



VISIONIAS
INSPIRING INNOVATION
ABHYAAS MAINS

समाजशास्त्र (प्रश्न-पत्र I)
Sociology (Paper-I)

निर्धारित समय: तीन घंटे
Time Allowed: **Three Hours**

(Test Code : 4527)

अधिकतम अंक: 250
Maximum Marks: 250

सामान्य अनुदेश

इस प्रश्न-सह-उत्तर (क्यू.सी.ए.) पुस्तिका में 88+4 पृष्ठ हैं। प्रश्न-पत्र, क्यू.सी.ए. पुस्तिका के अंत में संलग्न है, जो अलग (वियोज्य) किया जा सकता है और उम्मीदवार परीक्षा के उपरांत अपने साथ ले जा सकते हैं।

रफ कार्य के लिए, इस पुस्तिका के अंत में खाली पृष्ठ दिया गया है।

पुस्तिका प्राप्त होने पर, कृपया यह जांच कर लें कि इस क्यू.सी.ए. पुस्तिका में कोई कमी न हो, फटा हुआ पृष्ठ न हो अथवा कोई पृष्ठ गायब न हो इत्यादि। यदि ऐसा हो, तो इसके बदले नई क्यू.सी.ए. पुस्तिका प्राप्त कर लें।

General Instructions

This Question-Cum-Answer (QCA) Booklet contains 88+4 pages. Question Paper in detachable form is available at the end of the QCA Booklet which can be taken away by the candidate after examination.

For rough work, blank page has been provided at the end of this Booklet.

On receipt of the Booklet, please check that this QCA Booklet does not have any shortcomings, torn or missing pages etc. If, so, get it replaced with a fresh QCA Booklet.

(उम्मीदवार द्वारा भरा जाएगा/To be filled by the Candidate)

पंजीकरण सं./Registration No. : 01217831

अभ्यर्थी का नाम/Name of Student : Blavika Chopra

माध्यम: हिंदी/अंग्रेजी
Medium: Hindi/English

Eng.

तारीख
Date

3/08/2025

समाजशास्त्र (प्रश्न-पत्र I)
Sociology (Paper-I)

केंद्र
Centre 007
CHD

निरीक्षक के हस्ताक्षर
Invigilator's Signature

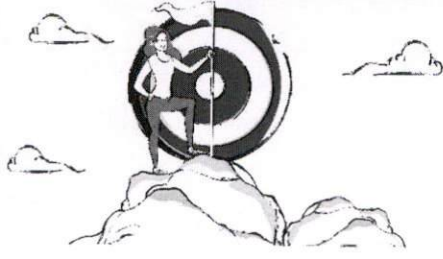
Shaija
hmi

	<p style="text-align: center;">महत्वपूर्ण अनुदेश</p> <p>उम्मीदवारों को नीचे उल्लिखित निर्देश सावधानी से पढ़ लेने चाहिए। किसी भी निर्देश का उल्लंघन करने पर उम्मीदवारों को मिलने वाले अंकों में कटौती, उम्मीदवारी रद्द या आयोग के परवर्ती परीक्षाओं के लिए वर्जित करने इत्यादि के रूप में दण्डित किया जा सकता है।</p>	<p style="text-align: center;">Important Instructions</p> <p>Candidates should read the undermentioned instructions carefully. Violation of any of the following instructions may entail penalty in the form of deduction of marks, cancellation of candidature, debarment from further Examination of the Commission etc.</p>
1	<p>(क) अपना पंजीकरण सं. एवं अन्य विवरण केवल प्रश्न-सह-उत्तर पुस्तिका (क्यू.सी.ए.) में उम्मीदवार के लिए निर्धारित स्थान पर ही लिखें।</p> <p>(ख) इस पुस्तिका में अन्यत्र कहीं भी अपना नाम, पंजीकरण सं., मोबाइल नं., पता अथवा प्रश्न-सह-उत्तर पुस्तिका (क्यू.सी.ए.) संख्या न लिखें जिससे आपकी पहचान का खुलासा हो।</p>	<p>(a) Write your Registration Number and other details only in the space provided in the Question-Cum-Answer (QCA) Booklet for candidates.</p> <p>(b) Do not disclose your identity in any manner such as, by writing your Name, Registration number, Mobile number, Address, Question-Cum-Answer (QCA) Booklet No. etc. elsewhere in the Booklet</p>
2	<p>अपनी प्रश्न-सह-उत्तर पुस्तिका में कहीं भी प्रश्नों के वास्तविक उत्तर के अतिरिक्त कुछ न लिखें जैसे कि कोई कविता/दोहा, अभद्र या अपमानजनक अभिव्यक्ति इत्यादि और न ही कोई ऐसा चिन्ह/निशान बनाएं जिसका उत्तर से सम्बन्ध न हो।</p>	<p>Do not write in the QCA Booklet anything other than the actual answer such as couplet, obscene, abusive expression etc., nor put any sign/mark having no relevance to the answer.</p>
3	<p>परीक्षक को प्रत्यक्ष/अप्रत्यक्ष रूप से कोई भी प्रार्थना/धमकी भरी बातें न लिखें।</p>	<p>Do not make any direct/indirect appeal/threat to the examiner.</p>
4	<p>उत्तर अस्पष्ट अथवा गंदी लिखावट में न लिखें। इस प्रकार के उत्तर का मूल्यांकन नहीं भी किया जा सकता है।</p>	<p>Do not write answers in bad/illegible handwriting. Such answers may not be evaluated.</p>
5	<p>उत्तर स्याही में ही लिखें। उत्तर लिखने के लिए पेंसिल का उपयोग न करें, हालांकि आरेख, चित्र इत्यादि बनाने के लिए पेंसिल का उपयोग किया जा सकता है।</p>	<p>Write answers in ink only. Do not use pencil for writing the answers. However, pencil may be used for drawing diagrams, sketches, etc.</p>
6	<p>प्रवेश पत्र में उल्लेख किए गए माध्यम के अलावा अन्य किसी माध्यम में उत्तर न लिखें। अधिकृत और अनधिकृत की मिली जुली भाषा का भी उपयोग न करें।</p>	<p>Do not write answers in medium other than the authorized medium in the Admission Certificate. Do not use mixed language either i.e. authorize and unauthorized media together for writing answers.</p>
7	<p>प्रश्नों के उत्तर ठीक उसके नीचे दिए गए निर्धारित स्थान पर ही लिखें। निर्धारित स्थान के अलावा किसी अन्य स्थान पर लिखे गए उत्तर का मूल्यांकन नहीं किया जाएगा।</p>	<p>Write answer at the specific space (right below the question) only. Answers written elsewhere at unspecified places in the booklet shall not be evaluated.</p>
8	<p>यदि आप अपने किसी उत्तर को रद्द करना चाहते हैं तो उसे पेन से काट दें तथा उस पर "रद्द" लिख दें, अन्यथा उसका मूल्यांकन किया जा सकता है।</p>	<p>If you wish to cancel any work, draw your pen through it and write "Cancelled" across it, otherwise it may be valued.</p>

