Time: 2 Minutes*

**Q 7. Learning Outcome: 1.3.4****Question Text**

Classify the following items on the basis of permanent and acquired traits of tribes.

(Means of livelihood, language, Racial features, degree of assimilation into mainstream)

**Scoring Indicators:**

Permanent traits	Acquired traits	
Language	Means of livelihood	
Physique Racial Features	Degree of assimilation into mainstream	2

*Total Score: 2, Time : 3 Minutes***Q 8. Learning Outcome: 1.3.6****Question Text**

"National development plans have been proved disaster to tribal people." Do you agree? Substantiate your answer with the support of relevant examples from contemporary India.

**Scoring Indicators**

- Analyses the statement (1)
- Suitable example to prove that mainstream development adversely affects the tribes (3)
- Justification of the statement (1)

*Total Score: 5, Time: 12 Minutes***Q 9. Learning Outcome: 1.3.7****Question Text**

In a seminar on Indian tribes, it was concluded that 'it is not possible to treat tribes in the contemporary society as pristine.' What is your opinion? Substantiate your answer.

**Scoring Indicators**

- Recalls the traditional feature of tribes (2)
- Identifies and analyses the tribal identity today (3)
- Takes a stand and proper justification to it (1)

*Total Score: 6, Time: 12 Minutes***Q 10. Learning Outcome: 1.3.7****Question Text**

Isolation and integration are the two major principles associated with the mainstream attitude towards Indian tribes. Bring out the major arguments in favour of both the arguments. Which argument do you support? Why?

**Scoring Indicators**

- Recalls arguments of major arguments in favour of the Isolation approach (2)
- Recalls major arguments in favour of integrationist attitude (2)
- Evaluates each approach and takes a stand (2)

*Total Score: 6, Time: 12 Minutes*



**Q 11. Learning Outcome 1.3.8****Question Text**

Give examples to prove that structure and composition of family is influenced by other structures in society such as political, economic and cultural.

**Scoring Indicator**

Analyses changes in family as a result of migration and the impact of IT industry (3)

*Total Score: 3, Time: 5 Minutes*

**Q 12. Learning Outcome: 1.3.9****Question Text**

Select the most appropriate concept that represents a family in which ancestral property is inherited by male members.

- a) Patrilocal family
- b) Patrilineal family
- c) Patriarchal family
- d) Matrilineal family

**Scoring Indicator**

- Identifies patrilineal family (1)

*Total Score: 1, Time: 2 Minutes*

**Q 13. Learning Outcome: 1.3.3****Question Text**

Bringout the association between 'land reforms' and the emergence of 'dominant castes' in India.

**Scoring Indicator**

Explains how land reforms led to the emergence of dominant castes (4)

*Total Score: 4, Time: 7 Minutes*

# MARKET AS A SOCIAL INSTITUTION

## Learning Outcomes:

- 1.4.1 Explain the idea of 'invisible hand' introduced by Adam Smith in market economy
- 1.4.2 Analyse the concept of economy from economic and sociological perspectives.
- 1.4.3 Explain weekly market as a social institution
- 1.4.4 Analyse caste-based markets and trading networks in pre-colonial and colonial India.
- 1.4.5 Illustrate indigenous capitalism
- 1.4.6 Identify the nature of social organization of business communities and their role in traditional Indian markets.
- 1.4.7 Discuss the role of colonialism in bringing about changes in Indian economy and the emergence of new business communities and markets.
- 1.4.8 Illustrate the concepts of commodification and consumption based on its cultural and social significance in modern life.
- 1.4.9 Discuss how globalization circulates not only money and goods but also people and culture.
- 1.4.10 Evaluate the impact of the policy of liberalization on Indian economy.

### Q1. Learning Outcome: 1.4.1

#### Question Text

'There seems to be some sort of unseen force at work that converts what is good for each individual in to what is good for society'.

Which term is explained above? Who coined the term?



#### Scoring Indicators

- Invisible hand (1)
- Adam Smith (1)

*Total score : 2, Time: 2 minutes*

### Q2. Learning Outcome: 1.4.2

#### Question Text

'Economies are socially embedded'. Do you agree with the statement?

Substantiate your answer based on the sociological perspective on market with the example of tribal 'haat' .

### Scoring Indicators

- Yes (1)
- Sociological view of market -often controlled by social groups or class- specific connections to other institutions (2)
- Exemplifying tribal haat-brings people of different social class together-meeting places of people for other purposes like arranging marriage,meeting kins etc. (2)

*Total score: 5, Time : 8 minutes*

### Q3. Learning Outcome: 1.4.3

#### Question Text

How did colonial rule affect weekly tribal market?

### Scoring Indicator

- Changes happened to the tribal market - tribal areas were opened up by roads - influx of traders and money lenders and non-tribal people - entry of money - exploitation of tribal people. (4)

*Total score: 4, Time : 6 minutes*

### Q4. Learning Outcome:1.4.4

#### Question Text

Which among the following statement is correct about jajmani system?

- a. It is a kinship system.
- b. It is a non-market exchange system .
- c. It is a market exchange system.
- d. It is a banking system.

### Scoring Indicator

- Identifies non-market exchange system (1)

*Total score: 1, Time: 2 minutes.*

### Q4. Learning Outcome: 1.4.7

#### Question Text

Analyse the changes in the institution of market during colonial rule.

### Scoring Indicators

- Disruptions in production, trade, and agriculture (1)
- flooded the market with cheap manufactured textiles (1)
- Fully linked to the capitalist economy (1)
- New groups entered into trade and business (1)
- provided new opportunities for the existing groups-Eg:- Marwaris (1)
- transformation from small migrant traders to merchant bankers to industrialists (1)

*Total score:6, Time:10 minutes*

**Q5. Learning Outcome: 1.4.8****Question Text**

'Things that were earlier not traded in the market become commodities'.

Which term is explained in the above statement? Give a suitable example for this explanation.

**Scoring Indicators**

- Commodification (1)
- Anyone example-bottled water, trading human organ etc (1)

*Total score: 2, Time: 3 minutes*

**Q6. Learning Outcome: 1.4.8****Question Text**

Who, among the following sociologist coined the term 'status symbol?'  
(Karl Marx, M.N. Srinivas, Max Weber, C. W.Mills)

**Scoring Indicator**

- Max Weber (1)

*Total score: 1, Time: 2 minutes*

**Q7 Learning outcome: 1.4.10****Question Text**

In a debate on globalisation team 'A' argued that globalisation strengthened Indian economy. Team 'B' opined that it had more negative impact than positive. Which team do you agree with? Substantiate your argument with any three impacts of globalisation.

**Scoring Indicators**

- Supporting any one team (1)
- Substantiating with any three positive or negative impacts - (3)

**Positive Impacts:-**

- Stimulated economic growth and employment
- Available of products that were unfamiliar earlier.
- The privatisation of public companies is supposed to increase their efficiency
- Indian products could enter the world market.

