



## **ANALYSIS / APPROACH / SOURCE / STRATEGY : SOCIOLOGY MAINS 2011 PAPER I**

- Ms. SMITA PARASHAR

**Difficulty Level ( DL )** : Easy (E), Medium (M), Difficult (D)

**Nature of Question (Nature)** : Fundamental, Conceptual, Conventional (F), Current Affairs / Applied (CA) / , Fundamental Current Affairs (FCA) , Unconventional (U)

**APP / UAPP** : **Approachable Questions (APP)**: Your limit / **Unapproachable (UAPP)** (beyond your limit)

Questions	Marks	Difficulty Level ( DL )	Nature of Questions ( F/CA / FCA / U )	Approachable/ Unapproachable questions ( APP / UAPP )	Source : Key Books of Sociology / Vision IAS Mains Test Series 2011
1-(a) Emergence of Sociology is an outcome of modernity and social change in Europe.	12	E	F	APP	(IGNOU)- MSO-001 BLOCK-1/ (IGNOU)- ESO-13 BLOCK-1/ TEST-1 Q 3(b)
1-(b) Fact and Value	12	M	F	APP	HARALAMBOS + HOLBORN: CH-1/ (IGNOU) MSO-002 BLOCK-1

<b>1-(c).</b> Reliability and Validity	12	E	F	APP	<b>HARALAMBOS + HOLBORN:</b> CH-14/ TEST-1 : Q 5(a)
<b>1-(d).</b> The Protestant Ethic and the Spirit of Capitalism.	12	M	F	APP	<b>ABRAHAM + MORGAN –</b> <b>(SOCIOLOGICAL THOUGHT)/</b> <b>(IGNOU)-ES0-13/</b> TEST-2 , Q 2(a)
<b>1-(e).</b> The problem of gender	12	M	F + APPLIED	APP	<b>(IGNOU) ESO-14</b> <b>BLOCK-4/</b> TEST-2 , Q 3(b)
<b>2-(a)</b> What can Sociology show us about our actions? Discuss the practical significance of Sociology.	30	D	F + APPLIED	APP	<b>HARALAMBOS+HOLBORN-</b> <b>CH.15 + T.B. BOTTOMORE</b> <b>(SOCIOLOGY)-CH: 19, 20</b> <b>NCERT (XI)</b>
<b>2- (b)</b> What is Class? Do you think that Weber's contributions to social stratification are different from that of Marx?	30	E	F	APP	<b>(IGNOU) ESO-11 BLOCK-7</b> <b>+HARALAMBOS+HOLBORN;</b> <b>CH:2/</b> TEST-2 , Q 7(a)
<b>3-(a)</b> What is subjective method in social research? Examine Focus Group Discussion (FGD) as a technique for data collection, with suitable examples.	30	D	F + APPLIED	UAPP	<b>(IGNOU) MSO-002</b> <b>BOOK-2/</b> <b><a href="http://sru.soc.surrey.ac.uk/SRU19.html">http://sru.soc.surrey.ac.uk/S</a></b> <b><a href="http://en.wikipedia.org/wiki/Focus_group">http://en.wikipedia.org/wiki</a></b> <b>/Focus_group</b>

<b>3-(b)</b> Define Ideal Type and explain Weber's concept of 'Verstehen' for understanding social phenomena.	30	E	F	APP	<b>ABRAHAM+MORGAN: (SOCIOLOGICAL THOUGHT)/ (IGNOU) ESO-13</b>
<b>4-(a)</b> Give conceptual meaning of social system. What is cognitive consonance between 'pattern variables' and 'paradigm'?	30	M	F	APP	<b>DICTIONARY (ANY)+ (IGNOU) ESO-13 BLOCK 7 + (IGNOU) MSO-001 BLOCK-2</b>
<b>4-(b)</b> What do you mean by social mobility? Discuss the major sources and causes of mobility.	30	M	F	APP	<b>(IGNOU) ESO-14 BLOCK-8/ TEST-2 , Q 2(b)</b>
<b>5-(a)</b> Self-Help Group (SHG) as an informal organization of work.	12	M	FCA	APP	<b>KURUKSHETRA/ YOJANA</b>
<b>5-(b)</b> Power Elite	12	E	F	APP	<b>HARALAMBOS+HOLBORN: CH: 9/ TEST-3 , Q 1(a)</b>
<b>5-(c)</b> Cultural Pluralism	12	E	F	APP	<b>(IGNOU) ESO-11 BLOCK-6</b>
<b>5-(d).</b> Lineage and Descent	12	M	F	APP	<b>DICTIONARY (ANY) + MADAN + MAJUMDAR (SOCIAL ANTHROPOLOGY CH: 7</b>