कार्यालय के प्रयोग हेतु For Official Use	कार्यालय के प्रयोग हेतु For Official Use
<p>परीक्षक के हस्ताक्षर Signature of Examiner(s)</p>	

प्राप्तांक के विवरण (परीक्षक द्वारा भरा जाए)/ Marks Details (To be filled by the Examiner(s))

प्रश्न सं. Q. No.	a	b	c	d	e	अंक Marks	
1							
2							
3							
4							
5							
6							
7							
8							
सकल योग (A+B) / GRAND TOTAL							



VISIONIAS
INSPIRING INNOVATION
ABHYAAS MAINS

समाजशास्त्र (प्रश्न-पत्र I)
Sociology (Paper I)

निर्धारित समय: तीन घंटे
Time Allowed: **Three Hours**

(Test Code : 4527)

अधिकतम अंक: 250
Maximum Marks: **250**

प्रश्न-पत्र संबंधी विशेष अनुदेश

कृपया प्रश्नों के उत्तर देने से पूर्व निम्नलिखित प्रत्येक अनुदेश को ध्यानपूर्वक पढ़ें:

इसमें आठ प्रश्न हैं तथा अंग्रेज़ी में छपे हुए हैं।

प्रश्न संख्या 1 और 5 अनिवार्य हैं तथा बाकी में से प्रत्येक खण्ड से कम-से-कम एक प्रश्न चुनकर किन्हीं तीन प्रश्नों के उत्तर दीजिए।

प्रत्येक प्रश्न/भाग के लिए नियत अंक उसके सामने सूचित हैं।

प्रश्नों के उत्तर उसी प्राधिकृत माध्यम में लिखे जाने चाहिए, जिसका उल्लेख आपके प्रवेश-पत्र में किया गया है, और इस माध्यम का स्पष्ट उल्लेख प्रश्न-सह-उत्तर (क्यू.सी.ए.) पुस्तिका के मुखपृष्ठ पर निर्दिष्ट स्थान पर किया जाना चाहिए। प्राधिकृत माध्यम के अतिरिक्त अन्य किसी माध्यम में लिखे गए उत्तर पर कोई अंक नहीं मिलेंगे।

प्रश्नों में शब्द-सीमा, जहाँ विनिर्दिष्ट है, का अनुसरण किया जाना चाहिए।

जहाँ आवश्यक हो, अपने उत्तरों को उपयुक्त चित्रों/मानचित्रों तथा आरेखों द्वारा दर्शाइए। इन्हें प्रश्न का उत्तर देने के लिए दिए गए स्थान में ही बनना है।

प्रश्नों के उत्तरों की गणना क्रमानुसार की जाएगी। आंशिक रूप से दिए गए प्रश्नों के उत्तर को भी मान्यता दी जाएगी यदि उसे काटा न गया हो। प्रश्न-सह-उत्तर पुस्तिका में खाली छोड़े गए कोई पृष्ठ अथवा पृष्ठ के भाग को पूर्णतः काट दीजिए।

QUESTION PAPER SPECIFIC INSTRUCTIONS

Please read each of the following instructions carefully before attempting questions.

There are **EIGHT** questions and printed in **ENGLISH**.

Question Nos. **1** and **5** are compulsory and out of the remaining, **THREE** are to be attempted choosing at least **ONE** question from each Section.

The number of marks carried by a question/part is indicated against it.

Answers must be written in the medium authorized in the Admission Certificate which must be stated clearly on the cover of this Question-cum-Answer (QCA) Booklet in the space provided. No marks will be given for answers written in a medium other than the authorized one.

Word limit in questions, wherever specified, should be adhered to.

Illustrate your answers with suitable sketches/maps and diagrams, wherever considered necessary. These shall be drawn in the space provided for answering the question itself.

Attempts of questions shall be counted in sequential order. Unless struck off, attempt of a question shall be counted even if attempted partly. Any page or portion of the page left blank in the Question-cum-Answer Booklet must be clearly struck off.

EVALUATION INDICATORS

1. Contextual Competence
2. Content Competence
3. Language Competence
4. Introduction Competence
5. Structure - Presentation Competence
6. Conclusion Competence

Overall Macro Comments / feedback / suggestions on Answer Booklet:

1.

2.

3.

4.

5.

6.

All the Best

1.

निम्नलिखित में से प्रत्येक पर 150 शब्दों में संक्षिप्त टिप्पणी लिखिए:

Write a short note on each of the following in not more than 150 words :

10 x 5 = 50

(a)

Critically evaluate dependency theory in explaining persistent under-development.

10

उम्मीदवारों को इस हाशिए में नहीं लिखना चाहिए
Candidates must not write on this margin

Dependency theory was given by Alb
Frank and improved upon by
Immanuel Wallerstein

Dependency Theory



metropolis
benefits from
cheap labour of
satellites and
natural resources

Persistent under development

1. Replication of historical patterns

Eg: colonised countries poor because of
exploitative relations. Eg: - south
Africa and mining corporations of
USA and France.

