

Series: BVM

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SENIOR SCHOOL CERTIFICATE EXAMINATION, 2019

MARKING SCHEME - SOCIOLOGY (SUBJECT CODE - 039)

PAPER CODE – 62

GENERAL INSTRUCTIONS

1. You are aware that evaluation is the most important process in the actual and correct assessment of the candidates. Small mistake in evaluation may lead to serious problems which may affect the future of the candidates, education system and teaching profession. To avoid mistakes, it is requested that before starting evaluation, you must read and understand the spot evaluation guidelines carefully. Evaluation is a 10-12 days mission for all of us. Hence, it is desired from you to give your best in this process.
2. Evaluation is to be done as per instructions provided in the Marking Schemes. It should not be done according to one's own interpretation or any other consideration. Marking Schemes should be strictly adhered to and religiously followed. However, while evaluating, answers which are based on latest information or knowledge and innovative maybe assessed and marks be awarded to them.
3. The Head-Examiner must go through the first five answer books evaluated by each evaluator to ensure that evaluation has been carried out as per the instructions given in the Marking Schemes. The remaining answer books meant for evaluation shall be given only after ensuring that there is no significant variation in the marking of individual evaluators.
4. If a question has parts, please award marks on the right-hand side for each part. Marks awarded for different parts of the question should then totalled up and written in the left evaluators.
5. If a question does not have any parts, marks must be awarded in the left hand margin and encircled.
6. If a student has attempted an extra question, answer or the question deserving more marks should be retained and other answer scored out.
7. No marks to be deducted for the cumulative effect of an error. It should be penalised only once.
8. A full scale of marks 1-80 has to be used. Please do not hesitate to award full marks if the answer deserves it.
9. Every examiner should stay full working hours ie 8 hours every day and evaluate 25 answer books.
10. Avoid the following common types of errors committed by the examiner in the past:-
 - Leaving answer or part thereof unassessed in an answer book:-
 - Giving more marks to an answer than assigned to it.
 - Wrong transfer of marks from the inside pages of the answer book to the title page.
 - Wrong question totalling on the title page.

- Wrong totalling of marks of the two columns on the title page.
 - Wrong grand total.
 - Marks in words and figures not tallying.
 - Wrong transfer of marks from the answer book to online award list.
 - Answers marked as correct, but marks not awarded (ensure that the right tick mark is correctly and clearly indicated. It should be merely be a line. Same is with the X for incorrect answer).
 - Half or a part of answer marked correct and the rest as wrong, but no marks awarded.
11. While evaluating the answer books if the answer is found to be totally incorrect, it should be marked as (X) and awarded zero (0) marks.
 12. Any unassessed portion, non-carrying over of marks to the title page or totalling error detected by the candidate shall damage the prestige of all the personnel engaged in the evaluation work as also of the Board. Hence, in order to uphold the prestige of all concerned, it is again reiterated that the instructions be followed meticulously and judiciously.
 13. The examiners should acquaint themselves with the guidelines given in the spot evaluation before starting the actual evaluation.
 14. Every examiner shall also ensure that all the answers are evaluated, marks carried over to the title page, correctly totalled and written in figures and words.
 15. As per orders of the Hon'ble Supreme Court, the candidates are permitted to obtain photocopy of the Answer Book on request on payment of the processing charges.
 16. The Marking Scheme carries only suggested value points for the answers. These are only guidelines and do not constitute the complete answer. The students can have their own expression and if the expression is correct, the marks to be awarded accordingly.
 17. Candidates are permitted to obtain photocopy of the Answer Book on request and on payment of the prescribed fee. All Examiners / Head Examiners are once again reminded that they must ensure that evaluation is carried out strictly as per value points for each answer as given in the Marking Scheme.
 18. (i) The question paper is divided into three sections.
 - (ii) There are 25 questions in all. All questions are compulsory.
 - (iii) Section A includes question No. 1 – 14. They are very short answer type questions carrying 2 marks each. Answer to each question should not exceed 30 words.
 - (iv) Section B includes question No. 15 – 21. They are short answer type questions carrying 4 marks each. Answer to each question should not exceed 80 words.
 - (v) Section C includes question No. 22 – 25. They are long answer type questions carrying 6 marks each. Answer to each question should not exceed 200 words each. Question No. 25 is to be answered with the help of the passage given.