<b>5-(e)</b> Development and Dependency	12	E	F	APP	<b>DOCTIONARY (ANY)+ (IGNOU) MSO-003 BLOCK-3</b>
<b>6-(a)</b> What is formal organization? “The growth of bureaucracy has resulted in extreme concentration of power at larger levels of social organization.” Discuss.	20	M	F + APPLIED	APP	<b>HARALAMBOS AND HEALD CH: 7/ TEST- 2 : Q 7(b)</b>
<b>6-(b)</b> Highlight prerequisites of social movement. Bring out the difference between social movement and revolution.	20	M	F	APP	<b>NADEEM HASNAIN+ NCERT(XII)+ (IGNOU) ESO-12 BLOCK-8</b>
<b>6-(c)</b> “Collective action in politics can bring integration and disintegration in society.” Comment.	20	M	APPLIED	APP	<b>HARALAMBOS+HOLBORN CHAPTER: 9</b>
<b>7-(a)</b> Define sect, cult and religion. In what way do Weber’s views on religion differ from those of Durkheim?	20	E	F	APP	<b>HARALAMBOS+HOLBORN CH: 7+ (IGNOU) ESO-13 BLOCK-5/ TEST- 7 : Q 3(b)</b>
<b>7-(b)</b> What you mean by marriage and family? Discuss the structural and functional changes family in modern society?	20	E	F + APPLIED	APP	<b>DICTIONARY (ANY)+ HARALMBOS + HOLBORN CH: 8</b>
<b>7-(c)</b> Explain the concept of participatory Democracy. What conditions are assumed to be conducive to Participation?	20	M	F + APPLIED	APP	<b>HARALAMBOS + HEALD CH: 3+ NEWSPAPERS</b>
<b>8-(a)</b> “Social support mechanism needs to be strengthened	20	M	APPLIED	APP	<b>(IGNOU) MSO-003</b>

from effective implementation of development programme.” Comment.					<b>BLOCK-8/ (IGNOU) ESO-16 BLOCK-7</b>
<b>8-(b)</b> Discuss Word System theory in the context of Modern Society.	20	M	F + APPLIED	APP	<b>(IGNOU) MSO-003 BOOK-1/ TEST- 3 : Q 6(a)</b>
<b>8-(c)</b> “Science and Technology are major forces accelerating the process of social change.” Comment.	20	M	F + APPLIED	APP	<b>(IGNOU) ESO-11 BLOCK-4+ (IGNOU) MSO-003 BLOCK 7</b>

### Analysis – Sociology Paper – I (Mains) 2011

The Sociology paper for the Main Examination 2011, varied a good deal from last year. The paper was ‘**moderately difficult**’ as compared to last year’s Sociology paper which seemed like a ‘complete break’ from the past pattern. One trouble area however seemed to be the length of the paper.

An analysis of the paper done along **2 dimensions** would help aspirants understand better this year’s paper and at the same time help them in preparing the optional accordingly for the Main Examination of 2012.

#### **Two Dimensions:**

- 1) *Total marks, allotted to each unit:*
- 2) *Pattern/manner of questions framed:*

### SOCIOLOGY INTERACTIVE PROGRAMME

# Regular Class Room Programme

# Class Room Test Series

# Distance Learning ( Test Series + Study material )

## Paper-I:

Unit	Year 2011 (Marks)	2010 (Marks)
1. Sociology- The Discipline	42	30
2. Sociology as Science	12	30
3. Research Methods and Analysis	42	30
4. Sociological Thinkers	72	90
5. Stratification and Mobility	72	60
6. Works and Economic Life	32	105
7. Politics and Society	72	75
8. Religion and Society	32	60
9. Systems of Kinship	32	15
10. Social Change in Modern Society	72	15

### Distribution of Marks:

A comparative analysis of different years seem to be of little significance, owing to the current trend of breaking up questions into 12, 15, 20 marks. 30 marks given to a chapter e.g. Religion, could mean that there was either 1 questions (30 marks) or could be 2 questions (12 marks, 30 marks). Therefore, a better way would be to understand the 'weightage' given to different units over the past 3 years.