2. Global order benefits metropolis.

Eg: IMF, WTO etc. require open
markets for satellites, but

not open labour markets - UK and US xenophobia towards migrants.

3. Exploitation via neo-imperialism -
Eg: France in Sahel region in Africa.
4. Development of metropolis on the backs of satellites. Eg: Atlantic slave trade, Plantations etc.
5. Lack of technology transfer to underdeveloped countries. Eg: for climate transition, etc.

Critique: 1. FDI is beneficial for economies and causes development.

2. Does not explain underdevelopment in non-colonised nations.
3. Lets go of idea of corrupt institution in countries - shifts the blame.

However, in a world of limited resources it remains imperative to note why some countries developed while some which were colonised did not.

1. (b)

Discuss the methodological debate between positivism and interpretivism in sociology.

10

While positivism sought to study society as the science of social facts and draw generalisations; interpretivism sees the study of sociology as the study of social action.

[Methodological Debate between the two:]

1. Agency v/s non agency

Interpretivism treats individuals as conscious beings who undertake social action; positivism assumes external forces — sees them as atoms.

2. Social Structure v/s Social Interaction

— Interpretivism studies individuals creating a shared reality — are goal oriented actors, who can be studied via 'verstehen' or empathetic understanding

— Positivism views individuals impacted by structure, view society as more important than the study of the

individual eg: institutions

3. study content specific v/s generalisations

- Interpretivists study in a content
eg: action taken by a person in a
time / space.

- Positivists study institutions across
time and space. eg: Durkheim and
persistence of religion

4. Value neutral v/s value free

- Interpretivism studies 'wert-free'
sociology → values are observed, researcher
uses iron will, identifies values.

- Positivism remains objective and value
free, on the lines of natural sciences. eg:
Study of data of labour force participation

methodological plurality adds vitality
to a subject and gives both - a telescope
and a microscope to study society -
positivism and interpretivism respectively.

1. (c) "Sociological imagination links personal troubles with public issues." Elucidate with examples.

10

(W) Mills gave the idea of sociological imagination - where personal issues could be analysed from a sociological lens:

1. Poverty - seen as a moral failing personally, sociologist may view it as arising out of societal structure.
2. Unemployment - could be seen as arising out of laziness / low skill / aptitude vs a sociologist studying patterns of unemployment with advent of AI.
3. Suicide - may be studied as a psychological phenomenon, but Durkheim studied it as resulting from lowered integration and regulation.

उम्मीदवारों को
इस हार्जिए में
नहीं लिखना
चाहिए
Candidates
must not
write on
this margin

4. Rise of religiosity - usually not a personal choice, but arising out of a crisis of modernity and uncertainty.
5. Increased divorce - could be attributed to personal disorder, but a result of breakdown of traditional values of family and agency to women.
6. Increased consumerism - could be seen as individuals consuming more but arises from focus on conspicuous consumption (veblen)

Thus, sociological imagination helps look at the larger picture to see how one tile fits into the larger social mosaic.

1. (d)

What is reference-group behaviour? Discuss how it shapes consumer choices among urban youth.

10

Reference group theory is given by RK Merton, where he states that a person undergoes anticipatory socialisation in reference to a positive aspirational group.

Eg: → Purchase of certain clothes to fit into circles - anticipatory socialisation

→ Positive aspirational group - could be start-up founders.

Rt. behaviour shaping consumer choices among urban youth:

1. Focus on conspicuous consumption - with focus on western culture. Eg: designer bags, dresses, watches.
2. Rise of traditional - wife content → purchase of homeware, traditional dresses etc.

3. Rise of fast fashion. Eg: zara, H&M, H&M - as a rise in trend circulation happens.

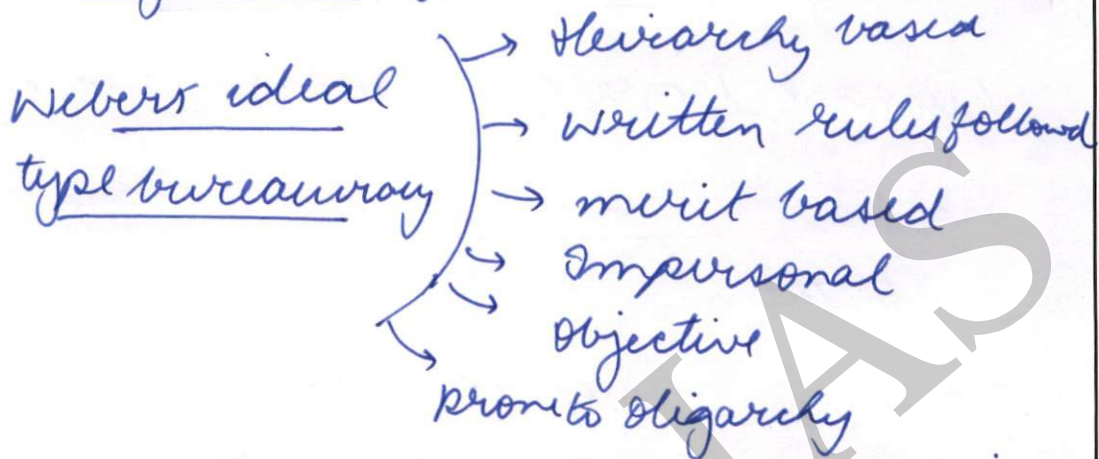
4. Purchase for in-group feeling. eg: Buying K-Pop culture ~~magazines~~ magazines, outfits, merchandise to identify with them.

5. Purchase of self-care and rise of industry. eg: matcha lattes, skincare etc.

6. Rise of trendy purchases endorsed by celebrities. eg: dabubu dolls, Stanley cups etc; high end cars, bikes etc.

Thus, this need to fit in and prevent the feeling of a "marginal man", emulating celebrities via anticipatory socialisation leads to consumer choices among urban youth.