**Negative Impacts :-**

- Most sectors will lose because they cannot compete with foreign producers.
- Indian farmers will exposed to competition from foreign MNCS
- Support prices and subsidies are reduced or withdrawn
- Small manufacturers have been exposed to global competition
- Loss of employment in some sectors, and to growth of unorganised sector employment

*Total score: 4, Time: 7 minutes*

## PATTERNS OF SOCIAL INEQUALITY AND EXCLUSION

### Learning Outcomes

- 1.5.1 Explain social stratification in the context of social inequality
- 1.5.2 Analyse different situations of social exclusion
- 1.5.3 Analyse the discriminatory nature of caste system and apartheid
- 1.5.4 Describe untouchability in the context of social exclusion
- 1.5.5 Evaluate the measures addressing the caste and tribe discrimination
- 1.5.6 Analyse the discrimination faced by Other Backward Classes and state the measures for their uplift.
- 1.5.7 Explain the nature of exclusion faced by Adivasis and their struggles against it.
- 1.5.8 Analyse women's struggle for equality and protection of rights and explain its relevance in the contemporary Indian society
- 1.5.9 Explain the discrimination faced by differently abled.
- 1.5.10 Analyse the struggles of differently abled.

### Q1. Learning Outcome:1.5.1

#### Question Text

"Social inequality is not the outcome of innate or 'natural' differences between people, but is produced by the society in which they live".

Examine the validity of the statement.



#### Scoring Indicators:

- Social stratification creates social inequality- (1)
- Hierarchical arrangement of people- (1)
- This hierarchy shapes people's identity and experiences, their relations with others, as well as their access to resources and opportunities- (1)
- Social resources are unequally distributed to various social categories (1)

*Total score: 4, Time: 6 minutes*

### Q2. Learning Outcome:1.5.3

#### Question Text

Analyse the table below and answer the questions.

**PERCENTAGE OF POPULATION LIVING BELOW THE POVERTY LINE,  
1999-2000 RURAL & URBAN**

Caste Community Groups	RURAL	URBAN
	Spending Rs.327 or less per person per month	Spending Rs.454 or less per person per month
Scheduled Caste	45.8	35.6
Scheduled Tribes	35.9	38.3
OBC	27.0	29.5
Other Hindus	11.7	34.2

- What social situation does the table illustrate?
- What in your opinion are the causes for such a situation?

 **Scoring Indicators:**

- Any reference about caste discrimination- (1)
- Explanation of relationship between caste status and economic status- occupation and income situations of lower castes (4)

*Total score: 5, Time: 8 minutes*

**Q3. Learning Outcomes: 1.5.4 &1.5.5**

**Question Text**

Read the newspaper report from Tamil Nadu.

'Caste Hindus are preventing their children from having the noon meal cooked by Dalit woman cooks'.

Now, answer the following questions:-

- Identify the form of social exclusion implied in the news.
- Explain its dimensions.
- Evaluate the state initiatives against these forms of social exclusion.

 **Scoring Indicators**

- Identification of the form of social exclusion - Untouchability (1)
- Explanation of three dimensions - exclusion-humiliation- exploitation (3)
- Evaluation of initiatives - Reservation - laws (3)

*Total score:7, Time: 15 minutes*

**Q4. Learning Outcome: 1.5.6**

**Question Text**

The year 1990 was a milestone in the history of struggle for the OBCs. How?

 **Scoring Indicators**

- It was in 1990, the government decided to implement recommendations of Mandal Commission on OBC reservation. (2)

*Total score: 2, Time: 3 minutes*

**Q5. Learning Outcome: 1.5.7**
**Question Text**

'Exploitation of Adivasis is still continuing more or less in the same as in pre-independent India'.

Substantiate the argument with suitable examples from contemporary India, based on the effect of developmental policies and related issues.

 **Scoring Indicators**

- Government monopoly over forest- Capital intensive industrialization -displacement of Adivasi alienation of land etc. (4)
- Any one example (Narmada project, Polavaram project etc.) (1)

*Total score: 5, Time: 8 minutes*

**Q6. Learning Outcome: 1.5.8**
**Question Text**

Match the columns 'B' and 'C' with column 'A'.

A	B	C
Rajaram Mohan Roy	Analogy of Religion	Caste and gender discrimination
TarabaiShinde	Sathyashodhaksamaj	Abolition of Sati
JyothibaPhule	Brahma Samaj	Moral philosophy
Beegum Rokeya Sakhawat Hossain	Sthreepurushathulana	Science fiction
Bishop Josph Butler	Sultana's dream	Male domination

 **Scoring Indicators**

A	B	C
Rajaram Mohan Roy	Brahma Samaj	Sati
TarabaiShinde	Sthreepurushathulana	Male domination
JyothibaPhule	Sathyashodhaksamaj	Caste and gender discrimination
Beegum Rokeya Sakhawat Hossain	Sultana's dream	Science fiction
Bishop Josph Butler	Analogy of religion	Moral philosophy

*Total score: 5, Time:8 minutes*

**Q7. Learning Outcome:1.5.9**

**Question Text**

Analyse the newspaper report and answer the following questions:-

'Ira Singhal topped the civil service exam. Ms.Singhal is a differently abled woman.She had passed the IndianRevenue Service examination earlier,but was not given posting.....Her parents are not sure whether she will get a posting now....'

- 1) Comment on the report based on the social exclusion faced by the differently abled.
- 2) Do you think disabilities are the result of social factors than biological? Substantiate.



**Scoring Indicators**

- Comments pointing the mainstream attitude towards differently abled (2)
- Substantiating that disabilities are result of social factors like poverty-relationship between poverty and disabilities (3)

*Total score: 5, Time: 8 minutes*

**Q8. Learning Outcome: 1.5.10**

**Question Text**

What was the first legal measure taken by the government for protecting the interests of the differently abled?



**Scoring Indicator**

- The Persons with Disability (Equal Opportunities, Protection of Rights and Full Participation) Act of 1995 (1)

*Total score:1, Time: 2 minutes*



## THE CHALLENGES OF CULTURAL DIVERSITY

### Learning Outcomes:

- 1.6.1 Define and state the importance of diversity.
- 1.6.2 Explain the importance of community identity.
- 1.6.3 Distinguish between communities, nations and nation-states.
- 1.6.4 Identify and list out the cultural diversity of India and state the role of nation-state in safeguarding cultural diversity.
- 1.6.5 Analyse regionalism in the context of state reorganization.
- 1.6.6 Evaluate and appreciate the importance of safeguarding minority rights for a strong, united and democratic nation.
- 1.6.7 Analyse communal riots in India.
- 1.6.8 Compare and contrast secularism as practiced in India and the West.
- 1.6.9 Define and state the role of civil society when the state turns into authoritarian, corrupt and undemocratic.

### Q1. Learning Outcome: 1.6.2

#### Question Text

"Most ascriptive identities are very hard to shake off."

Examine the validity of the statement, based on the features of community identity.



#### Scoring Indicators

- Explaining community identity- It is ascriptive- It is accidental and unconditional- it gives meaning to our world-people are so emotionally attached to it - It is universal. (4)

*Total score: 4, Time: 6 minutes*

**Q2. Learning Outcome: 1.6.3****Question Text**

Which country among the following was an example for 'several nations with one state'? (India, Soviet Union, Britain, China)

** Scoring Indicator**

- Soviet Union (1)

*Total score:1, Time: 2 minutes*

**Q2. Learning Outcome: 1.6.4****Question Text**

Nation-states follow either assimilationist or integrationist policy in addressing cultural diversity. But India does not follow either. Why?

** Scoring Indicators**

- Explanation of assimilationist policy and integrationist policy (2)
- Their negative impact in Indian context (2)

*Total score: 4, Time: 6 minutes*

**Q3. Learning Outcome: 1.6.5****Question Text**

Do you think that regionalism can be addressed only by formation of states? Substantiate your answer.

** Scoring Indicators**

- No (1)
- Formation of states should be backed by federalism -autonomy within federalism - healthy center- state relations - sharing of taxes between state and center (3)

*Total score:4, Time: 6 minutes*

**Q4. Learning Outcome: 1.6.5****Question Text**

How does liberalization strengthen regionalism?