The maximum allotment of marks has been to one of the four Institutions/Social change (UNIT 5-10) (2010 – Work and Economic Life; 2011 – Politics and society/Social change). Second, in order is Sociological thinkers, followed by Social stratification, Research Analysis, and Methods, Sociology- The Discipline, Sociology as science.

### Pattern of Questions Formulated:

This year the questions were more 'direct' in nature. However, the lessening of the complexity of the questions, was in a way negated by increasing the length of the paper. The **current trend** has been more towards setting questions, from topics in different units that have a greater **contemporary relevance** and **applicability**. Ex: Participatory democracy; Collective action; SHF in informal organisation of work; Problem of gender; Science, technology and social change (2011). (Religious Revivalism/fundamentalism; Identity Politics; Feminization of Labour; Exclusion; Displacement; Civil society-2010). Such questions are more challenging as one is required to balance both the theory and contemporary social issues. In the section on Thinkers, there is now greater emphasis on framing atleast 2 question which require candidates to **compare/contrast** two thinkers and their work.

Over all it can be said that there is a certain trend of alternating the level of difficulty of the paper each year. But what comes out as certain would be that the current trend requires aspirants to be familiar with '**all**' **concepts** given in the syllabus and read certain topics by keeping in mind the **current social reality**. Also the work gets consolidated only with consistent **answer-writing practice** where one has the opportunity **to analyze and think** about a question along **various dimensions in simulated conditions**. This would enable a candidate **to comfortably handle the optional for the Main stage**.

**INTERACTIVE LEARNING PROGRAMME**

( ) Classroom Program      ( ) Distance Learning Program

**[ STUDY MATERIAL & MAINS TEST SERIES ]**

*(Expert Guidance, Feedback & Discussion)*

# General Studies	# Sociology	# Public Administration	
# Geography	# Philosophy	# Psychology	# Hindi Lit.
# CSAT	# Essay Enrichment Programme	# Interview Enrichment Programme	
# One year programme	# Two Year Integrated programme (Interactive Distance Learning Programme )		



## ANALYSIS & APPROCH: IAS SOCIOLOGY MAINS PAPER 2010

- Ms. Smita Parashar ( Expert of Sociology )

The Sociology paper in the Civil Services (Mains) Examination, 2010, evoked a near universal response of being 'vague', 'off-beat' and 'lengthy', by a majority of the aspirants. Keeping in line, with the "changed-pattern", in other optional subjects and General Studies, Sociology did leave a number of students, feeling dissatisfied with their performance and a bit with their preparation. However, the paper it can be said was simply an attempt to test a student's '**sociological understanding**' of contemporary issues.

In a bid to help aspirants, with Sociology optional, to better understand the 'demands' of the paper and accordingly prepare themselves better for the coming examination, an analysis of Sociology Paper I, II (Mains), 2010 has been undertaken.

The Analysis has been done along three important **dimensions**;

1. The shift in the **area/portions** of the **syllabus**, from which the questions were formulated.
2. The change in the **manner** the **questions** were asked, as compared to previous years.
3. The **format** of the paper, in terms of the distribution of questions.

### PAPER-I

**DIMENSION 1:** The shift in the **area/portions** of the **syllabus**, from which the questions were formulated

2010, sociology question paper, saw a maximum number of questions being asked from Unit 6. WORKS AND ECONOMIC LIFE. (105 Marks), where as no single question was asked from the unit in 2009.

This however does not reflect the capacity of the examiner to surprise students, rather is a reflection of the fact that Sociology, being a 'study of society', the paper would have questions more from areas, which have an increasing relevance in today's life. For ex. Economic Sub-system and its growing influence in the contemporary society and the problems and opportunities associated with it.