Weber's model of bureaucracy was premised on following a legal-rational form of authority.



Relevance of Weber's bureaucracy in digital governance era:

Fading Relevance

1. Breakdown of hierarchies - Eg: easy accessibility to centres of power
2. Breakdown of strict rules. Eg: Public service and governance more democratic - 'can ping' manager of organisation
3. Reduced rigidity - Eg: more flexible and informal in

intor - organisation communication

उम्मीदवारों को इस हार्शिए में नहीं लिखना चाहिए
Candidates must not write on this margin

Continued Relevance

1. Increase in impersonal set-up. Eg: Digital divide, most do not have access to tools, no chance for human intervention.
2. Stricter Rule implementation - eg: reduced scope for objectivity
3. Increased productivity - as envisaged by original bureaucracy.
4. Creation of oligarchis in technology.
Eg: Big technology giants that operate digital sphere.

Thus, while Webers' bureaucracy has changed in structure, it has continued relevance as he warned us against the iron cage of rationality; which may turn into a digital cage.

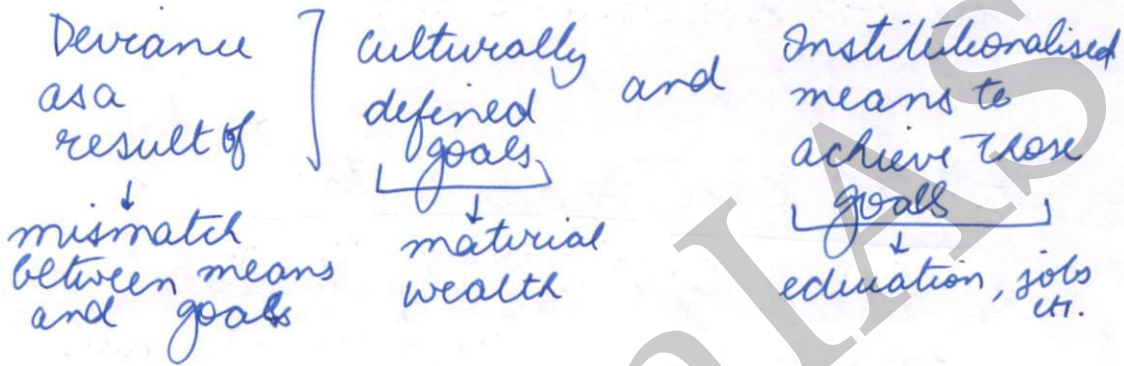
2. (a)

Using Robert K. Merton's paradigm of conformity and deviance, show how climate activism is redefining normative structures worldwide.

20

उम्मीदवारों को इस हिसाब में नहीं लिखना चाहिए
Candidates must not write on this margin

In his seminal work, 'Social Structure and Anomie', Robert K. Merton gave the concept of deviance arising in society.



Paradigm of Conformity and Deviance

	DEFINED GOALS	USE OF MEANS
<u>Mainstream Culture</u>		
<u>Conformity</u>	✓	✓
<u>Sub-Cultures</u>		
<u>Innovators</u> (criminals etc)	✓	✗ illegitimate means
<u>Retreatists</u> (dropouts of society)	✗	✗
<u>Ritualists</u> (bureaucrats)	✗	✓
<u>Rebellion</u>	✗	✗
	<u>new goals</u>	<u>new means</u>

Subculture of Rebellion - as a response to changing needs of society:

1. Climate activists not conforming to cultural goals. (original goals of profit generation v/s climate justice in present day)

2. non conformity to institutionalised means. (moving away from traditional channels of change - such as policy making etc)
- moving to protests, climate activism, eco-terrorism, disruption of factories etc.

eg ① throwing paint on the monalisa by climate activists

② Greta Thunberg - Fridays for climate; skipping school

③ Medha Patkar - against developmental paradigm that is exploitative
eg; Narmada Bachao

④ Chipko movement inspiring
more Indian movements.

⑤ Protests in Hawaii against
observatory at mauna kea in
2019.

Redefining normative structures due
to climate activism:

1. Change in cultural goals. Eg:
new institutions to meet goals of
climate justice, climate transition
from fossil fuel to cleaner
industrial fuels.
2. Change in institutionalised means
to achieve goals. Eg: Establishment
of UNFCCC for climate negotiations,
Loss and Damage Fund, Conference
of Parties, saving biodiversity via
UNCBD.

Thus this re-defining of cultural
goals and the institutionalised
means to achieve them is a direct
result of climate activism across
decades.

उम्मीदवारों को
इस हार्जिए में
नहीं लिखना
चाहिए
Candidates
must not
write on
this margin

VisionIAS

2. (b)

"Scientific temper and rational thinking are essential prerequisites for sociological inquiry." Comment on this statement with reference to the debate on value-neutrality in social research. 20

Early sociologists such as Comte and Emile Durkheim sought to establish a new body of knowledge based along the lines of natural sciences, however later, interpretivists argued against value freedom in social sciences.

Scientific Temper and Rational Thinking:

1. use of scientific method as proposed by Descartes and Francis Bacon. (series of steps)
2. observation based reasoning.
3. Result of age of reason - deployed critical thinking via inductivism.
4. sought to make generalisations.

Positivist thinking on sociological inquiry:

1. Treating individuals as 'atoms'.
2. developing a 'law' of society.
3. maintaining value-freedom i.e. lack of biases in research.

eg: Durkheim's study on suicide in 'Le Suicide'; which used official data to draw generalisations via the comparative method.

However, the other strand argues, as per Weber - an interpretivist:

1. must assume agency for individual actors.
2. Max Weber argues that social sciences cannot be value free.
3. use of 'verstehen' in studying social action - use of empathetic understanding.
4. stating values at onset counts as value neutrality. eg: Weber a protestant, stated so in his study of Protestant Ethic and the spirit of Capitalism.

Thus, settling the debate becomes harder as scholars of symbolic interactionism argue that:

1. social sciences and natural sciences

have a gap in methodology.

