

Section - A

1. Answer the following questions in about 150 words each: $10 \times 5 = 50$

- a) How had Enlightenment contributed to the emergence of sociology?
- b) 'Power and authority go together.' Examine.
- c) Discuss the role of variables in social science research.
- d) In what way biographies could be used to study social life?
- e) Is the nation same as the state? Discuss.

2. (a) Which research technique would be most suitable for the study of consumer behaviour and its social correlates? Explain. (20 marks)

b) Identify the similarities and differences between Marx's theory of 'Alienation' from that of Durkheim's theory of 'Anomie'. (20 marks)

c) How could one use Merton's concept of deviance to understand the 'cow vigilante and violence' in India? (10 marks)

3. (a) What do you understand by gender socialization? How does it shape male and female identity? (20 marks)

b) "According to Max Weber, 'class', 'status' and 'party' are the different dimensions of power". Discuss. (20 marks)

c) Critically discuss the functionalist tradition in Sociology. (10 marks)

4. (a) What do you mean by social mobility? Discuss the major sources and causes of mobility. (20 marks)

b) "Non-positivistic methodology is essential for understanding human behaviour". Discuss. (20 marks)

c) How can we use reference group theory to understand fashion in society? (10 marks)

Section - B

5. Answer the following questions in about 150 words each: $10 \times 5 = 50$

- (a) Examine the relevance of Parsonian Social System in the present society.
- (b) What are the distinctive features of social organization of work in pre-industrial society? How is it different from industrial society?
- (c) Distinguish between people being socially excluded and people excluding themselves socially in societies.
- (d) Distinguish between Political Parties and Pressure groups.
- (e) Discuss the conceptual linkages between Citizenship and Civil Society.

Q 6. (a) How formal and informal organisation of work influence labour's mobility? Explain with examples. (20 marks)

(b) Critically examine the functionalist views on the institution of family. How do these help us in understanding family in the present times? (20 marks)

(c) Describe the importance of lineage and descent in kinship and family. (10 Marks)

Q 7. (a) "Globalization involves deterritorialization." Examine with reference to the nation-state. (20 marks)

(b) Education is often viewed as an agency of social change. However in reality it could also reinforce inequalities and conservatism. Discuss with suitable examples. (20 marks)

(c) 'Is religion antithetical to science'? Comment. (10 Marks)

Q 8. (a) Examine science and technology as agents of social change with examples and sociological perspective. (20 marks)

(b) "Globalization has pushed the labor into informal organization of work." Substantiate your answer with suitable examples. (20 marks)

(c) Self-help Group (SHG) as an informal organization of work. (10 marks)

Section - A

Q. 1
Ans. a) Enlightenment refers to the growth of scientific and rational outlook in Europe during 17th - 18th century.

Enlightenment - Emergence of Sociology

- ① Positivist founders of sociology like Comte, Durkheim, Spencer - inspired by methods of natural sciences
- ② Believed these could be applied to study human phenomena objectively
- would be able to discover ¹universal laws² of human behaviour
of Durkheim claimed social state of suicide was universal law

Political

- ① Belief in individual's right to take part in governance - rejected divine right of king to rule
→ Humans could study society and solve problems, shape their own destiny rather than depend on rulers

Religious

- ① Secularization - decline in authority of religion - rejected religious dogma, stressed spirit of enquiry

[Biological Analogy] - with theory of evolution → similarly, society has evolved through stages of Comte: Theological → Metaphysical → Positivistic stage of society

[Copernican Revolution]

- Humans not the centre of universe, but only a small part of it
→ encouraged objective enquiry, not dogmatic faith

Thus, Enlightenment led to the view that progress was possible, and human problems could be solved through scientific study like natural sciences, giving birth to sociology, to study problems of industrial revolution initially

good attempt -
context justified



(Q)

Ans. Max Weber defined power as the ability of a person/group to get their way in a ~~communal~~ action, even against resistance of others.
Authority: When power is viewed as legitimate by those subject to it & those exercising it.

Power and Authority - Hand in Hand

1) Talcott Parsons - Functional View

1. Power is exercised by people for the benefit of society as a whole
→ it is ability of society to mobilize resources to achieve goals
- 2 Hence, it is viewed as legitimate since it is used for benefit of all

2) Pareto & Mosca: Elite Rule

1. Power, authority are inevitable in any society
- masses are apathetic, unconcerned with issues and unable to control government themselves.
Hence, accept elite rule Elite

Not Always Together

① Karl Marx - Conflict View

1. Power is accepted as authority due to false class consciousness caused by distortion of reality due to ruling class ideology

② Max Weber - Fixed sum power

1. Power is used to pursue self interests, not for benefit of society.

Hence, may not be perceived as legitimate.

eg US troops in Afghanistan - resented by Afghans.