Q.3.(a) *Work in capitalism is reduced.....* (30)

The question deals with the fast spreading phenomena of 'alienation' and 'commodification' of labour in today's increasingly money-driven society, in the back-ground of a globalizing economy. At the same time, as a result of the pervasive spread of technology, there is now greater scope for



‘specialisation of labour’ allowing it to be engaged in creatively-fulfilling work, in the ever increasing sub sectors of the economy.

Q.5.(a) **Feminisation of labour.....** (15)

The question requires greater emphasis on the phenomena of ‘migration’ and its impact on the rural and urban economy. Also the status of women, with regard to levels of literacy and acquisition of technical skills vis-à-vis their position in the economic system.

Similarly, **Unit 7** POLITICS AND SOCIETY, had a total of around 75 marks allotted to it this year, as compared to around 40 marks in 2009.

The rest of the Units did not vary much in terms of weightage of marks allotted to them.

<b>PAPER-I</b>			
<b>(Topics)</b>	<b>Marks (2010)</b>	<b>Marks (2009)</b>	
1. SOCIOLOGY – THE DISCIPLINE	30	20	
2. SOCIOLOGY – AS SCIENCE	30	50	
3. RESEARCH METHODS AND ANALYSIS	30	30	
4. SOCIOLOGICAL THINKERS	90	160	
5. STRATIFICATION AND MOBILITY	60	30	
6. WORKS AND ECONOMIC LIFE	105	—	
7. POLITICS AND SOCIETY	75	40	
8. RELIGION AND SOCIETY	60	80	
9. SYSTEMS OF KINSHIP	15	80	
10. SOCIAL CHANGE IN MODERN SOCIETY	15	30	

The seemingly most important section of Paper I; **Unit 4**, SOCIOLOGICAL THINKERS did see a decline in terms of marks allotted to it. However, this being a **core** area of Sociology, does not reflect much, besides the liberty awarded to the examiner, to bring about certain variations in the paper, every year. Sociological thinkers, forms the “intellectual base” of sociological knowledge, which helps in understanding the different units (5, 6, 7, 8, 9, 10) in the correct perspective. It also can be applied in Paper II, where and when required.

**DIMENSION 2 :**The ‘manner’ of framing questions, saw a ‘**marked shift**’ from those of previous years.

The direct, straight forward questions generally quite common in sociology paper, were almost conspicuous by their absence.

2009. Q.1(c). **Comparison between sociology and Economics.**

2010 Q.2(a). **Sociology without history is.....Elaborate.**

Most importantly, the questions were **applied** questions. The questions require the students to do some out-of-the-box thinking and at the same time, steer clear of the danger of sounding too

general. Current relevant examples along with some thinkers view, need to be carefully balanced. For e.g.:

Q.2.(b) **Examine the social dimensions**..... (30)

This question requires emphasis on the social dimensions of religious revivalism/fundamentalism, in the context of globalization:

- Fast paced pervasive social-change in all spheres of life and inability of few sections to keep pace with it , resulting in their desire to go back to the days of relative ' stability ' and ' uniformity ' – Religious Fundamentalism
- Growing 'cultural hegemony' of the popular culture of the western society, leading to feelings of insecurity among certain sections and groups – Religious Fundamentalism
- Growing disparities, in the life-style of different classes and groups in society. The increasing affluence of certain sections fuelling feelings of relative – deprivation – Religious Revivalism
- Phenomena of 'de-secularisation' , as seen in the growing number of cults and sects, in modern times, despite the growing influence of science and technology : Religious Revivalism
- Post-modernist thinkers.

The **application aspect** was also greatly evident in the "selection of topics" from the different units. There was greater emphasis on contemporary issues , concepts, rather than just the theories.

#### **SOCIAL CHANGE:**

2009 Q.6(a). Comment on the critics charge that Immanuel Wallerstein's dependency theory is simplistic and wrong.

2010 Q.7(b). Analyze the social dimensions of displacement..... .

#### **POLITICS AND SOCIETY:**

2009 Q.5(a). C.W. Mill's Power Elite.

Q.5(d). Structure of a Social Movement.

2010 Q.5(b). Identity Politics

Q.8(a). Evaluate how civil society and democracy.....

#### **SOCIAL STRATIFICATION AND MOBILITY:**

2009 Q.3(b). What are the reasons for calling Kingsley Davis and Wilbert Moore's theory of social stratification, a functional theory.