2. Human behaviour is unpredictable thus generalisations are difficult to make.
3. Humans engage in conscious acts - create a shared social reality via meaningful interactions. Eg: waving hand as a greeting, roses as symbols of romantic love etc.

However, in his book 'Against method', Paul Feyerabend argues for epistemological anarchy, that even science is not science and is a matter of chance.

In light of this, value neutrality can be achieved as per positivists, but not as per symbolic interactionists.

(Couldner argues against value freedom in social science research)

However, Weber states that sociology is a science - and follows rational thinking and scientific enquiry - as long as it engages in the use of the scientific method.

उम्मीदवारों को
इस हार्जिफ में
नहीं लिखना
चाहिए
Candidates
must not
write on
this margin

As sociology emerged, it sought to carve out for itself a niche in the world of social science, but now shares a synergistic relationship between the subject and other social sciences.

Changing Equations of Sociology with other social sciences:

1. Changing nature with Political Science

- Earlier studied state as part of political theory, power relations etc.
- now shares inter-disciplinary understanding eg: voter behaviour, psychology; demographics and political institutions etc. - Political Sociology

2. Changing nature with Anthropology

- Anthropology studied primitive societies and used field work, sociology studied institutions in modern societies
- now - social anthropology studies

tribes, prismatic societies. Eg: participant observation and ethnography - Whyte's street corner society; Wisner's study of Jayrami

उम्मीदवारों को इस कक्ष में नहीं लिखना चाहिए
Candidates must not write on this margin

3. Sociology and History

- Earlier considered separate disciplines; history as ideographic and sociology as nomothetic (facts vs pattern oriented study)
- now, share synergy in historical sociology. Eg: Annales school by Febvre, study of "collective thinking" etc.

4. Sociology and Economics

- Earlier considered separate - with one being theoretical and the other mathematical.
- now share synergy for developmental studies. Eg: Simelair's survey of poverty in 18th Century to Dufo and Banerjee's study in recent times

Thus, as issues grow more complex, the equations among disciplines work.

3. (a)

Evaluate the contribution of historical materialism to the contemporary analysis of global capitalism.

20

उम्मीदवारों को इस हिसाब में नहीं लिखना चाहिए
Candidates must not write on this margin

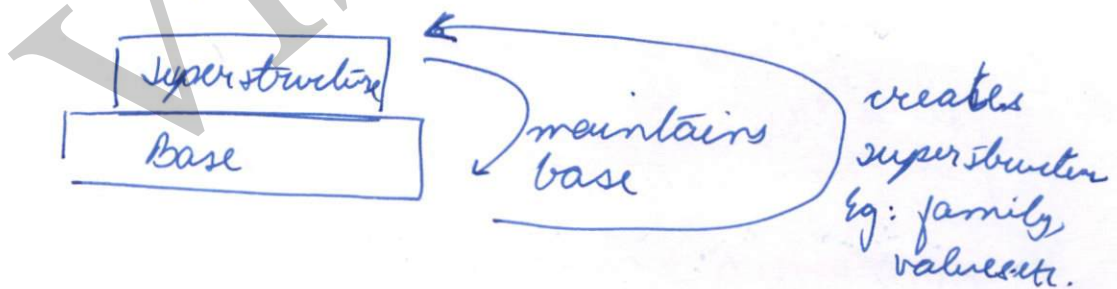
Historical materialism was developed by Marx to explain a 'history of everything'.

It employed

- Hegel's dialectics
- Lenin's materialism

Key features of historical materialism:

- Economic base (means of production) determines superstructure (values, intangible relations)



- Change takes place as a result of class struggle - which is the motor of history. eg: slave-owner conflict, lord-serf conflict etc.

3. Two classes exist - one aligned to the relations of production (ruling class) and one aligned to the means of the production (the proletariat).

Contribution to contemporary analysis of global capitalism:

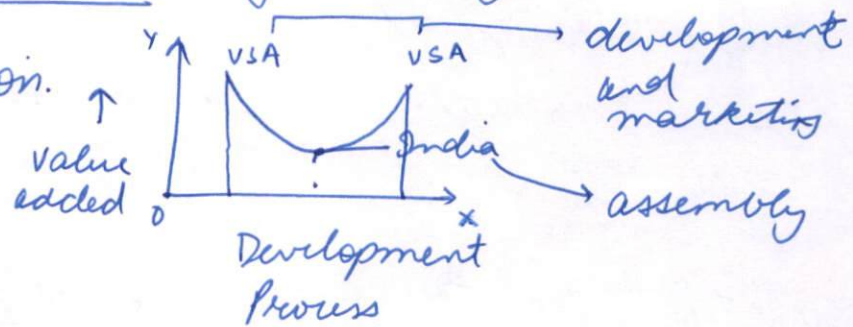
1. Immanuel Wallerstein's core-periphery and semiperiphery in world systems' theory - where the core exploits the semiperiphery and the semiperiphery exploits periphery.

Eg: USA - China - South Africa

↓
Explains global 'class' stratification.

2. Explains exploitative framework of first-world corporations. Eg: sweatshops operating in Bangladesh and Vietnam by brands such as Nike, Zara etc.

3. Explains global stratification in skilled labour: Eg - Smiley curve of production.



Low-income / middle income countries engaged in low productivity activities.

4. Presence of neo colonialism. Eg: mining rights to companies in Africa - no benefits accrue to indigenous people.

5. Explains patriarchal and masculine ideal of development - as argued by Vandana Shiva. Eg: Idea of dams, building etc. exploitation of nature - just as males exploit females.

6. Rise of technofeudalists - who control the cyber spaces in which people

operate - but do not own. eg:
Facebook, LinkedIn etc. - creates
classes of ownership and users.

7. Rise of surveillance capitalism, as
argued by Suzanne Zuboff - where
people become products, views are
capitalised upon.

Thus, as big tech giants take over the
economic and cyber space, historical
materialism helps map out changes
in global stratification at the national
and international level.