10	<p>With what objectives did ‘new’ farmers’ movements begin in the 1970’s?</p> <ul style="list-style-type: none"> • The basic ideology of the movement was strongly anti state and anti-urban • The focus was on price and related issues. 	1+1
11	<p>How is Sanskritization a process of social change?</p> <ul style="list-style-type: none"> • Sanskritisation is a 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’. • Its influence can be seen in language, literature, ideology, music, dance, drama, style of life and rituals; • Sanskritisation suggests a process whereby people want to improve their status through adoption of names and customs of culturally high-placed groups. <p>(Any Two) (Any other relevant point)</p> <p style="text-align: center;">OR</p> <p>New ideas of liberalism and freedom emerged in colonial India as stated by sociologist Satish Saberwal. Identify them.</p> <p>The nature of Ideas : -</p> <ul style="list-style-type: none"> • New ideas of homemaking and marriage; • New roles for mothers and daughters, • New ideas of self-conscious pride in culture and tradition. • The value of education • Crucial for a nation to become modern but also retain its ancient heritage. • Initiated a period of questioning, reinterpretations and both intellectual and social growth. <p>(Any two)</p>	<p>1+1</p> <p>1+1</p>
12	<p>How has the formation of AITUC made the colonial government more cautious in dealing with labour?</p> <ul style="list-style-type: none"> • It attempted to grant workers some concessions in order to contain unrest. • The government passed the Factories Act which reduced the working day to 10 hours. • The Trade Unions Act was passed, providing for the registration of trade unions and proposed some regulations. <p>(Any Two)</p>	1+1

	SECTION B	
15	<p>Literacy varies across gender, regions and social groups. Explain.</p> <ul style="list-style-type: none"> • The literacy rate for women is almost 22% less than the literacy rate for men. • Regional variations are still very wide, with states like Kerala approaching universal literacy, while states like Bihar are lagging far behind. • Literacy rates also vary by social group –disadvantaged communities such as SCs and STs, have lower rates of literacy. • Rates of female literacy within disadvantaged groups are even lower than the male literacy while women literacy is faster than male literacy. 	1+1+1+1
16	<p>What is a sociologist's view on market as a social institution?</p> <ul style="list-style-type: none"> • Sociologists view markets as social institutions that are constructed in culturally specific ways. • Markets are often controlled or organised by particular social groups or classes. • The weekly market is the major institution for the exchange of goods as well as for social intercourse. • Local people come to the market to sell their agricultural or forest produce to traders and they buy essentials such as salt and agricultural implements, and consumption items such as bangles and jewellery. • The primary reason to come to the market is social – to meet kin, to arrange marriages, exchange gossip, and so on. • As stated by Alfred Gell, the layout of the market symbolises the hierarchical inter-group social relations in this region. • Different social groups are located according to their position in the caste and social hierarchy as well as in the market system. • The wealthy and high-ranking Rajput jeweller and the middle-ranking local Hindu traders sit in the 'central zones', • The tribal sellers of vegetables and local wares sit in the 'outer circles'. <p style="text-align: right;">(Any four)</p> <p style="text-align: center;">OR</p> <p>How did the advent of colonialism in India produce a major upheaval in the economy?</p> <p>Advent of colonialism in India produced major upheaval in the economy</p> <ul style="list-style-type: none"> • Disruptions in production, trade, and agriculture • Demise of the handloom industry due to the flooding of the market with cheap manufactured textiles from England. • India became a source of raw materials and agricultural products and a consumer of manufactured goods, earlier it was a supplier of manufactured goods to the world market. • British industrialization led to de-industrialization in India. 	<p>1+1+1+1</p> <p>1+1+1+1</p>