2010 Q.1(d). Ethnicity and development.

Q.4 (b). Examine how open and closed systems of stratification.....societies.

The questions from Unit 3, RESEARCH METHODS, would to an extent, always remain a little unpredictable, as the sub-topic – 'Qualitative and quantitative methods'; is a broad and encompassing one.

**Q.1(a). Content Analysis.**

This is a research tool in Social sciences. It is a quantitative methodology. It is often used to bring greater objectivity as opposed to evaluation of any kind of data.

**DIMENSION 3:** The **format** of the paper, in terms of the distribution of questions.

The greatest challenge, however, lay in the **'format / pattern'** of the paper. The questions had been distributed in such a manner, that aspirants can now ill-afford to do selective preparation.

Q.2. SOCIOLOGY – THE DISCIPLINE + RELIGION AND SOCIETY

Q.3. THINKERS + STRATIFICATION AND MOBILITY

Q.7. POLITICS AND SOCIETY + SOCIAL CHANGE + WORKS AND ECONOMIC LIFE.

Q.8. POLITICS AND SOCIETY + THINKERS

Moreover, whatever little scope there remains to be selective, that gets little narrowed down, considering the manner in which many questions have been framed or posed. Where familiarity with a topic and the ability to handle a particular question, cannot be considered to be one and the same thing.

Above all, a complete coverage of the syllabus, helps in developing an in-depth knowledge of the subject, gives conceptual clarity which would go a long way in enhancing the quality of the answers written by the student in the examination.

## PAPER-II

**DIMENSION 1:** The shift in the **area/portions** of the **syllabus**, from which the questions were formulated.

In Paper-II, one can easily conclude from the distribution of marks, that with slight variations, within the **3 sections**, broadly the weightage given to each section remained the same, as compared to the previous year.

### PAPER-II

	2010 ( Marks )	2009 ( Marks )
<b>A. INDIAN SOCIETY:</b>		
(i) Perspectives on the Study of Indian Society	50	80
(ii) Impact of Colonial Rule on Indian Society	20	20
	<hr/>	<hr/>
	70	100
<b>B. SOCIAL STRUCTURE:</b>		
(i) Rural and Agrarian Social Structure	30	—
(ii) Caste System	80	30
(iii) Tribal Communities in India	—	—
(iv) Social Classes in India	—	20
(v) Systems of Kinship in India	20	60
(vi) Religion and Society	20	30
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	150	140
<b>C. SOCIAL CHANGES IN INDIA:</b>		
(i) Visions of Social Change in India	—	20
(ii) Rural and Agrarian Transformation in India	—	50
(iii) Industrialization and Urbanisation in India	80	50
(iv) Politics and Society	50	—
(v) Social Movements in Modern India	50	30
(vi) Population Dynamics	50	50
(vii) Challenges of Social Transformation	30	60
	<hr/>	<hr/>
	260	260

The sub-unit; **Perspectives** on the study of Indian society, is an important one, similar to 'Sociological Thinkers' in Paper I. An understanding of the Perspective and the Thinkers, under them is important to handle questions from this section and as well as some application of it may be required in **Unit B: Social Structure** and **Unit C: Social Change**, if necessary.

**Q.4(b). How far the structure functional..... Indian society. (30)**

The question required an analysis of the utility and limitations of the structural functional perspective in understanding changes:

- The structural – functional perspective with its emphasis on ‘complex social relationships’ and ‘functions’ performed by different sub-systems of the society, can be helpful in studying the ‘changing role-relationships’ and also the ‘changing’ functions of different social structures of the Indian society; e.g. villages; caste; class; kinship; political structure.
- The initiator of this perspective in Indian sociology, M.N. Srinivas’ methodology of ‘field-study’, has further helped in understanding the ‘processes’ of social change occurring at different levels of village studies, caste relationships.
- The Perspective (M.N. Srinivas) has contributed ‘Concepts’ like Westernisation, Sanskritisation, Modernisation, in understanding the nature of social change, in contemporary Indian society.

**Limitations:**

- However, the perspective mainly sheds light on social changes occurring at the ‘micro-level’ and not ‘macro-level’ changes.
- It is difficult to ‘generalize’ the findings on the whole of the Indian society.
- The perspective with its emphasis on ‘functions’ over-looks completely the role of ‘conflict’ in the form of movement / protests in bringing about social-change.