3. (b)

Analyse the structural-functionalist explanation of social stratification and bring out its limitations. 20

उम्मीदवारों को इस हाशिए में नहीं लिखना चाहिए
Candidates must not write on this margin

The idea of social stratification is based upon vertical or horizontal hierarchies i.e. quantifiable & qualitative differences.

Structural Functionalist Theory of Stratification : Kingsley Davis and Moore

1. Stratification is universal across societies. Eg: different classes/occupations
2. Stratification takes place to reward high risk / high investment occupations.
Eg: surgeons more respected in society because of hard work put in.
3. Stratification occurs as a result of value consensus - some occupations more important than others. Eg: firefighters who risk lives saving people.
4. necessity of stratification to ensure meritorious people fill the

'important' occupational positions.

5. Higher rewards - prestige and pay associated with these occupations.
eg: Police officers

Parsons on vertical stratification:

- Gender roles in family - ensure primary socialisation; women play expressive role and men play instrumental role (care takers versus bread winner)

Thus, structural functionalists assume that stratification is functional for society - necessary and inevitable.

Limitations of approach:

1. Critique by Melvin Tumin

1. What occupations are important - based on a value judgement.

2. All occupations necessary for society. Eg: even janitor have a role to play.

3. most societies do not allow for 'mobility' - because of ascribed statuses.

4. 'merit' is privilege in disguise. Eg: class inequalities of wealth reproduce itself

Marxist critique:

1. The capitalists control means of production - workers remain exploited. Eg: doctors work but do not own means of production such as their tools / instruments.

2. Inequality in wealth leads to replication of class structure - merit not always awarded.

3. High rewards also go to unproductive professions. Eg: actors, influencers etc.

Feminist critique

1. Feminisation of occupations leads to loss in prestige. Eg: Doctor population is largely female in Russia - not well respected.
2. Gender roles lead to pink collarisation of jobs - not based on merit. Eg: secretarial positions.

Thus, while the structural functional theory gives a critique, it also highlights why stratification takes place in open systems of hierarchies where merit operates.

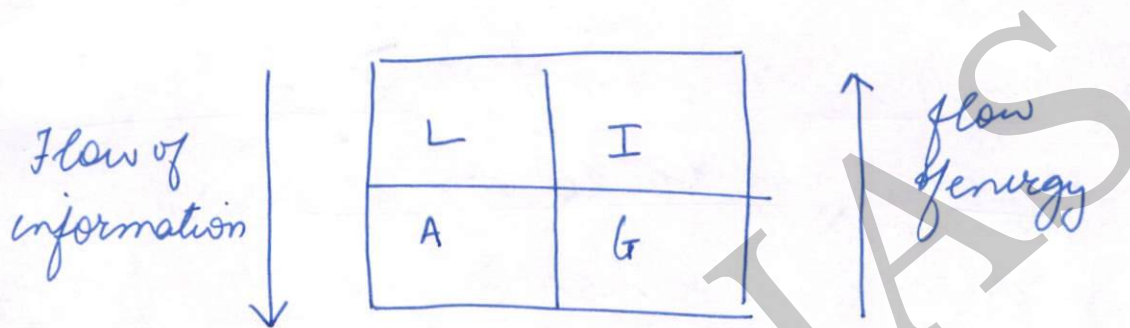
3. (c)

Discuss Parsons' AGIL schema as a framework for analysing social systems.

10

उम्मीदवारों को
इस हार्जिए में
नहीं लिखना
चाहिए
Candidates
must not
write on
this margin

Parsons' AGIL schema works on the assumption that each society / social system has four needs, which need to be fulfilled for smooth functioning.



AGIL: cybernetic flow and maintenance.

1. Attainment goal - to maintain cohesion and discipline, and meet economic needs. Eg: Economic system of production.
2. goal Attainment need - to set shared goals and share power to ensure work towards societal goals. Eg: vision setting by political leadership
3. Integration need - to resolve conflicts and integrate via laws. Eg:

role played by legal system, judiciary, arbitrators etc.

4. Latency need - played by family/ religion to pass on cultural values and maintain continuity. Eg: obeying elders, creating a docile workforce etc.

Change via: Structural adaptation → Integration
↓
Generalisation of values.

1. It is status quo-ist - does not explain revolutionary / radical change.

2. Does not account for dysfunctions of institutions, as argued by Merton.

3. Assumes all institutions are integrative.

Eg: Religion can cause disintegration as well.

4. Assumes continued functionality - spatially and temporally. Eg: Gendered division of labour not suited to modern society.

Thus, even though it is criticised, it helps

4. (a) How do mixed-method designs strengthen the validity and reliability of sociological research? 20

उम्मीदवारों को
इस हद्दिए में
नहीं लिखना
चाहिए
Candidates
must not
write on
this margin

VisionIAS

उम्मीदवारों को
इस हशिप में
नहीं लिखना
चाहिए
Candidates
must not
write on
this margin

VisionIAS

उम्मीदवारों को
इस कक्ष में
नहीं लिखना
चाहिए
Candidates
must not
write on
this margin

VisionIAS

उम्मीदवारों को
इस हिसाब में
नहीं लिखना
चाहिए
Candidates
must not
write on
this margin

VisionIAS

4. (b) Explain how the European Enlightenment created intellectual conditions for the birth of sociology.

20

उम्मीदवारों को
इस हिसाब में
नहीं लिखना
चाहिए
Candidates
must not
write on
this margin

VisionIAS

उम्मीदवारों को
इस हार्शिए में
नहीं लिखना
चाहिए
Candidates
must not
write on
this margin

VisionIAS

उम्मीदवारों को
इस हार्जिए में
नहीं लिखना
चाहिए
Candidates
must not
write on
this margin

VisionIAS

उम्मीदवारों को
इस हिसाब में
नहीं लिखना
चाहिए
Candidates
must not
write on
this margin

VisionIAS

4. (c) Explain Weber's concept of "Verstehen". How does it enrich sociological inquiry?