18	<p>Examine the arguments given by Dr. Ambedkar and Mahatma Gandhi for the inclusion of Panchayati Raj in the Constitution.</p> <ul style="list-style-type: none"> • <u>Dr. Ambedkar</u> argued that local elites and upper castes were well entrenched in society. The existence of local self-government only meant a continuing exploitation of the downtrodden masses of Indian society. The upper castes would no doubt silence this segment of the population further. • <u>Gandhiji</u> envisaged each village as a self-sufficient unit conducting its own affairs. He saw gram-swarajya to be an ideal model to be continued after independence. 	2+2
19	<p>Industrialization and Urbanization are linked processes. Discuss.</p> <ul style="list-style-type: none"> • Industrialisation refers to the emergence of machine production, based on the use of inanimate power resources like steam or electricity. • Urbanisation: The development of towns and cities • Majority of the employed population work in factories, offices or shops rather than agriculture. • People start migrating to towns and cities to work. 	1+1+1+1
20	<p>“What marked these 19th century social reform attempts was the modern context and mix of ideas”. Interpret the given statement. What marked these 19th century social reform attempts was the modern context and mix of ideas.</p> <ul style="list-style-type: none"> • It was a creative combination of modern ideas of western liberalism and a new look on traditional literature. • Ram Mohun Roy attacked the practice of sati on the basis of both appeals to humanitarian and natural rights doctrines as well as Hindu shastras. • Ranade’s writings entitled The Texts of the Hindu Law on the Lawfulness of the Remarriage of Widows and Vedic Authorities for Widow Marriage elaborated the shastric sanction for remarriage of widows. • The content of new education was modernising and liberal. The literary content of the courses in the humanities and social sciences was drawn from the literature of the European Renaissance, Reformation and Enlightenment. Its themes were humanistic, secular and liberal. • Sir Sayed Ahmed Khan’s interpretation of Islam emphasised the validity of free enquiry (ijtihad) and the alleged similarities between Koranic revelations and the laws of nature discovered by modern science. • Kandukiri Viresalingam’s The Sources of Knowledge reflected his familiarity with navya-nyaya logic. At the same time he translated Julius Huxley. <p style="text-align: right;">(Any four)</p> <p style="text-align: center;">OR</p>	1+1+1+1

	<p>Sociologists have tried to define what constitutes modernization. Elaborate.</p> <ul style="list-style-type: none"> • From the 19th and more so the 20th century the term began to be associated with positive and desirable values. • In the early years, modernisation referred to improvement in technology and production processes. • It referred to the path of development that much of west Europe or North America has taken. • Modernization assumes that local ties and parochial perspectives give way to universal commitments and cosmopolitan attitudes • People are influenced not just by local but universal contexts. • Work gets based on choice, not birth. • A scientific attitude and a rational approach matters. <p>(Any four)</p>	1+1+1+1
21	<p>Mention the loop holes found in the implementation of the Land Ceiling Act.</p> <ul style="list-style-type: none"> • Land Ceiling Act imposed an upper limit on the amount of land that can be owned by a particular family. • Possession of surplus land (above the ceiling limit) held by each household, and redistribute it to landless families. • 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'. • 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. <p>(Any four)</p>	1+1+1+1
	SECTION C	
22	<p>In your opinion has the Linguistic reorganisation of states helped or harmed India's unity?</p> <ul style="list-style-type: none"> • Prime Minister Jawaharlal Nehru feared that states based on language might hasten a further subdivision of India. Far from undermining Indian unity, linguistic states have helped strengthen it. • Role of State reorganisation Commission-reframed in 1920 on linguistic lines. • 1947-Independence and movement by Marathi and Kannada speakers and Telugu speakers. • 1956-redrawing map of India on Linguistic lines , comparison with Ceylon and Pakistan. • It has proved to be perfectly consistent to be Kannadiga and Indian, Bengali and Indian, Tamil and Indian, Gujarati and Indian. 	1+1+1+1+1+1

	<p style="text-align: center;">OR</p> <p>Civil Society makes the state accountable to the Nation and its people. Explain with reference to the RTI Act.</p> <ul style="list-style-type: none"> • Civil society is the non-state and non-market part of the public domain in which individuals get together voluntarily to create institutions and organisations. • It is the sphere of active citizenship where, 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. • The Right to Information Act 2005, gives Indians an access to Government records. • It was enacted by the Parliament of India giving any person who may request information from a “public authority”, is expected to reply expeditiously or within thirty days. • The Act also requires every public authority to computerise their records for wide dissemination and to proactively publish certain categories of information so that the citizens need minimum recourse to request for information formally. • This law was passed by Parliament on 15 June 2005. The Act specifies that citizens have a right to: <ul style="list-style-type: none"> ➤ Request any information, ➤ Take copies of documents, ➤ Inspect documents, works and records, ➤ Take certified samples of materials of work, ➤ Obtain information in form of printouts, diskettes, floppies, tapes, video cassettes or in any other electronic mode or through printouts. • Civil liberties organisations have been keeping a watch on the state and forcing it to obey the law. <p style="text-align: right;">(Any six)</p>	1+1+1+1+1+1
23	<p>The institution of caste underwent major changes during colonial period. Explain</p> <ul style="list-style-type: none"> • The British administrators began by trying to understand the complexities of caste in an effort to learn how to govern the country efficiently • The British undertook methodical and intensive surveys of various tribes and castes to learn how to govern the country. • The first such survey was carried out by H. Rishley in 1901 and thus castes began to be counted and rewarded. • Direct attempt to count caste and to officially record caste status changed the institution itself. • Land revenue settlement gave a legal recognition to the customary rights of the upper caste. • The Govt. of India Act 1935 gave legal recognition to the list of ‘schedules’ of castes and tribes marked out for special treatment by the state. <p style="text-align: center;">OR</p>	1+1+1+1+1+1