Thus, power & authority are not always together.

+ despotic family
 (American Sen)
 make heads take
 all decisions
 own way

Good analysis

5 1/2

context justified

(Q)
Ans.

Variable is a social category that takes different values, and can be measured.

eg religion - can be Hindu, Sikh etc.

Role in Research

① Positivist Approach

Defines variables precisely and then seeks to identify correlations to discover causations.

eg Durkheim: Identified relation between size of family and suicide rate
→ causality was claimed to be social integration - larger family integrates into society reduces suicide

②

Variables help in Hypothesis testing

→ Hypothesis is tentative statement asserting relation between variables eg poverty, illiteracy ~~are~~ are related.

→ Variables serve to confirm or reject hypothesis

→ can lead to formation of theory if confirmed repeatedly

→ can lead to reformulation of theory

③ Serendipity - Variables can give rise to new theory
eg Prof Elton Mayo accidentally formulated HR school - discovered high correlation between worker performance and informal groups

④ However, non-positivists such as Atkins claim variables distort social reality
- reflect meanings of actors, not objective facts
eg Durkheim's facts on suicide only show how police classify death as suicide

Thus, variables can play a role in formulating, refining or selecting social theory in research

⑥ contextualised
overall good analysis

(Q)
Ans.

Biography is a work detailing the life of an individual.

Role in Sociological Research

C. Wright Mills : The Sociological Imagination

- ① ~~It is~~ Impossible to understand either the life of individual or history of society without understanding both
- ② Argued for Biographical Sociology
- ③ Personal troubles of individual and social issues of society are intimately linked
- ④ Thus sociology must be adequate at level of biography as well as society.

eg Biographies of Xuan Zang, Megasthenes, Ibn Batuta reveal important details of ancient, medieval Indian society. Similarly, biographies of leaders of disadvantaged sections like Ambedkar, Martin Luther King show discrimination these groups suffered.

Limitations

- ① Not representative - mostly only for elite, not common people
- ② Subjectivity in interpretation
- ③ Bias, reveal individual or social prejudice
- ④ Written for public consumption
- ⑤ No reliability in figures, data
- often commissioned by rulers
eg Akbarnama

Thus, biography is a useful tool to understand social reality but must be used keeping in mind limitations

⑥ good attempt
justified

(Q)
Ans.

Nation is people's consciousness of belonging to a country.
Max Weber defined state as the group which successfully claims a monopoly over legitimate use of violence in a given territory.

Nation

State

- ① Psychological concept
- ② Cannot be enforced physically

Legal concept
Is enforced in reality - eg states do not interfere in others affairs
eg Xinjiang - only problem of Chinese state

State, Nation - Don't overlap

- ① Multiple nations under one state
eg ~~India, Pakistan~~, Ottoman Empire, ~~Russian Empire~~ had many nationalities - Hungarian, Serb, Croat, Slovak, Pole etc
- ② Multiple states can exist in single nation
eg North, South Korea for Korean people.

Similarity

Ambedkar: When many people believe they are a separate nation, then their existence under separate state must be ~~face~~ faced
 of Muslims - believed they needed separate state, Pakistan

Myrdal: Today, state and nation are equated, giving rise to ethnic ~~protests~~
 of North east secession movement under NSCN in Nagaland

Thus, nation and state, although separate concepts, are often equated.

- nation is imagined entity
 - state has sovereign power

good approach
 5 1/2

3

(Q)

Ans.

Gender is a social construct, while sex is a biological reality of being male or female.

Gender Socialization

Refers to the process of internalizing the norms expected from a particular ~~sex~~ sex - i.e. the process of identifying with a gender

Simon Beauvoir

One is not born a woman, one becomes one.

Gender socialization involves learning the roles of the gender - typically one's gender is equated with sex.

Society

1. Expected behaviour from society
Me or self as subject, as per Mead.

eg Girls expected to be meek.