10

उम्मीदवारों को
इस हार्शिए में
नहीं लिखना
चाहिए
Candidates
must not
write on
this margin

VisionIAS

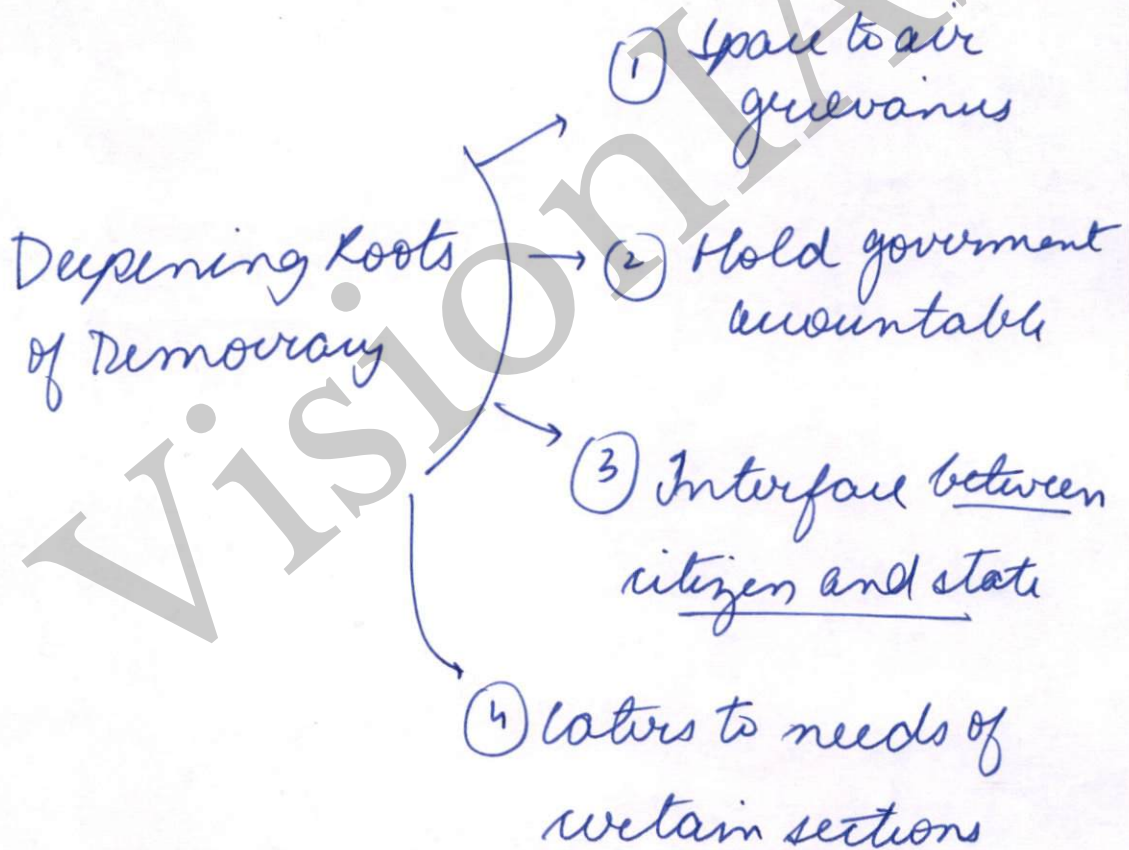
उम्मीदवारों को
इस क्राशिए में
नहीं लिखना
चाहिए
Candidates
must not
write on
this margin

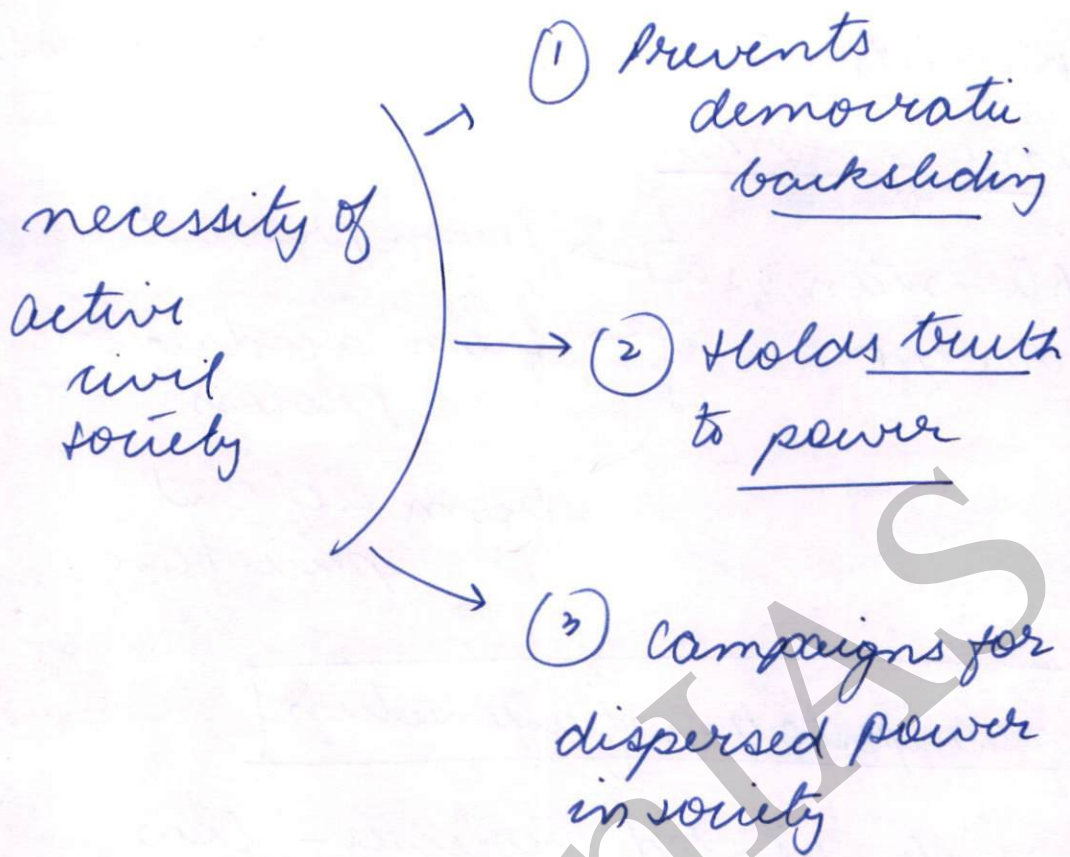
VisionIAS

5. निम्नलिखित में से प्रत्येक पर 150 शब्दों में संक्षिप्त टिप्पणी लिखिए।
Write a short note on each of the following in not more than 150 words :
(a) How is civil society used in deepening the roots of democracy?