In **Unit B**, Social structure, no questions from the sub-unit; Tribal communities in Indian society, have been asked in the past two years. However, it should not lead to neglect or overlooking of the topic, as the topic is very contemporary, due to issues of displacement and environment involved.

In **Unit C**, Social change; almost equal importance has been given to the different sub-units and the aggregate of marks allotted to the Unit is maximum, as compared to the other two units. This again is a reflection of the fact that ‘social-change’ is an important and core area of study, in Sociology. And Indian society being in a ‘stage of transition’, changes occurring in different segments of the Indian society, demands special attention and focus from a student of sociology.

**DIMENSION 2 :** The 'manner' of framing questions, saw a 'marked shift' from those of Previous years.

As far as the 'framing' of the questions are concerned, questions in Paper II, have always been, 'implicitly', more on the applied side. And that exercise, continued this year too.

**Q.5(a). Factors responsible for increasing..... Separate states. 20.**

This question deals with the growing phenomena of 'regionalism' fuelled by factors like;

- Backwardness of certain regions leading to feelings of 'exclusion' and 'deprivation' among people of those region – Telengana.
- Cultural affinity – Harit Pradesh, Uttaranchal.
- Ethnic Identity – Bodoland, Gorkhaland
- Tribal Identity – Jharkhand.
- Inter – regional disparity on the rise due to certain neo-liberal policies of the political system leading to feelings of 'relative-deprivation' among certain sections.

**Q.2(b). Linkages between Patriarchy and honour-killings.**

The question requires linking-up of the two concepts patriarchy and honour-killing.

- Patriarchy is an entrenched value in the cultural system of Indian society, which defines the boundaries of behaviour, customs, beliefs, values and norms to be followed by the women in Indian society.
- Honour-killing is a form of violence against women. Acceptance of violence in different forms against womenis, a corollary of patriarchal values, at times.
- Transgression of these boundaries by women in changing social-cultural milieu, co-existence of tradition and modernity can broadly be the factors behind honour-killing in Indian society.

Again the 'manner' in which the questions were framed, the greatest challenge remains to write an answer with a sociological perspective and not to sound too general in one's approach.

**Q.8(b). Highlight the important.....of inter-caste conflict in India.**

This question should emphasise on four important dimensions of inter-caste conflict in India;

- Exploitation, deprivation, subordination
  - upper castes vs lower castes ( mainly schedule castes)
- Assertion by upper castes
  - upper castes vs intermediate castes mainly upper backwards (y Brahmins, Rajputs, Bhumihars against Yadavs, Kurmi - Bihar, U.P.)
- Caste-class nexus
  - castes conflicts mainly linked to land – ownership in rural areas. E.g. M.C.C. in rural parts of Bihar against upper castes (land-owning castes).
- Castes acting a pressure-group
  - In the context of democracy and competition for economic opportunities, to acquire political and economic power.

**DIMENSION 3:** The **format** of the paper, in terms of the distribution of questions.

Considering the current 'pattern/format' of the paper, an aspirant cannot afford to be selective in preparation. As was evident, a question mostly included questions from two sections combined. Besides, understanding Indian sociology without reading the Indian sociological thinkers, Indian social structure and social change would only leave 'gaps' in one's knowledge base.

In an overall analysis of the Sociology 2010 ( Mains ) paper , one can say that the ' issues' / ' topics' were basically those with which we are all mostly familiar with , as aspirants of Civil Services , but only need to look at them with a ' sociological perspective'.

This 'sociological perspective' comes unconsciously to an aspirant, who has covered the syllabus well, has understood the concepts properly and can most importantly analyze the questions well.

All that needs to be done is to read basic books of Sociology, a reading of all the topics in the syllabus so that one is aware of all the concepts and practice writing answers which would in the course of time , organise and consolidate the knowledge. This would greatly enhance the ability of the aspirant to deal with any 'shift/change of pattern' in the forthcoming examination.