Gender Socialization

Self

1. One's own desired behaviour
→ This is ~~I~~ or self as subject as per Mead.

eg boys may wish to play with doll

good

Shaping Male, Female Identity

- ① Shobha Arun: Feminine capital is internalized by women
→ expected to be obedient, listen to parents
- ② Kate Millett: Internalizing Patriarchy
→ Children taught to conform to rigid roles
eg Boys - must avoid crying,
Girls - must not interrupt others
- ③ Silvia Volby: Theorizing Patriarchy
 - i. Gender socialization shapes expected behaviour towards other sex
eg Males ~~are~~ considered 'masculine'
treat females as objects of consumption → leads to sexual assault

Gender - ~~Refer~~ Against Male, female identity

Increasing instances of gender socialization being rejected by people
→ gender believed to not always correspond with sex
eg Gender change operations - Caitlyn Jenner, Chelsea Manning

② Transsexual Identity

Holds that gender is arbitrary social construct

- ~~not~~ There is whole continuum of gender, not always corresponding to male or female.

eg bisexual, gender-fluid

eg Oxford - uses Mx, instead of Mr or Ms for students who don't identify as male or female.

Thus gender socialization plays a major role in shaping male and female identity, but simultaneously is being undergoing change as gender and sex are differentiated

- ① sexual division of labour
- ① dual burden
- ① gender socialization
- ① allows for the creation of gender roles

good Attempt

12

(Q)

Ans.

Max Weber rejected Karl Marx's theory of stratification based on economic determinism, that ownership of means of production was sole source of power.

Weber - Dimensions of Power

Weber defined power as ability of a person/group to get its own way in a communal action ~~even~~ against resistance of others.

3 Fold Stratification

1. Class - those who share similar position in market economy, and thus receive similar economic rewards
→ influenced by ownership of means of production, and skills
2. Status - unequal distribution of prestige accorded to lifestyles, groups
eg Brahmin - had highest status in caste society
3. Party - group that exercises power.

Sources of Power

- ① Unlike Marx, Weber claimed economic wealth is not sole source of power.
- ② Nor does wealth always lead to power.

Instead, power may ~~arise from~~ class, status, party.

Class as Power

1. Ownership over wealth gives ability to influence ~~decision~~ making.

eg Elite sections, bourgeoisie got benefit from policies under license ~~reg~~, as per AR ~~Desai~~

Status as Power

1. High prestige can be source of ~~decision making power~~.

eg bureaucrats in IAS lack wealth of bourgeoisie, but exercise power in shaping decisions

Party as Power

1. Group that comes together to form government and ~~own~~ state exercise power over others

— as per Weber, party is House of power.

eg Communist Party in China, Russia exercise power over entire society.

Criticism

- ① Marxian view: Westergaard & Lesley
1. ~~level~~ of power is in share of wealth group with most wealth

has most power.

2. Economic power is reproduced in superstructure of society - economic infrastructure is base of power

② Parsons: Rejects Weber's fixed sum concept of power

1. Power is ability of society to mobilize resources to achieve its goals
2. Power rests with entire society - exercised by a few for benefit of all.

Appreciation

Weber's concept of power helps to understand power distribution today eg groups like castes can influence government for quota without wealth eg Dalit Bhawan Bhadh forced government to overturn SC verdict on Atrocity Act despite low status of Dalit in caste.

Thus, Weber's view on power illustrates multi-faceted view of power

⑦ Andre Beutle can be discussed

good approach

10 1/2

(Q)

Ans.

Functionalist tradition in sociology was developed by Durkheim and modified by Parsons.

Functionalism

- ① Just as organs of organism form an integrated whole, similarly the institutions of society are integrated.
- ② To understand role of any institution, one must understand its contribution to society as a whole.
- ③ Role of institution is its contribution to meeting functional pre-requisites, essential needs for survival of society.
- ④ Society is in a stage of moving equilibrium, homeostasis as per Parsons - change in one institution impacts all.

Appreciation

- ① Functionalism helps understand social order stability in society, despite diversity.
- ② Explains inter-relatedness of the institutions of society.
eg change in economy like industrialization led to change in society due to homeostasis.

Criticism

① Marxian view: Frank Parkin,

1. No value consensus as claimed by functionalists - it is only ruling class distortion of reality
2. Conservative, status quo bias - change, conflict seen as harmful

② Phenomenological view: Schultz

1. Ignores individual meanings - assumes individuals controlled completely by social forces
2. Extreme social reaction - It's not a normative world

③ Merton

1. Institutions may be functional / non-functional or dysfunctional (Functional Universalism)
2. They may be functional only for some groups (Functional Unity)
3. Not indispensable - functional alternatives eg communism - alternative if religion may exist