** Scoring Indicators**

- Liberalization increases regional inequalities - aims at getting maximum profit - invest in developed area with better infrastructure - backward area is neglected (3)

*Total score: 3, Time: 5 minutes*

**Q5. Learning Outcome: 1.6.7****Question Text**

"Communalism is about politics not about religion". Do you agree? Substantiate your answer.

 **Scoring Indicators**

- Supports the argument (1)
- A communalist may not be a devout person - communalist believe in political identity-promotes aggressive politics - political parties support communal organisations for winning elections (3)

**Total score: 4, Time: 6 minutes**

### Q6. Learning Outcome: 1.6.8

#### Question Text

Point out the difference in the ways secularism is practiced in India and in In the west

 **Scoring Indicators**

- In the west it is the separation of church and the state (religion and political power) - retreat of religion from public life (2)
- In India it is equal respect for all religion-not a retreat from religion (2)

**Total score:4, Time: 5 minutes**

### Q7. Learning Outcome:1.6.9

#### Question Text

Civil society has an important role in strengthening democracy in India.

1. Which among the following is not a part of civil society?
  - a. Trade union
  - b. NGO
  - c. News paper
  - d. All of these ( all are part of Civil Society)
2. Site an example of authoritarian rule in independent India ,which energized civil societies .
3. Explain the role of civil societies in contemporary India.

 **Scoring Indicators**

1. d (1)
2. Emergency period(1975-77) (1)
3. Strengthen democracy- check authoritarianism- fight for civil liberties- fight against corruption and human rights etc. (3)

**Total score:5, Time : 8 mts**

**Learning Outcomes:**

- 2.1.1 Illustrate the importance of studying the colonial impact in the study of Indian society.
- 2.1.2 State the difference between empire building during the pre-capitalist and the capitalist periods.
- 2.1.3 Establish the relationship between colonialism, capitalism and the emergence of nation states.
- 2.1.4 Identify the deindustrialisation process during the British period.
- 2.1.5 Explain the nature of industrialisation and urbanisation during the colonial period.
- 2.1.6 Compare and contrast the industrialisation and urbanisation processes in India with that of Britain.
- 2.1.7 Explain the role of Independent Indian state in promoting industrialisation.
- 2.1.8 Analyse the different situations of urban impact in Independent India.

**Q 1. Learning Outcome: 2.1.1****Question Text**

Site a few examples from our daily life to prove that British colonialism lives on in contemporary India.

 **Scoring Indicators**

- Sites examples such as parliamentary system, education, left hand driving, and food items like bread and omelet, etc. (3)

*Total Score: 3, Time: 4 Minutes*

**Q 2. Learning Outcome: 2.1.2****Question Text**

Analyse the forest policy of the British as an example to prove that every policy the British adopted in India was geared towards the strengthening and expansion of British capitalism.

 **Scoring Indicators**

- Briefly explains the forest policy in the colonial period in North-East (3)
- Able to connect the forest policy with the growth of British capitalism in India (2)

*Total Score: 5, Time: 8 Minutes*

**Q 3. Learning Outcome: 2.1.5****Question Text**

“ Industrialization and urbanization did not happen in India quite the way it did in Britain.” Explain the statement with an example.

** Scoring Indicators**

- Analyses the policy adopted by the British in the tea plantations in India (3)

*Total Score: 3, Time: 5 Minutes*

**Q 4. Learning Outcome: 2.1.6****Question Text**

Analyse the processes of industrialization and urbanization in India and bring out the major difference from the way it took place in Europe.

** Scoring Indicators**

- Analyses the urbanization and industrialization processes in India (4)
  - Deindustrialization
  - De-urbanization
- Compares it with what happened in the west (2)
- Mobility of people from agriculture to industry
  - Movement of people from rural to urban areas

*Total Score: 6, Time: 10 Minutes*

**Q 5. Learning Outcome: 2.1.5****Question Text**

Name any two urban centres that existed in the pre-colonial period. Explain what happened to these urban centres under the colonial rule. Bring out the sociological significance of this change.

** Scoring Indicators**

- Recalls the name of major pre-colonial urban centres (2)
- Decline of these urban centres and emergence of new colonial cities (2)
- Sociological significance of new cities as the concrete expression on global capitalism(1)

*Total Score: 5, Time: 10 Minutes*

**Q 6. Learning Outcome: 2.1.8****Question Text**

Analyse the three situations of urbanization proposed by M.S.A. Rao with suitable examples from the contemporary Indian context.

** Scoring Indicators**

- Recalls the types of urbanization as explained by M.S.A. Rao (3)
- Relevant examples from contemporary India (2)

*Total Score: 5, Time: 8 Minutes*

**Q 7 Learning Outcome: 2.1.8****Question Text**

Identify the item that does not fall among the different situations of urbanization explained by M.S.A. Rao.

- Impact on the villages in which a sizeable number of people have sought employment in far-off cities.
- Impact on villages which are situated near an industrial town.
- Impact of setting up an industry in a village.
- Growth of metropolitan cities on the surrounding villages.

**Scoring Indicators**

- Compares the given options and identifies option c as the correct answer (1)

*Total Score: 1, Time: 2Minutes*

**Q 8. Learning Outcome: 2.1.4****Question Text**

Choose the most appropriate option that represents the industrialization process in India during the colonial period.

- There was a sudden movement of workers to the new industries in the initial period of industrialization
- The initial impact of industrialization led to more people moving into agriculture
- Industrialization took place in India in the same way as it happened in the West.
- The colonial policies favoured native tea planters.

**Scoring Indicator**

- Compares the given options and identifies option b as the correct answer (1)

*Total Score: 1, Time: 2 Minutes*

**Q 10 Learning Outcome: 2.1.5****Question Text**

Do you think that colonial impact is important in the study of industrialization and urbanization processes in India? Why?

**Scoring Indicators**

Analyses the importance of colonial impact on the industrialization and urbanization processes

- Emergence of capitalism
- Movement of people
- Decline of old industries and emergence of new ones
- Decline of old urban centres and emergence of new towns (4)

*Total Score: 4, Time : 8 mts*

**Learning Outcomes :**

- 2.2.1 Explain and appreciate the deliberate and conscious efforts made by the 19<sup>th</sup> century social reformers and early 20<sup>th</sup> century nationalists for the uplift of women and lower castes.
- 2.2.2 Define the processes of sanskritisation, modernisation, secularisation and westernisation.
- 2.2.3 Evaluate the impact of sanskritisation in India.
- 2.2.4 Analyse the different kinds of westernisation processes that took place in India.
- 2.2.5 Explain and site examples for Americanisation.
- 2.2.6 Critically examine M.N Srinivas's perception regarding sanskritisation and westernisation.
- 2.2.7 State the difference in the modernisation and westernisation processes that took place in India from that of the west.

**Q 1. Learning Outcome: 2.2.1****Question Text**

Identify the item that does not fall among the aspects of modern context of change in colonial India.

- a) Modes of communication
- b) Forms of organisation
- c) New industries
- d) Nature of ideas

**Scoring Indicator**

- Identifies new industries

(1)

**Total Score: 1, Time: 2 Minutes****Q 2. Learning Outcome: 2.2.1****Question Text**

Write an example to prove that the 19<sup>th</sup> century social reform attempts were based on a mix of modern ideas and a new look on traditional literature.