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- **Sociology IAS Mains: Topic wise reference Book & Syllabus**  
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## IAS SOCIOLOGY (MAINS)

### PAPER I - FUNDAMENTALS OF SOCIOLOGY

#### TOPICS

#### Reference Books

#### 1. Sociology - The Discipline:

- (a) Modernity and social changes in Europe and emergence of sociology. – ESO – 13 (IGNOU, B.A )
- (b) Scope of the subject and comparison with other social sciences. – Sociology : T B Bottomore
- (c) Sociology and common sense. – Sociology : Anthony Giddens

#### 2. Sociology as Science:

- (a) Science, scientific method and critique. - Sociology : Anthony Giddens
- (b) Major theoretical strands of research methodology. - Sociology : Anthony Giddens
- (c) Positivism and its critique. - Sociology by Haralambos and Holborn
- (d) Fact value and objectivity. – MSO – 002 ( IGNOU , MA )
- (e) Non- positivist methodologies. - Sociology by Haralambos and Holborn

#### 3. Research Methods and Analysis:

– MSO – 002 ( IGNOU , MA )

- (a) Qualitative and quantitative methods.
- (b) Techniques of data collection.
- (c) Variables, sampling, hypothesis, reliability and validity.

#### 4. Sociological Thinkers:

– ESO – 13 (IGNOU, B.A ) , Sociological Thinkers : R K Mukherjee

- (a) Karl Marx- Historical materialism, mode of production, alienation, class struggle.
- (b) Emile Durkheim- Division of labour, social fact, suicide, religion and society.
- (c) Max Weber- Social action, ideal types, authority, bureaucracy, protestant ethic and the spirit of capitalism.
- (d) Talcott Parsons- Social system, pattern variables.
- (e) Robert K. Merton- Latent and manifest functions, conformity and deviance, reference groups
- (f) Mead - Self and identity.



**5. Stratification and Mobility:**

- (a) Concepts- equality, inequality, hierarchy, exclusion, poverty and deprivation
- (b) Theories of social stratification- Structural functionalist theory, Marxist theory, Weberian theory.
- (c) Dimensions – Social stratification of class, status groups, gender, ethnicity and race.
- (d) Social mobility- open and closed systems, types of mobility, sources and causes of mobility.

- Sociology by  
Haralambos and  
Holborn ( a , b , c )

– ESO: 14 (IGNOU)

**6. Works and Economic Life:**

- Sociology by Haralambos and Holborn

- (a) Social organization of work in different types of society- slave society, feudal society, industrial /capitalist society.
- (b) Formal and informal organization of work
- (c) Labour and society.

**7. Politics and Society:**

- Sociology by Haralambos and Holborn

- (a) Sociological theories of power
- (b) Power elite, bureaucracy, pressure groups, and political parties.
- (c) Nation, state, citizenship, democracy, civil society, ideology.
- (d) Protest, agitation, social movements, collective action, revolution.

Political Theory – O P Gauba  
( c , d )

**8. Religion and Society:**

- Sociology by Haralambos and Holborn

- (a) Sociological theories of religion.
- (b) Types of religious practices- animism, monism, pluralism, sects, cults.
- (c) Religion in modern society: religion and science, secularization, religious revivalism, fundamentalism.

**9. Systems of Kinship:**

- Sociology by Haralambos and Holborn

- (a) Family, household, marriage.
- (b) Types and forms of family.
- (c) Lineage and descent
- (d) Patriarchy and sexual division of labour
- (e) Contemporary trends.

**10. Social Change in Modern Society:**

- Sociology by Haralambos and Holborn

- (a) Sociological theories of social change.
- (b) Development and dependency.

- (c) Agents of social change.
- (d) Education and social change.
- (e) Science, technology and social change.

## PAPER - II

### INDIAN SOCIETY: STRUCTURE AND CHANGE

#### A. Introducing Indian Society:

**(i) Perspectives on the study of Indian society :** [Indian Sociological Thought. from B. K. Nagla](#)

- (a) Indology (GS. Ghurye).
- (b) Structural functionalism (M N Srinivas).
- (c) Marxist sociology (A R Desai).