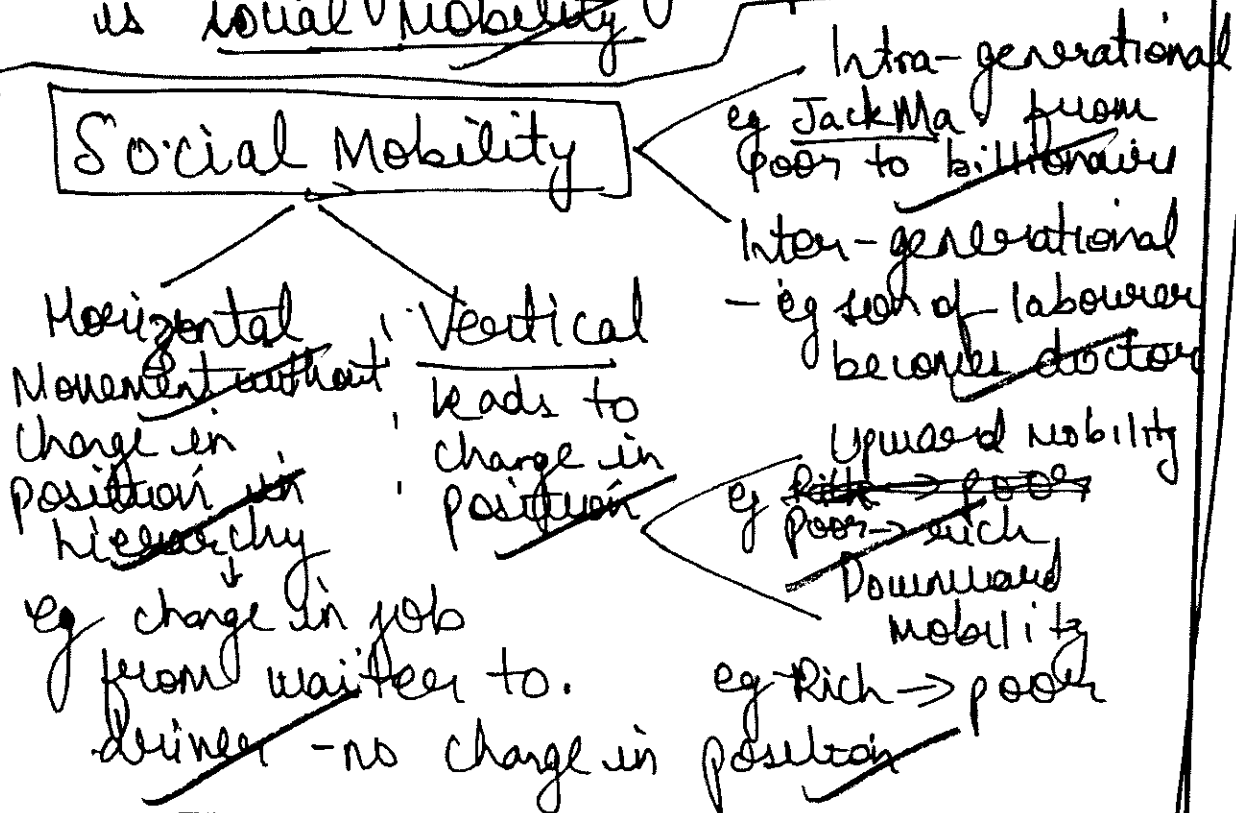
Thus, functionalist tradition served useful role in explaining social order around us

good attempt

7

4 (2)
Ans.

Stratification is the distribution of society into unequal, vertically arranged groups, based on power, status, wealth. Movement from one group to another is social mobility.



Causes of Mobility

① Social

1. Socio-reform movements can lead to improvement in position
eg Self Respect Movement by Periyar, SNDP movement by Sri Narayan Guru improved position of low castes.

② Technological

1. Marx: Change in forces of production lead to change in relations

of production - new ~~class~~ ~~relations~~ relations
never arise until forces of production
have matured fully.

Parsons
&
moving
equilibrium.

eg Industrialization and factory based
production enabled bourgeoisie to
overthrow feudal landlords,
emerge ruling class

(3) Politics / Ideology - Religion, or political
beliefs can lead to mobility
eg Bolshevik Revolution based on
communist ideology Iranian Revolution
based on religion seized political
power, changed stratification structure

(4) Education - can serve to improve
position eg western education
helped Dalits ~~and~~ like Ambedkar
escape oppression

(5)

Sources of Mobility

(1) Evolutionary / Revolutionary

1. Marx: Evolution of FOP was basis
for change in relations of production
2. Revolutionary: Rapid, violent transformation
of social structure of French Revolution

② Orthogenetic / Heterogenetic

1. E.g. ~~Sanskritization~~ emulation of way of life of higher caste (MNSuinhas) was internal / orthogenetic
2. Westernization after British contact was heterogenetic

③ Cultural - religion, beliefs e.g. Weber: Protestant ethic led to capitalism, wealth accumulation

④ Environmental: e.g. discovery of oil in Middle East led to improvement in position for many groups.