 **Scoring Indicators**

Points out any one of the following examples (2)

- Rajaram Mohan Roy's attack on the practice of Sati was based both on the humanitarian and natural rights doctrines as well as Hindu shastras
- Sir Sayed Ahmed Khan's interpretation of Islam emphasized the validity of free enquiry and the alleged similarities between Koranic revelations and laws of nature discovered by modern science.

*Total Score: 2, Time: 3 Minutes*

### Q 3. Learning Outcome: 2.2.3

#### Question Text

In regions where the non-sanskritic castes were dominant, it was their influence that was stronger. Identify the most appropriate process to refer this phenomenon.

- Sanskritisation
- De-sanskritisation
- Westernization
- Modernization

 **Scoring Indicator**

- Identifies de-sanskritisation as the correct answer (1)

*Total Score: 1, Time: 2 Minutes*

### Q 4. Learning Outcome: 2.2.3

#### Question Text

Given under is the opinion of M. N. Srinivas regarding the general trend of westernisation and sanskritisation in India.

**While 'lower castes' sought to be Sanskritised, 'upper castes' sought to be Westernised**

Do you agree with the statement. Substantiate your answer with suitable examples.

 **Scoring Indicator**

- Analyses the situation of sanskritisation and westernization in India and arrives at the conclusion based on their judgement. (2)

*Total Score: 2, Time: 6 Minutes*

### Q 5. Learning Outcome: 2.2.7

#### Question Text

Point out an example to prove that colonial modernity had its own paradoxes.



### Scoring Indicator

- Analyses the case of English educated Indians who dreamed of ushering in a liberal and progressive India and yet, humiliated by colonial rule asserted their pride in traditional learning and scholarship (3)

*Total Score: 3, Time: 5 Minutes*

### Q 6. Learning Outcome: 2.2.7

#### Question Text

It has been pointed out that 'modernity spelled not merely new ideas but also rethinking and reinterpretation of tradition.' How far can you agree with this statement? Prove your answer with sufficient examples.

### Scoring Indicators

- Analyses and agrees with the statement (1)
- Points out the example of modern middle class woman wearing saree as a novel combination of the traditional sari with the western 'petticoat' and 'blouse' (2)

*Total Score: 3, Time: 5 Minutes*

### Q 7. Learning Outcome: 2.2.6

#### Question Text

Sanskritisation is the process by which a 'low' caste or tribe or other group takes over the customs, ritual, beliefs, ideology and style of life of a high and, in particular, a 'twice-born (*dwija*) caste'. Do you think that this is an easy process in the caste ridden Indian society? Substantiate your answer with suitable examples.

### Scoring Indicators

- Analyses and states that it is not an easy process (1)
- Sites the instances of de-sanskritisation in Indian society (3)

*Total Score: 4, Time: 6 Minutes*

### Q 8. Learning Outcome: 2.2.6

#### Question Text

Read the abstract of the newspaper report given below.

As a matter of practice  
some untouchable castes have started wearing  
the sacred thread that is customarily worn by the  
brahminical castes. They adopt such a practice  
with the expectation of improving their  
social status.

Which process is associated with the news report?

 Scoring Indicator

- Analyses and disagree with the statement

(1)

*Total Score: 1, Time: 10 Minutes*

## Q 9 Learning Outcome: 2.2.6

## Question Text

**“the changes brought about in Indian society and culture as a result of over 150 years of British rule, the term subsuming changes occurring at different levels...technology, institutions, ideology and values”.**

To which process does M.N. Srinivas refer by the above statement?

- Sanskritisation
- Westernisation
- Modernisation
- Secularisation

 Scoring Indicator

- Recalls westernisation

(1)

*Total Score: 1, Time: 2 Minutes*

## Q 10. Learning Outcome: 2.2.7

## Question Text

‘The story of our modernisation and secularisation is quite distinct from their growth in the west’.

Substantiate the argument with suitable examples.

 Scoring Indicators

- Analyses and agrees with the argument 1
- Analyses the processes of modernisation and secularisation in India and compares it with how these processes took place in the west (4)

*Total Score: 5, Time: 10 Minutes*

Q 11. Learning Outcome: 2.2.7

Question Text



Which process within the caste system does the above statement refer to?

- a) Secularisation of caste
- b) Ending of caste discrimination
- c) Formalization of caste
- d) Abolition of caste



**Scoring Indicator**

- Recalls secularisation of caste

*Total Score: 1, Time: 2 Minutes*

# THE STORY OF INDIAN DEMOCRACY

## Learning Outcomes:

- 2.3.1 Identify the core value of Indian democracy
- 2.3.2 Recognise and appreciate the Indian constitution as the bedrock of Indian democracy
- 2.3.3 Appreciate constituent assembly debates
- 2.3.4 State that the constitution of India addresses the complexity and plurality of Indian society
- 2.3.5 Differentiate law and justice
- 2.3.6 Explain how Indian constitution help in social justice
- 2.3.7 Explain and illustrate Panchayat Raj
- 2.3.8 Explain the power and responsibilities of panchayat
- 2.3.9 Identify and state the practice of Panchayat raj system in tribal areas
- 2.3.10 Analyse the factors which hinder democratization in India
- 2.3.11 Evaluate role of Political Parties and Pressure groups in Indian democracy.

### Q1. Learning Outcome: 2.3.8

#### Question Text

Panchayaths are delegated with powers and responsibilities for the overall development of rural areas. Do you think your local body is performing well in this respect? Substantiate your answer based on the powers and responsibilities of Panchayath Raj institutions.

**Hints:** Powers and responsibility, Evaluate performance of own local body



#### Scoring Indicators

- Powers & responsibilities of panchayats (4)
- Evaluation of performance of local body (4)

**Total Score: 8, Time: 15 minutes**

### Q2. Learning Outcome: 2.3.1

#### Question Text

In a debate, team A argued that colonial India paved the way for modern Indian democracy. Team B criticized this view and argued for the combination of Indian ideas and cultural heritage.

- (a) Which team do you agreed to?  
 (b) Substantiate to your choice

 **Scoring Indicators:**

- Agrees with team B (1)  
 Proper argument to substantiate with suitable examples (3)

*Total Score: 4, Time: 7 minutes*

**Q3. Learning Outcome : 2.3.8**

**Question Text**

Give an account of the powers and responsibilities of the Panchayath envisaged in the Indian constitution and examine how far this is being implemented local bodies.

 **Scoring Indicators**

- Recall powers and responsibilities of the Panchayath raj institutions (4)
- Evaluate the performance of the local body on the bases of powers and responsibilities of the Panchayath (4)

*Total Score:8, Time: 12 minutes*

**Q4. Learning Outcome : 2.3.1**

**Question Text**

Name the revolution which contributed the slogan 'Liberty, Equality and Fraternity'.

 **Scoring Indicator**

- Recall French revolution (1)

*Total Score: 1, Time: 2 minutes*

**Q5 Learning Outcome : 2.3.11**

**Question Text**

'In democracy, the political parties are the key actors'.

'Political parties are not pressure groups'. Analyse the statement

 **Scoring Indicator:**

- Analyse the statement in the present day context.

*Total Score: 4, Time: 7 minutes*

**Q6. Learning Outcome : 2.3.7**

**Question Text**

The three tier Panchayath Raj system play a crucial role in ensuring inclusion of the weaker sections in the decisions making process.

- (a) Which amendment paved the way for the above mentioned system?  
 (b) Find out the steps taken by local bodies for uplifting weaker sections?