**(ii) Impact of colonial rule on Indian society :**

- (a) Social background of Indian nationalism. [Social Background of Indian Nationalism : A R Desai](#)
- (b) Modernization of Indian tradition. [Modernization of Indian tradition - Yogendra Singh](#)
- (c) Protests and movements during the colonial period. [Protests and movements during the colonial period – A R Desai](#)
- (d) Social reforms [Modern History – B L Grover](#)

#### B. Social Structure:

**(i) Rural and Agrarian Social Structure:**

- (a) The idea of Indian village and village studies- [IGNOU , MSO – 004](#)
- (b) Agrarian social structure - evolution of land tenure system, land reforms. [Rural Sociology – Doshi & Jain](#)

**(ii) Caste System:**

- (a) Perspectives on the study of caste systems: GS Ghurye, M N Srinivas, Louis Dumont, Andre Beteille. – [Indian Sociological Thought. from B. K. Nagla](#)
- (b) Features of caste system. 

[Indian Social System – Ram Ahuja](#)
- (c) Untouchability - forms and perspectives

**(iii) Tribal communities in India:**

[Indian Society & Culture – Nadeem Husnain](#)

- (a) Definitional problems.

- (b) Geographical spread.
- (c) Colonial policies and tribes.
- (d) Issues of integration and autonomy.

**(iv) Social Classes in India:** - IGNOU , MSO – 004

- (a) Agrarian class structure.
- (b) Industrial class structure.
- (c) Middle classes in India.

**(v) Systems of Kinship in India:** - IGNOU , MSO – 004 , Family , Marriage and Kinship in India by Patricia Oberoi

- (a) Lineage and descent in India.
- (b) Types of kinship systems.
- (c) Family and marriage in India.
- (d) Household dimensions of the family.
- (e) Patriarchy, entitlements and sexual division of labour.

**(vi) Religion and Society:** Indian Society & Culture – Nadeem Husnain

- (a) Religious communities in India.
- (b) Problems of religious minorities.

### Social Changes in India:

**(i) Visions of Social Change in India:**

- (a) Idea of development planning and mixed economy. - Contemporary India – Neera Chandhoke
- (b) Constitution, law and social change. - Social Change in India – Yogendra Singh
- (c) Education and social change. - IGNOU , ESO – 14

**(ii) Rural and Agrarian transformation in India:**

- (a) Programmes of rural development, Community Development Programme, cooperatives, poverty alleviation schemes. Rural Sociology – Doshi & Jain
- (b) Green revolution and social change. Social inequalities in India – K L Sharma
- (c) Changing modes of production in Indian agriculture .
- (d) Problems of rural labour, bondage, migration. IGNOU , MSO – 14

**(iii) Industrialization and Urbanisation in India:**

**IGNOU , MSO – 14**

- (a) Evolution of modern industry in India.
- (b) Growth of urban settlements in India.
- (c) Working class: structure, growth, class mobilization.
- (d) Informal sector, child labour
- (e) Slums and deprivation in urban areas.

Child Labour – Beena Das

IGNOU – Urban Sociology

**(iv) Politics and Society:**

**Politics in India - Paul R Brass**

- (a) Nation, democracy and citizenship.
- (b) Political parties, pressure groups , social and political elite.
- (c) Regionalism and decentralization of power.
- (d) Secularization

**(v) Social Movements in Modern India:**

**Social Movements In India by Ghanshyam Shah**

- (a) Peasants and farmers movements.
- (b) Women's movement.
- (c) Backward classes & Dalit movement.
- (d) Environmental movements.
- (e) Ethnicity and Identity movements.

**(vi) Population Dynamics:**

**Social Demography : Asha Bhede & Kanitkar**

- (a) Population size, growth, composition and distribution.
- (b) Components of population growth: birth, death, migration.
- (c) Population policy and family planning.
- (d) Emerging issues: ageing, sex ratios, child and infant mortality, reproductive health.

: IGNOU (ESO – 16 )

**(vii) Challenges of Social Transformation:**

- (a) Crisis of development: displacement, environmental problems and sustainability.
- (b) Poverty, deprivation and inequalities.
- (c) Violence against women.
- (d) Caste conflicts.
- (e) Ethnic conflicts, communalism, religious revivalism.
- (f) Illiteracy and disparities in education.

Contemporary India  
- Neera Chandhoke

Women in India – Neera Desai

Politics in India : Sudipta Kaviraj

IGNOU (ESO – 16 )

IGNOU (ESO – 16 )