⑤ Frank Parkin's: Mobility moves in thus social mobility capitalism only between proletariat classes, not from proletariat to bourgeoisie → weakens class consciousness due to mobility

⑥ Merton: Anticipatory socialization helps adopt values of desired reference group, aids mobility

⑦ Pierre Bourdieu: Cultural capital

→ values, traits by virtue of one's social position and mobility

e.g. poor boy - lacks soft skills in elite college.
Thus, mobility arises from multiple sources

14

overall good

(Q)

Ans.

b) Non-positivistic methodology rejects positivistic belief that human behaviour can be studied using methods of natural sciences.

Non-Positivistic Beliefs

1. Man, unlike matter, has consciousness. Hence, does not simply respond to external stimulus.
2. Bolweber: Social actors create social reality through meanings. To understand action, one must understand meaning through verstehen, interpretative approach.
eg Motorist does not simply stop at red light - attaches meaning to red light, then stops.

Non Positivistic Methodologies

- ① Phenomenology | Schellz & Husserl
 1. No ~~objective~~ ~~real~~ reality apart from ~~subjective~~ social constructs of actors
- hence no objective causal explanation of reality possible.
- ② Thus, emphasize on meanings of actors, reject positivistic approach.

2. Ethnomethodology: Harold Garfinkel

1. Social order is illusory - humans organize impressions into a pattern to create semblance of order
2. Seek to understand how others construct this order.

3. Symbolic Interactionism: Mead, Cooley

1. Focus on meanings created, negotiated by actors in the course of interaction to understand behaviour

4. Anti positivism: Goldner

1. No single version of truth - multiple equally valid views of truth
2. Task of sociologist to present their versions, not impose our version of truth

Essential to Understood Behaviour

① Avoids imposing our concepts which may not have relevance
eg church attendance - may not reflect strength of religious belief

② creates validity - more close to reality it seeks to measure

③ Becker: Non positivistic approach gives account of social reality that social actors themselves can relate to

- ① Greater depth of understanding
emphasizes meanings of actors

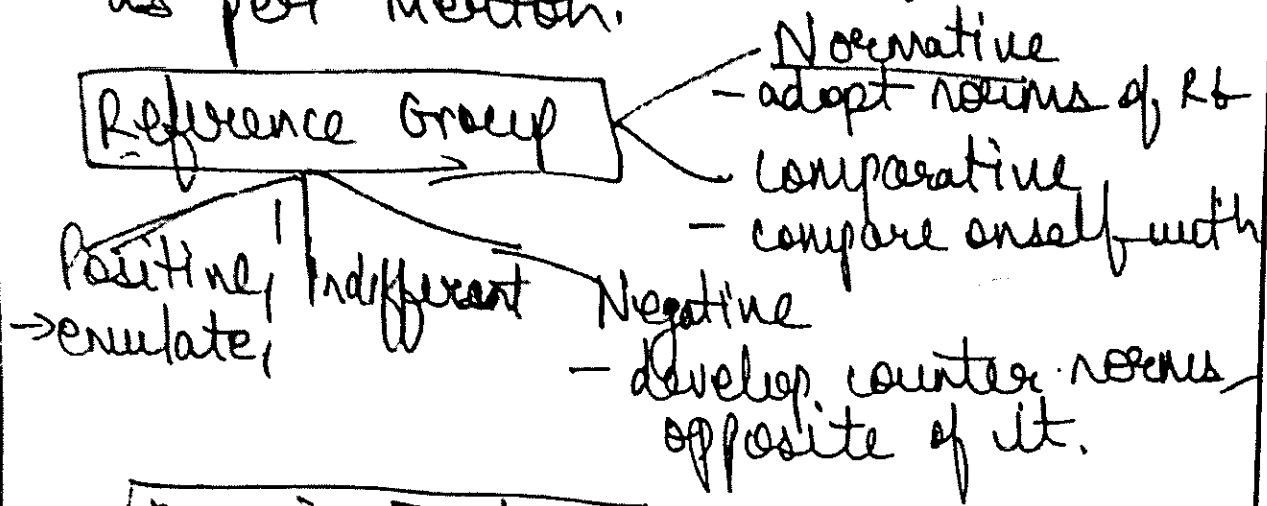
Limitations

- ① low reliability → difficult to replicate
~~to confirm findings~~
- ② Positivists claim it lacks objectivity
- ③ unscientific methods of study
e.g. participant observation
- ④ Limited utility to generalize at
large scale.