 **Scoring Indicator**

- (a) 73rd Constitutional amendment (1)  
 (b) Evaluate the functions of local body as per the provisions of Panchayath Raj system for the upliftment of Weaker Sections (3)

*Total Score: 4, Time: 8 minutes*

**Q7. Learning Outcome : 2.3.9**

**Question Text**

‘The tribes like Khasis, Jaintas and Garos from Meghalaya had rich traditions of democratic functioning’.

Examine the validity of the statement?

 **Scoring Indicator**

- Traditional tribal political system of Khasis in Meghalaya (Darbar Kaur) (3)

*Total Score: 3, Time: 5 minutes*

**Q8. Learning Outcomes:2.3.1**

**Question Text**

The Karachi congress resolution 1931 shaped the Indian democracy. Substantiate

 **Scoring Indicator**

- Suggestions of Karachi congress resolution (4)

*Total Score : 4, Time: 8 minutes*

**Q9. Learning Outcomes:2.3.4**

**Question Text**

The constitution of India touches peoples everyday life.Substantiate the statement with sufficient examples?

 **Scoring Indicator**

- Indian constitution address the complexity and plurality of Indian Society (4)

*Total Score : 4, Time: 8 minutes*

**Q10. Learning Outcomes: 2.3.7**

**Question Text**

Name the institution which promotes the participatory democracy and decentralised governance?

 **Scoring Indicator**

- Panchayath Raj institutions (1)

*Total Score : 1, Time : 1 minutes*

# CHANGE AND DEVELOPMENT IN RURAL SOCIETY

## Learning Outcomes

- 2.4.1 Explain the agrarian structure of rural India
- 2.4.2 Analyse the role of caste and class in agrarian society
- 2.4.3 Evaluate the land revenue administration in colonial India
- 2.4.4 Explain the different steps in land reform in Independent India
- 2.4.5 Analyse the social consequences of Green Revolution
- 2.4.6 Analyse the transformation in rural society after independence
- 2.4.7 Explain the concept of circulation of labour in rural India
- 2.4.8 Explain and evaluate the feminisation of agricultural labour force in India
- 2.4.9 Evaluate the impact of globalisation and liberalisation in agriculture.

### Q 1. Learning Outcomes: 2.4.1 & 2.4.2

#### Question Text

'In rural areas, there is a complex relationship between caste and class.' Substantiate the statement with special focus on the agrarian social structure in India.



#### Scoring Indicators

- Major land owning groups are the upper castes- dominant castes- Examples of dominant castes-Reddis,Kammas,Lingayaths etc.
- Lower castes are marginal farmers or landless - labourers landowning caste has power and privilege – proprietary caste groups-

*Total Score: 5, Time: 8 minutes*

### Q 2. Learning Outcome:2.4.3

#### Question Text:

Select two statements from the following that are related to the Rayatwari system of land tenure.

- A. The zamindars were responsible for paying the tax
- B. The colonial government deal directly with the farmers

- C. The cultivators had less burden of taxation and more incentives
- D. The agricultural production stagnated.

#### Scoring Indicators

- The colonial government dealt directly with the farmers (1)
- The cultivators had less burden of taxation and more incentives (1)

*Total Score: 2, Time: 3 minutes*

### Q 3. Learning Outcome:2.4.4

#### Question Text

Critically evaluate the land reforms in independent India.

Hints:- Major laws and acts- features- limitations

#### Scoring Indicators

- Major laws and their features- abolition of zamindari system – tenancy abolition and regulation acts –land ceiling acts (4)
- Evaluation of these laws- limitations (4)

*Total Score: 8 , Time: 15 minutes*

### Q 4. Learning Outcome:2.4.5

#### Question Text:

'The social consequence of green revolution was negative rather than positive'. Do you agree with the statement? Substantiate your argument.

#### Scoring Indicators

- Agrees with the statement (1)
- Explanation of impact - only medium and large farmers were the beneficiaries –Increased inequalities in rural society – Rural urban migration- widened the gap between poor and the rich-commercialization of agriculture made livelihood insecure-regional inequalities (7)

*Total Score: 8, Time: 15 minutes*

### Q 4. Learning Outcome:2.4.6

#### Question Text

Analyse the changes that took place in rural areas after independence.

Hints:-Transformation in labour relations - rural economy – infra structure –social structure

#### Scoring Indicators

- Transition to capitalist agriculture –increase in the use of agricultural labour –a shift from payment in kind (grain) to payment in cash - loosening of traditional bonds (bonded labour) - the rise of class of 'free' wage labourers –rural areas integrated into the wider economy -flow of money into villages – expanding opportunities for business and employment - the development of rural infrastructure- irrigation facilities, roads, and electricity - credit through banks and cooperatives-change in the class structure - rise of new entrepreneurial groups



in villages – well-to-do farmers began to invest in business-new elite- educated and employed- in the areas of low agricultural development, change is not visible. (8)

*Total Score:8, Time: 15 minutes*

### Q 5 Learning Outcome:2.4.6

#### Question Text:

Do you think that the process of changes in rural society in Kerala is different from most other states in India? Substantiate your answer.



#### Scoring Indicators

- The process of change is different (1)
- Political mobilization, redistributive measures and linkages to an external economy (primarily the Gulf countries) – far from agrarian- a mixed economy that integrates some agriculture with a wide network of retail sales and services - a large number of families are dependent on remittances from abroad. (4)

*Total Score: 5, Time: 8 minutes*

### Q 6. Learning Outcomes: 2.4.7&2.4.8

#### Question Text

Read the statement and answer the questions.

‘Men migrate out periodically in search of work and better wages’.

1. What term does Jan Brehman used to describe the type of workers mentioned above?
2. Examine the impacts of such migration of workers in rural society



#### Scoring Indicators

- Foot loose labour (1)
- Impact in supplying regions- feminization of cultivation- low wages-insecurity for women (2)
- Impact in receiving areas – natives become jobless –they moves to other areas(2)

*Total Score: 5, Time: 8 minutes*

### Q 7. Learning Outcome:2.4.9

#### Question Text

Read the news and answer the question:

‘Maharashtra reports 57 farmers suicides so far in 2016’ (*Indian Express March 1, 2016*).

Do you think globalization has any connection with such suicides in India? Substantiate your answer.



#### Scoring Indicators

- Associates farmers suicide with globalisation (1)
- Impact of globalization on agriculture – reducing subsidies – importing agricultural goods-fall in prices – increased indebtedness- leads to suicide (4)

*Total Score: 5, Time: 8 minutes*

Unit

2.5

## CHANGE AND DEVELOPMENT IN INDUSTRIAL SOCIETY

### Learning Outcomes

- 2.5.1 Identify the social features of industrialisation in India
- 2.5.2 Evaluate the impact of industrialisation
- 2.5.3 Compare and contrast industrialisation process in India with that of developed countries
- 2.5.4 Distinguish between work in organised and unorganised sectors and analyse its social implications
- 2.5.5 Describe the nature of Indian industries in the early years of independence
- 2.5.6 Evaluate the changes in Indian industry due to globalisation and liberalisation
- 2.5.7 Explain how people find jobs in industrial society
- 2.5.8 Explain how work is being carried out in industrial and service sectors
- 2.5.9 Analyse the working conditions in different industries and its impact on the workers
- 2.5.10 Identify the significance of home based work in modern industrial society
- 2.5.11 Explain how strikes and unions create changes in industrial society

### Q1. Learning Outcome: 2.2.5

#### Question Text:

‘When people do not enjoy work and see it as something they have to do in order to survive.....’

The above statement is about the feature of an industrialised society. What is the term used by Karl Marx to denote this situation-?