	<p>Do you think tribes are primitive communities living isolated lives untouched by civilisation? Discuss.</p> <ul style="list-style-type: none"> • Tribes are seen as secondary phenomena arising out of exploitative and colonialist contacts. • On the political and economic front, tribal societies were faced with the incursion of money lenders. They were also losing their land to non-tribal immigrant settlers. • Many of the Rajput kingdoms of central and western India emerged through a process of stratification among Adivasi community themselves. • Occupied a special trade niche – trading forest produce, salt, and elephants. • Capitalist economies drive exploit forest resources and minerals to recruit cheap labour brought tribal societies into mainstream. • There is a gradual emergence of an educated urbanised professional class among tribal communities. 	1+1+1+1+1+1
24	<p>With the help of an example explain the impact of Globalization and the New International Division of Labour.</p> <ul style="list-style-type: none"> • A new international division of labour has emerged in which more and more routine manufacturing production and employment is done in the Third World cities. • The company grew enormously from its inception as an importer of shoes. • The founder Phil Knight imported shoes from Japan and sold them at athletics meetings. • The company grew to a multinational enterprise, a transnational corporation. • As costs increased production shifted to South Korea, later on to Thailand and Indonesia. • This flexibility of labour often works in favour of the producers. Instead of mass production of goods at a centralised location (Fordism), we have moved to a system of flexible production at dispersed locations (Post-Fordism). <p style="text-align: center;">OR</p> <p>There are many ways Globalization affects culture. Elaborate.</p> <ul style="list-style-type: none"> • Homogenisation versus Glocalization of culture. • Globalisation will lead to the creation of not just new local traditions but global ones too. • Gender and Culture- in India we have been able to retain and develop a democratic tradition and culture that allows us to define culture in a more inclusive and democratic fashion. • Cultural consumption (of art, food, fashion, music, tourism) shapes to a large extent the growth of cities. Eg: shopping malls, multiplex cinema halls, amusement parks etc. • A dynamic corporate culture - involving company events, rituals and traditions - is thought to enhance employee loyalty and promote group solidarity. 	<p>1+1+1+1+1+1</p> <p>1+1+1+1+1+1</p>

	<ul style="list-style-type: none"> • The spread of multinational companies and the opportunities opened up by the information technology revolution has created a class of upwardly mobile professionals working in software firms, multinational banks, etc. • It is also becoming a threat to many indigenous craft and literary traditions and knowledge systems. <p>(Any six)</p>	
25	<p>Gandhi on Machinery, in <i>Hind Swaraj</i> 1924: “What I object to is 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. I want to save time and labour, not for a fraction of mankind, hut for all. I want the concentration of wealth, not in the hands of the few, but in the hands of all.”</p> <p>1934: “When as a nation we adopt 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.”</p> <p>(a) Give an example of how machinery creates a problem for workers.</p> <p>Machinery creates the danger that eventually would replace workers concentration of wealth in the hands of the few (Any one) (Any other example)</p> <p>(b) What alterative did Gandhi have in mind? How does adopting the spinning-wheel prevent exploitation?</p> <p><u>Alterative: -</u></p> <ul style="list-style-type: none"> • Adoption of the spinning-wheel or charkha • Establishing indigenous industries <p>(Any one)</p> <p><u>Adopting the spinning-wheel prevent exploitation: -</u></p> <ul style="list-style-type: none"> • Generates employment • Ends the exploitation of the poor by the rich • Promoting self-reliance. <p>(Any other relevant point)</p>	<p>2</p> <p>1+3</p>