Thus, non-positivistic methodology
provides an ~~enriched~~ understanding
of social reality, and is now
increasingly adopted in sociology

12½ context
justified

Reference group refers to a collectivity, real or imagined, whose perspective is adopted by the actor as per Merton.



R.G. in Fashion

① Turnin: Increasing consumerism, fads are dictated by elites eg Oscars dresses, celebrity gowns are emulated by people

② Anticipatory Socialization

- Emulation of dresses of the R.G. one aspires to join

eg 19th century: Nayer women began defying restrictions to be bare chested - wore sari like Nambudiri Brahmin women

③ Emulation for social status

eg Western suit, tie adopted by many low caste Dalits in 19th century

(4) Negative reference group - wear distinct dress to separate oneself from those ~~one~~ groups.

eg Sans-culottes - Jacobins during French Revolution ~~means~~ those without knee breeches, which nobles wore

(5) Comparative Reference Group

- used to assess status based on dress
eg low classes after denied entry to shops because of clothes.

Thus, reference groups can explain fashion trends.

- anticipatory socialisation
- because of social acceptance, social mobility etc.

context justified

512

Section-B

(Q) ↑
Ans.

Paresons defined social system as institutionalized patterns of social actions.

Features of Social System

- ① Different parts make integrated whole
- ② Has essential needs, functional pre-requisites for survival
- ③ State of dynamic equilibrium.

Functional pre requisites

Adaptation - control over ~~economy~~ ^{environment} (economy)

Goal attainment - mobilize resources to

Integration - ^{goals} - polity
coordinate institutions (law)

Latency - pattern maintenance (education)

Types

Achievement Universalistic - eg American society

Achievement Particularistic - Chinese

Ascription Universalistic - Nazi ^{bureaucracy}

Ascription Particularistic - caste system

Relevance

- ① Helps understand impact of one institution on rest of society

→ eg change in economy, like AI, 5G has impact in polity, education with new values, forms of organization

- ③ Explains stability, order in society despite diversity
→ common values of system integrate
eg materialism, consumerism bind
people of all religions

Criticism

- ① Marxian: Frank Parkin

1. ~~Static~~, conservative, status quo.
2. No real value consensus
- stability is due to lack of consensus
- if all shared same goal, there would be conflict

- ② Merton: Institutions like religion are dysfunctional

eg lynching, Islamophobia divide people
eg Christchurch attack, NZ

Thus, Parsons social system still aids social analysis, although it ~~seems~~ to be accompanied with other perspectives

- It is conceptually more of a conceptual framework than a usable theory

6

good content

(Q)

Ans.

Social organization of work refers to the distribution of economic & domestic activities for survival.

Pre-Industrial Society

① Karl Marx : Stages of society

Primitive Communism → Ancient → Feudal

1. Primitive Communism

— All did similar work, shared fruits of labour equally — no classes.

2. Ancient - Master / Slave

1. Masters owned means of production, fruits of slave labour

2. Slave was property of master — no rights

3. Feudal - Lord / serf

1. Lord owned land, means of production

2. Serfs were tied to the land, worked for lord & bound to him

3. Fruits of labour went to lord.

4. Low specialization of labor.

5. No innovation.

Industrial Society

1. Highly specialized division of labor

2. Durkheim :

1. Pre-industrial society based on mechanical solidarity — similarity

2. Industrial society based on organic solidarity - interdependence
3. Innovation, individualism celebrated
- high degree of productivity
4. Bell: Shift to knowledge economy
→ knowledge, not capital is basis of production
5. Weber: Industrial society dominated by large bureaucratic organization
→ impersonal rules, regulations
→ separation of personal, professional life
6. Parsons: Latent Variables
Pre industrial v/s Industrial

Ascribed	Achieved
Specific Diffuse	Specific
Particularistic	Universal
Collective	Individual orientation
Affective	Affective Neutral

Thus, social organization of labour has changed.

good attempt

correct
justified

5/2

(Q)
Ans.

Social exclusion means people are not allowed to participate in the average activities of social life.