#### Scoring Indicator

- Alienation

(1)

*Total score: 1, Time: 2 minutes*

### Q2. Learning Outcome: 2.5.3

#### Question Text

Compare and contrast industrial society and non-industrial society based on the following characteristics:

- a. Nature of work
- b. Social equality

#### Scoring Indicators

- a. Nature of work in industrialised society - detailed division of labour – anonymous Professional relationship ———Non industrialized Society – simple division of labour – face to face relationship among workers (2)
- b. Social equality –industrial society –comparatively more in industrialized society – absence of rigid caste practices ———Non industrialized society – various forms of discrimination exists (2)

*Total score: 4, Time: 6 minutes*

### Q3. Learning Outcome: 2.5.3

#### Question Text

'Industrialisation process in India sharply differs from that of the developed west'. Substantiate.

#### Scoring Indicators

- In developed countries majority of workers are in service sector- only 10 % in agriculture – majority regular salaried employees. (2)
- In India 60% are employed in primary sector, 23% in service sector and 17% in secondary sector. (2)
- 15% is self-employed, only 14% regular employed (Updated figures should be considered) (1)

*Total score: 5, Time: 8 Minutes*

### Q4. Learning Outcome: 2.5.4

#### Question Text

A job seeker got two appointment offers in nearby places simultaneously. One as an office assistant in a **public sector undertaking** with Rs. 20000/- per month and the other as a sales man in a leading **privately owned shop** with a salary of Rs. 25000/- per month. If you are that job seeker which job will you select? Why?

Hints: Organised and unorganized sectors

#### Scoring Indicators

- Public Sector undertaking
- Difference between organised and unorganized sectors - rules of salary payment – job security –presence of trade unions 1 + 3

*Total score: 4, Time: 6 Minutes*

**Q5. Learning Outcome: 2.5.5****Question Text**

Evaluate the policy of industrialization in the early years of Indian independence.

 **Scoring Indicator**

- Strong government control over economy – followed mixed economy – licensing policy – spreading industrial areas – encouraged small scale industries 1 × 4

*Total score: 4, Time: 6 Minutes*

**Q6. Learning Outcome: 2.5.6****Question Text**

Critically evaluate the impact of globalization on Indian industrial sector.

Hints: Policy of liberalization, impact on Indian companies, disinvestment, effect on employment

 **Scoring Indicators**

- Policy of liberalization – entry of private entrepreneurs – Indian market flooded with foreign goods- selling of Indian companies – disinvestment – effect on employment – outsourcing - less scope for trade unions – trade insecurity (8)

*Total score: 8, Time: 15 Minutes*

**Q7. Learning Outcome: 2.5.7****Question Text**

Analyse the impact of contract labour system in industrial labour society.

Hints: Problems of job security and working conditions

 **Scoring Indicator**

- An important way of finding job in industrial society – contractors recruit labour – middle men exploitation – bad working condition – ill-paid – indebtedness (5)

*Total score: 5, Time: 8 Minutes*

**Q8. Learning Outcome: 2.5.8****Question Text**

‘All work was broken down into its smallest repetitive elements and divided between workers’.

- Which system of organizing work is explained above?
- Who formulated this idea?

 **Scoring Indicators**

- Scientific management/Taylorism (1)

b) F. W. Taylor

(1)

*Total score: 2, Time: 3 Minutes*

### Q9. Learning Outcome: 2.5.8

#### Question Text

In a debate on the impact of outsourcing in industrial sector, team A opined that outsourcing has given opportunity to Indians. Team B argued that it has reduced the permanent job opportunities. Which team do you support? Substantiate.



#### Scoring Indicators

- Meaning of outsourcing (1)
- Positive impacts (2)
- Negative impacts (2)

*Total score: 5, Time: 8 Minutes*

### Q10. Learning Outcome: 2.5.9

#### Question Text

The government has passed a number of laws to regulate the working condition of industrial workers.

- a) Name one among them.
- b) Do you think that the rules relating to the working conditions are maintained by Indian industries? Substantiate your answer.



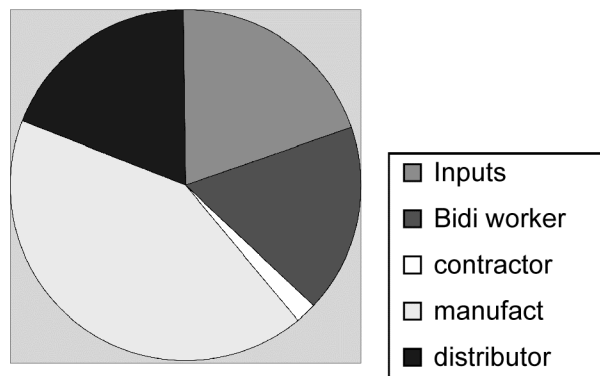
#### Scoring Indicators:

- a) Mines act 1952/Industrial dispute act 1947 or any such act. (1)
- b) Substantiating the argument considering the present working conditions in the Indian industries – more working time – forced labour – unhealthy physical conditions – low and irregular wage structure (4)

*Total score: 5, Time: 8 Minutes*

### Q11. Learning Outcome: 2.5.3

#### Question Text



A diagram showing the value of finished beedi is given. Evaluate the conditions of home based workers in India based on the diagram.

 **Scoring Indicator**

- Analyses the diagram – major portion of value goes to the contractor – labour is ill-paid (4)

*Total score: 4, Time: 8 Minutes*

**Q12. Learning Outcome: 2.5.11.**

**Question Text**

Name the famous trade unionist who led the Bombay textile strike of 1982.

 **Scoring Indicator**

Dr. Dutta Samanth (1)

*Total score: 1, Time: 2 Minutes*

**Q13. Learning Outcome: 2.5.3**

**Question Text**

Do you think strikes and trade unions are inevitable in the contemporary industrial scenario in India? Substantiate your answer.

 **Scoring Indicator**

- Assesses the present condition of labour relations in India (4)

*Total score: 4, Time: 6 Minutes*

# GLOBALISATION AND SOCIAL CHANGE

## LEARNING OUTCOMES:

- 2.6.1 Evaluates the role of globalisation as the causes of social change.
- 2.6.2 Describes the history of globalisation.
- 2.6.3 Evaluates the multidimensional effects of globalisation.
- 2.6.4 Examine the role of global communication system in bringing about social change
- 2.6.5 Analyses the impact of globalisation in employment sector.
- 2.6.6 Explains the political changes due to the impacts of globalisation.
- 2.6.7 Analyses the cultural changes due to the process of globalisation.

### Q1. Learning outcome: 2.6.3

#### Question text

Select the concept and terms from the bracket and arrange it under suitable headings shown in the table below.

[Post-Fordism, INGOs, Consumerism, Liberalisation, Glocalisation, European Union (EU), TNCs, Outsourcing]

Dimensions Of Globalisation			
Economic	Political	Culture	Labour



#### Scoring Indicators:

- Economic – TNCs, Liberalisation (1)
- Political-INGOs, European Union (EU) (1)
- Culture-Glocalisation, Consumerism (1)
- Labor-Post-Fordism, Outsourcing (1)

*Total Score:4, Time: 5 minutes*

**Q2. Learning outcome: 2.6.2****Question text**

One of your classmates stated that '**Global interconnections are new to India and it is a result of Globalization policies.**'

Prepare a counter statement, with suitable evidences.

 **Scoring Indicators**

- Global interconnections not new to the world and to India. (1)
- Early years-India's global connections-Silk Route, with Persian, Chinese, Roman civilizations (2)
- Colonial period-Navigation of Europeans - Shipping of labors to different parts of world (2)
- Independent India- Retained global outlook (1)

*Total Score:6, Time: 10 minutes*

**Q3. Learning outcome: 2.6.4****Question text**

Your school is regularly updating your parents through of Emails&SMS about your performance.

- a) How can you describe the situation in the context of revolutionary change of global communication system?
- b) How will it affect a parent who does not have access to these facilities of modern communication?

 **Scoring Indicators**

- a) Impact of technology and telecommunications in global communications (1)
- Individuals and institutions have multiple links to the outside world (1)
- Direct effect on socio-economic factors (1)
- b) Digital divide -Some may not have these facilities will create a social gap (2)

*Total score:5, Time: 10 minutes*

**Q4. Learning Outcome: 2.6.5****Question Text**

Globalization adversely affected the job security of Indians. Do you agree? Substantiate your answer with suitable examples.

 **Scoring Indicators**

- New international dimension of labour outsourcing (2)
- Post Fordism (System of flexible production at dispersed location) (2)
- Example –Nike company (1)

*Total score: 5, Time: 8 minutes*



**Q5. Learning Outcome: 2.6.5****Question Text**

Illustrate how globalisation affected the indigenous craft & literary tradition in India?

**Scoring Indicators**

- Modern development did make roads in to traditional cultural forms and occupations based on them. (1)
- The traditional weavers were unable to compete with the powerlooms and lost their job. (1)
- Example of textile mills of Mumbai (1)
- Suicides by the traditional weavers in Medhak district in Andhra Pradesh. (1)

**Total Score: 4, Time: 6 minutes**

**Q 6. Learning Outcome: 2.6.7****Question Text**

Students of ASAP course are trained in spoken English, and are 'groomed' to attend the job interviews of various companies. Can you see this in connection with any aspect of Globalization? Justify your views.

**Scoring Indicators**

- Companies develop unique culture among the employees to increase productivity (1)
- Corporate Culture - dress code, way of talk, behaviour pattern, work time etc. (1)
- It begins from the selection process itself (1)

**Total Scores: 3, Time: 5 minutes**

**Q7. Learning Outcome: 2.6.6****Question Text**

Read the following news report.

**BRICS SUMMIT 2016**

*The 8<sup>th</sup> annual BRICS summit, an international relations conference attended by the Heads of Five member countries- Brazil, Russia, India, China and South Africa, held at Goa in October 2016.*

Analyse the dimension of Globalisation that reflects in the formation of the international organisations like the one mentioned in the newspaper report mentioned above

**Scoring Indicators**

- The collapse of the erstwhile socialist world that hastened globalization (2)
- The growth of International and regional mechanism for Political Collaboration through Intergovernmental Organizations (EU, ASEAN, SAARC) (2)
- Rise of new INGOs (Greenpeace, Red Cross, Medicines Sans Frontiers) (2)

**Score: 6, Time: 8 minutes**

**Q8. Learning Outcome: 2.6.3****Question text**

Discuss the interlinkage between Urbanisation and Consumerism.

**Scoring Indicators**

- Culture of Consumption (of art, food, fashion, tourism) and growth of cities (2)
- Growth of shopping malls, Multiplex cinema halls, amusement parks, etc (2)

*Total Score: 4, Time: 6 minutes*

**Q9. Learning Outcome: 2.6.7****Question text**

Discuss the process of 'Glocalisation' as a consequence of Globalisation. Analyse its impacts on culture?

**Scoring Indicators:**

- Glocalisation - mixing of the Global with the Local cultures. (2)
- It is a strategy adopted by foreign firms while dealing with local traditions in order to enhance their marketability. (2)
- Apt examples (Foreign TV Channels use Indian languages, Multi National Fast food companies serving 'only vegetarian' items) (2)

*Total Score: 6, Time: 8 minutes*

**Q10. Learning Outcome: 2.6.3****Question text**

Classify the following items appropriately in the chart.

[Factory, Crops, Computer Software, Vehicles, Weaving, Fashion design]

Agriculture Economy	Industrial Economy	Knowledge Economy

**Scoring Indicators:**

- Agriculture Economy- Crops, Weaving (1)
- Industrial Economy - Factory, Vehicles (1)
- Knowledge Economy- Computer software, fashion design. (1)

*Total Score: 3, Time: 3 minutes*

**Learning Outcomes**

- 2.7.1 Define the term mass media
- 2.7.2 Identify different forms of mass media
- 2.7.3 Explain the evolution of modern mass media
- 2.7.4 Analyse the role of mass media in independent India
- 2.7.5 Identify and explain the role of radio
- 2.7.6 Analyse and explain the role of television
- 2.7.7 Analyse and explain the role of print media
- 2.7.8 Evaluate the influence of globalisation on mass media
- 2.7.9 Analyse the role of mass media in our personal and public lives

**Q 1 Learning Outcome: 2.7.2****Question Text**

Identify the odd one from the list. Justify your answer.  
(Television, Intercom, Radio, Newspaper)

**Scoring Indicators**

- Intercom (1)
- All others are mass media. Intercom is meant for communication within a network (2)

**Total Score: 3, Time: 5 minutes**

**Q 2. Learning Outcome: 2.7.3****Question Text**

Arrange the following items chronologically so as to reflect the evolution of modern mass media in India?

(Doordarsan, STAR TV, Bengal Gazette, FM Radio, Internet, AIR)

**Scoring Indicator**

- Bengal Gazette, AIR, Door Darshan, STARTV, Internet, FM Radio) ( $\frac{1}{2} \times 6 = 3$ )

**Total Score: 3, Time: 3 minutes**

**Q 3. Learning Outcome: 2.7.2****Question Text**

Arrange column C and B so as to match with column A

A	B	C
Print Media	BSNL	1440
Radio	American Military	1957
Television	Johann Gutenberg	1975
Mobile Phone	SITE	1975
Internet	VividhBharathi	1995

**Scoring Indicator:**

A	B	C
Print Media	Johann Guten berg	1440
Radio	Vividh Bharathi	1957
Television	SITE	1975
Mobile Phone	BSNL	1995
Internet	American Military	1960

(1 × 5)

*Total Score: 5, Time: 7 minutes*

**Q 4. Learning Outcome: 2.7.3****Question Text**

Mass media helped the growth of nationalism in India. Substantiate?

**Scoring Indicators**

- Anticolonial public opinion nurtured by nationalist press (2)
- Colonial Govt's imposition of censorship and agitation 1883 (1)
- Role regional language newspapers (Kesari, Mathrubhoomi, etc.) (1)

*Total Score: 4, Time: 6 minutes*

**Q 5. Learning Outcome: 2.7.4****Question Text**

How media is bridging the gap between Rural and Urban societies? Illustrate with examples.

 **Scoring Indicators:**

- Brining the images of Urban life styles and patterns to rural areas (2)
- Urban norms and standards influence rural people's desires and promote consumption (2)
- Example: (1) Influence of TV advertisements in purchasing habit of rural people (2)
- (2) TV shows promote new business like village Tourism) (2)

**Total Score: 6, Time: 8 minutes**

### Q 6. Learning Outcome: 2.7.4

#### Question Text

Discuss the role of mass media as an agency of social development in Independent India?

 **Scoring Indicators**

- Media means to inform the people of the various developmental efforts (1)
- Fight against oppressive social practices (1)
- Formulates public opinion (1)
- Provide platform for voicing public grievances (1)
- Promotion of national scientific ethos (1)

**Total Score: 5, Time: 8 minutes**

### Q 7. Learning Outcome: 2.7.5

#### Question Text

Analyse the expansion of Radio as a mass media in Independent India?