Social Exclusion

1. Intentional - society excludes groups
2. Social - groups, not individual is target of exclusion
3. Non-accidental
4. Marginalization, denial of opportunities
5. Prolonged exclusion creates backlash against inclusion
eg Dalits still face violence - mode to have separated graveyard in Tamil Nadu.
6. Involuntary - no choice to those being excluded

Excluding socially

- (1) May be voluntary
eg hikikomori youth in Japan isolate themselves at home for decades
- (2) Individual, rather than group exclusion
- (3) No major backlash against inclusion
- (4) May not be a sign of discrimination
eg many celebrities seek to exclude themselves from society

- ⑤ Social Exclusion ~~may not~~ is imposed, while excluding socially is not
- ⑥ Marginalization, denial of opportunity is not a feature of excluding socially
- eg! Blacks in apartheid were socially excluded
- Babri Muslims exclude themselves from politics
- Both groups lack power, but blacks are socially excluded as it is not voluntary.

Thus, social exclusion is feature of society, ~~not~~ while excluding socially is individual choice.

excluding socially
do not participate in the mainstream of their society by influence & connection

Acc. to Ruth Wicks, the idea of social exclusion also highlights the denial of a wider range of social rights which are not covered in concept of poverty

Social exclusion
Matrix inequality
Inequalities of power

⑤ context justified

(Q)
Ans.

Political parties are groups which come together to gain power to form govt ~~to form government~~.

Pressure groups are voluntary associations of citizens which seek to influence ~~influence~~ policies in their ~~interest~~ without aiming for power.

Political Party

1. Aim to get power
2. Broad based support needed to get power
3. Accountable to people
- need support to form govt

Pressure Group

do not aim for power
usually narrower interests

Not accountable to people

Pressure group party difference has narrowed.

Similarities

1. Pressure group may function through party
eg Bhaatiya Kisan Union → BJP
2. Parties may support, create pressure groups.

eg ATUC created by Tilak of INC

③ Pressure group may develop into party
eg ~~AI~~ India Against Corruption
developed into AAP.

As per Finer, pressure groups are
'anonymous empires' - dominated by
elite, and not accountable.

Sahoo claims pressure groups are
anti-democratic - small, powerful
organized ones dominate and
marginalized are not heard
- Hence, parties are preferable.

Thus, pressure groups & parties
are 2 major institutions of
democracy

⑤ context
justified

(Q)
Ans. Citizenship refers to 2 way
relation between individuals and state
— they have duties as well as
claims on state, while subjects
subjects do not have claims.

Civil society is ~~established~~ sphere of
voluntary associations outside
state & market.

Citizenship and Civil Society

① Civil society helps realize
claims of citizens

1. Check against arbitrary power
of state

Ambedkar: civil society is sphere
in which one struggles for human
values

② Civil society makes citizenship ~~real~~
— integrates individual in society
— breaks barriers between groups

Sanyal: If logic of state is power,
of market is profit, then civil
society is solidarity

③ TM Marshall: Citizenship is defining feature of society
 → civil society represents the spheres of citizens beyond purview of state, where citizens are free

④ Ambedkar: In long run, civil society determines course of governance

- citizenship
governance
gap

- civil society
of capital
- basic social
- safety value

→ citizens make up civil society, hence good citizens ensure robust civil society, creating good governance

Thus, civil society made up of citizens, protects their rights and pursues their aspirations. Both ultimately depend on each other

substantiated

4½

concept justified

7 (1) Ans. Globalization refers to convergence of cultures and economies with free movement of goods, people and ideas.

De-territorialization of nation state means that state's power over its territory is no longer absolute and identity of nationality is no longer attached to territory.

Globalization → De-territorialization

① Political

1. Multi-national institutions prevent state from exercising absolute power
eg Pakistan forced to stop the execution of Kulbushan Tadjan due to ICJ judgment
2. Increasing disputes over territory
eg South China Sea - China, Taiwan, Vietnam, Philippines, Brunei

② Economic

1. States not free to pursue own policy
eg India's MSP faces challenge at WTO

2. Global MNCs often exert control over nation-state
eg Banana Republics in S America dominated by United Fruit Company.
3. Loyalty of citizens often to MNC rather than nation
eg Indians in top MNCs Google, Amazon pursue goals of firm over national interests

Social

1. Nationality no longer attached to nation-state
→ Dual citizenship, changing citizenship show deterritorialization
 2. Convergence in values norms with modernity
 3. Global cosmopolitanism often triumphs nationalism.
eg EU - pooling of sovereignty of nations
- Nation State - still based on territory
- ① Increasing resurgence of nationalism
eg America First
Brexit - Taking back sovereignty

good

② Nation-state deeply linked to territory
eg Kashmir, South China Sea show
refusal of nation-state to let
go of territory.

③ Xenophobia, racism against migrants
show identity and territory still
linked with nation state
eg Alternative für Deutschland
- anti immigrant parties

④ Sovereignty, non-interference in
other nations affairs - nation
state is sovereign over territory
eg Kashmir - countries like US, France
not interfering
eg despite human right violation
in Xinjiang, no interference

Thus, even as globalization involves
de-territorialization of nation
state, it still retains
hold over territory.

⑬
good
Analysis

(Q)

Ans.

Education is the process of internalization of society's values and knowledge

Education - Agency of Social Change

- ① Amartya Sen: Develops democratic values, enhances capability and participation
eg US transformed Japan from monarchy to democracy after WW2 through education to change values.
- ② Jyotiba Phule: believed western education opened eyes of Candra
→ fought for justice, equality
- ③ Ambedkar: Used education as tool for uplift of Dalits
→ ~~Stagnant~~ Slogan: 'Educate. Organize. Agitate'
- ④ Nehru: believed education would lead to scientific temper, remove superstition, caste discrimination
- ⑤ Bolsheviks used education as tool to instil values of communism
→ transformed feudal hierarchy

Education - Reinforce Inequalities

① Ivan Illich: De Schooling Society

1. Schools stratify people - rich go to best ~~schools~~, get best jobs and poor get low paying ones

eg France : Ecole Universitaire: More than 80% PMs, ministers from this university

2. Schools legitimize inequality through myth of meritocracy
→ no equal opportunity in reality

3. Beteille: Education in India is reproducing social cultural inequality

4. Althusser: Education

Education - Reinforce Conservatism

1. Althusser (Marxist) - Education most important ideological apparatus of ruling class

1. Children learn to ~~submit~~ submit to authority, conform
2. Prepares child to ~~respond~~ respond to extrinsic reward in alienating job
3. Free subsidy for capitalist - produce skilled workers
4. Encourage consumerism.

2. Nazi Germany military Japan - used education to ~~instill~~ loyalty
3. Recent incident in Tamil Nadu
 → schools make ~~Salit~~ wear caste
 dem bond → education reinforces
 caste ~~in equality~~

Yet, education can also lead to
 questioning of ~~social norms~~, roles
 eg Young Bengal movement, Indian
 nationalism ~~inspired~~ by western
 educated Indians

eg 1968 Revolts in Europe mainly
 by students

Thus, education can serve both
 as agent of change ~~and~~ mobility
 as well as tool to reinforce
 inequality & conservatism

⊕ Privatization
 of education
 ⊕ diff. in Quality
 of education
 etc.

overall
 good

13

(Q)

Ans.

Durkheim defined religion as the unified set of beliefs regarding sacred things, set apart and forbidden. Science is the body of knowledge based on empirical observation.

Religion - Antithetical to Science

(1) Weber: Science is based on ~~rationality~~ ^{rationality}

This is at odds with faith required by religion.

2- Leads to Desacralization ^{Desacralization}

→ Religion, if it does not disappear, remains only as theoretical belief without practical application
eg even devotees take medicine rather than pray to god.

(2) Bryan Wilson: Religion forced to undergo internal secularization

→ has to adapt to rationality
eg Quakers: define heaven as state of mind, not a real place

(3) Durkheim: Religion influential only in aspects science has not reached.

Not ~~Anti~~ Anti-theological

- ① Durkheim: ~~Religion~~ Science is just more refined form of religious thought
1. Both study nature, humans
 2. Both contribute to collective representations
 3. Thus, both have same purpose of increasing human solidarity

- ② RK Merton: Scientific thought has its origin in religious thought - ~~protestant ethic~~ justified scientific enquiry gave birth to modern science..

Sorokin on the other hand believed science was sensory religion was ideational - science, unlike religion did not make value judgment

According to Shapiro, religion was antithetical - it sought to impose dogma, while science stressed spirit of enquiry.

Thus, religion and science share similarities and differences

6 1/2
good

Evaluative Indicators:

	Excellent	Good	Satisfactory	Average	Poor
(i) Contextual Introduction	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(ii) Contextual Content Prioritization	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(iii) Alignment- Articulation- flow	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(iv) Novelty-Examples & Application	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(v) Cross Fertilization & Substantiation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(vi) Visibility of Facts & Concepts	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(vii) Language Competency	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(viii) Contextual Conclusion	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(ix) Legibility-Readability	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Remark:-

① Contextual justification - good

② Content - good in most of the questions

③ Overall good attempt.

Keep writing