 **Scoring Indicators**

- At time of Independence only 6 radio stations (1)
- Govt. owned AIR broad casted news and developmental programmes (1)
- Increasing number of listeners and stations (1)
- Globalisation led to diversification like FM radio stations (1)
- More entertainment than News (1)

**Total Score: 5, Time : 8 minutes**

### Q 8. Learning Outcome: 2.7.6

#### Question Text

'Television can be used as a medium of social empowerment'. Do you agree? Give suitable examples to substantiate your answer.

 **Scoring Indicators**

- TV as a means to inform people of the various developmental efforts (2)
- Fight against oppressive social events and discriminations (2)
- Example: - Influence of 'Hum Log' serial or similar example (1)

**Total Score: 5, Time: 8 minutes**

### Q 9. Learning Outcome: 2.7.9

#### Question Text

'The relationship between the mass media and communication with the society are dialectical'. Substantiate with examples?

 **Scoring Indicators**

- Both are mutually influential- role of mass media (2)
- The nature and influence by Society (2)
- The content and presentation of media influences society (2)
- Example - social believes and practices reflects in TV programmes (2)

*Time Score: 6, Time: 8 minutes*

### Q 10. Learning Outcome: 2.7.8

#### Question Text

‘The State and market play a major role in the functioning of mass media.’  
Substantiate?

 **Scoring Indicators**

- Modern mass media requires a formal structured organisation to meet large scale capital (1)
- Maintain large body of employees (1)
- Mass media are subjected to government rules and regulations (1)
- Business groups and industrialists control the structure and content of mass media (1)
- Mass media depends on companies for advertisement revenue as well as content (1)

*Total Sore: 5, Time: 8 minutes*

### Q 11. Learning Outcome: 2.7.7

#### Question Text

Explain the concept ‘Infotainment’ in connection with the changes in Print media.

 **Scoring Indicators**

- Infotainment - combination of Information and entertainment (1)
- Print media tries to cater various interests of readers - Sports, Cinema Gossips etc. (1)
- Print media aims to increase readership to grab market for advertisement revenue (2)

*Total Score: 6, Time: 8 minutes*

### Q 12. Learning Outcome: 2.7.8

#### Question Text

How does the globalisation trend influence the content and nature of mass media?

 **Scoring Indicators**

- Modern mass media requires large capital to maintain its structure and operations (2)
- Business groups, Industrialists need to influence public opinion and capitalist interests through media (2)
- Mass media depends on companies for advertisement revenue and contents to deliver (2)
- Mass media try to cater various interests of the Society (2)

*Total Score: 8, Time: 12 minutes*

**Learning Outcomes**

- 2.8.1 Define social movement
- 2.8.2 Explain the significance of the study of social movements in Sociology
- 2.8.3 Analyse the theories of Social movements
- 2.8.4 Classify social movements
- 2.8.5 Explain Chipko movement as an ecological movement
- 2.8.6 Evaluate peasant movement as a class based movement
- 2.8.7 Illustrate worker's movement as a class based movement
- 2.8.8 Analyse dalit and backward class movements as caste based movements
- 2.8.9 Analyse tribal movements in Jharkhand and North East
- 2.8.10 Describe women's movements during pre-independent and Post independent India

**Q1. Learning Outcome: 2.8.4****Question Text**

1. The SNDP Movement is a:

- (a) Redemptive movement
- (b) Reformist movement
- (c) Revolutionary movement
- (d) Workers movement

2. Compare and contrast redemptive and reformist movements.

**Scoring Indicators**

- Redemptive movement (1)
- Change in the personal consciousness and individual action -strive to change in the existing social and political arrangements (2)

**Total Score :3, Time : 5 minutes**

**Q2. Learning Outcome: 2.8.3****Question Text**

Differentiate between Mancur Olson's and MC Carthy's theories of Social movement?

 **Scoring Indicators**

- Recalls Mancur Olson's theory (1)
- Recalls Mc Carthy's theory (1)
- Major differences between the two theories (2)

*Total Score: 2, Time: 4 minutes*

**Q3. Learning Outcome: 2.8.7****Question Text**

In 1922 the Government passed an act which reduced the working hours in a day to 10 hours. Identify the act.

 **Scoring Indicator**

- Fourth factories act (1)

*Total Score : 1, Time: 2 minutes*

**Q4. Learning Outcome: 2.8.4****Question Text**

"Social inequality and the unequal distribution of resources continue to be the important elements of new social movements".

- (a) Whose words are these?
- (b) Point out examples from contemporary society to substantiate the statement.

 **Scoring Indicators**

- Gail Omvedt (1)
- Identify the contemporary social movements (2)
- Analyses how far Social inequality form the bases of these movements (2)

*Total Score :5, Time : 8 minutes*

**Q5. Learning Outcome: 2.8.1****Question Text**

'The people of Perumatti GramaPanchayath in Palakkad District protested against the exploitation of ground water by a multinational company'.

Can you consider this protest as a social movement? Why?

 **Scoring Indicators:**

- Yes (1)
- Features of a social movement (3)

*Total Score : 4, Time : 7 minutes*



**Q6. Learning Outcome: 2.8.4****Question Text**

Match the columns B and C with column A.

A	B	C
Chipko movement	Sree Narayana Guru	Anti colonial movement
Naxalbari movement	Goura Devi	Backword caste movement
SNDP movement	Birsa Munda	Peasant movement
Civil disobedience movement	CharuManjumdar	Tribal movement
Jharkhand Movement	Gandhiji	Ecological Movement

 **Scoring Indicators**

A	B	C
Chipko Movement	Gouradevi	Ecological movement
Naxalbari Movement	CharuManjumdar	Peasant movement
SNDP disobedient	Sree Narayana Guru	Backword Caste movement
Civil disobedient	Gandhiji	Anti-colonial movement
Jharkand movement	Birsa Munda	Tribal movement

*Total Score: 5, Time: 8 minutes*

**Q7. Learning Outcome: 2.8.9****Question Text**

'In South Bihar, adivasis shared a common hatred towards 'Dikus'

- Who are these 'Dikus'
- What are the reasons behind the hatred towards the 'Dikus'

 **Scoring Indicators**

- Migrant traders and money-lenders (1)
- Exploitation and Marginalisation of adivasis (1)

*Total Score: 2, Time: 4 minutes*

**Q8. Learning Outcome: 2.8.9****Question Text**

"The Chipko movement is related not only to ecology but economic and political aspects also." Discuss

 **Scoring Indicator :**

- Ecological, political and economic dimensions of the movements (3)

*Total Score: 3, Time: 5 minutes*

**Q9. Learning Outcome: 2.8.9**

**Question Text**

Classify the following as old and new Social movements.

- Class based movements
- Women movements
- Peasant movements
- Ecological movements
- Anti-colonial movements
- Human rights movements

 **Scoring Indicators**

Old Social Movements	New Social Movements
Class based movements	Human right movements
Peasant movements	Ecological movements
Anti - colonial movements	Women movements

( $\frac{1}{2} \times 6$ )

*Total Score: 3, Time: 5 Minutes*

**Q10. Learning Outcome: 2.8.5**

**Question Text**

Mention any two key issues behind the tribal movements in different part of India.

 **Scoring Indicators**

- Land alienation, Nationalisation of forest product or similar issues (2)

*Total Sore: 2, Time: 3 minutes*