10 x 5 = 50
10

Civil society is defined by Jürgen Habermas as the public space where discourse and debate takes place.





Thus, an active civil society ensures democracies operate for the people.

CW Mills studied white collar alienation among workers.

Alienation as a concept

- from product
- from production process
- from self and species being.

Manifestation of alienation:

1. Rule oriented processes - low creativity. Eg: secretarial work, on computer, on spreadsheets.
2. Increased work-hours. Eg: Lack of a 'full' life - due to night shifts at call centres.
3. Globalisation of work. Eg: Alienation from self, as customer care agents speak to foreign customers.
4. Increased high pressure work. Eg: Lawyers, Financial

analysts etc.

5. Lack of connection to outcomes.

Eg: secretary seeing work not being appreciated.

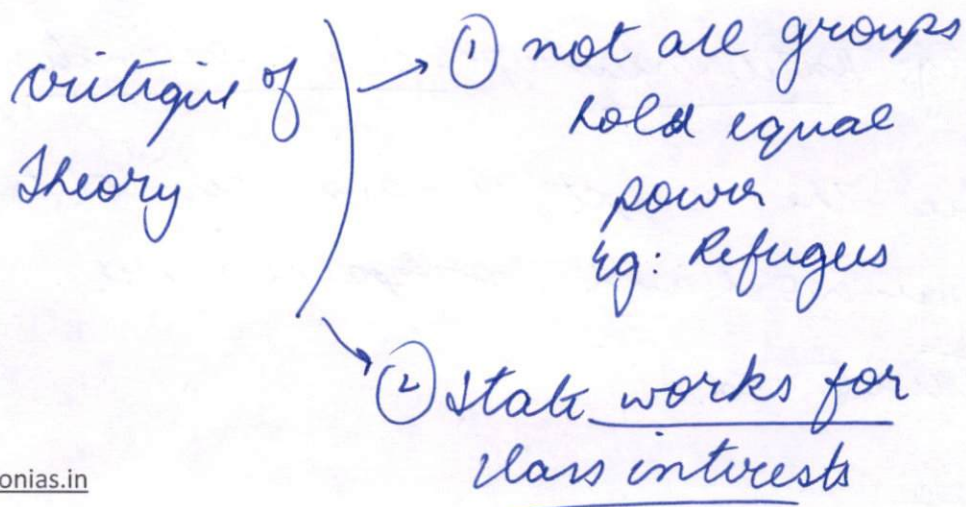
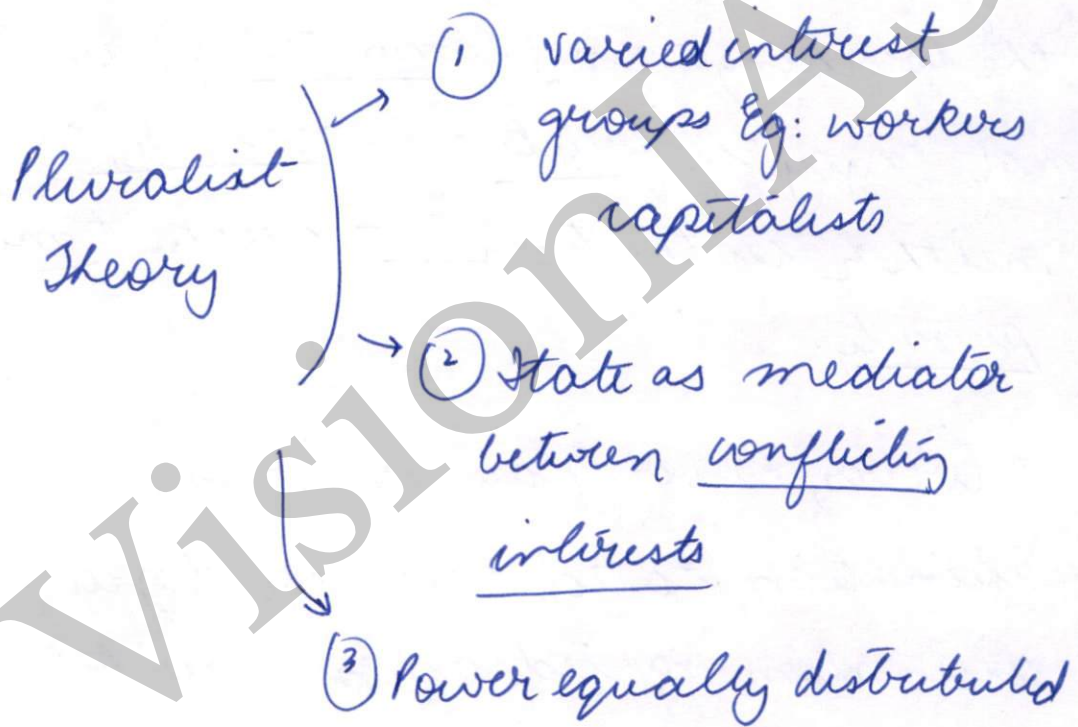
Thus, a ertain repetitiveness in tasks leads to the feeling of alienation, where the working man (homo faber) does not enjoy the fruits of his labour, and neither has the time to - due to time poverty.

However, Robert Blauner's study on alienation stated that the degree of alienation varied across industries based on creative agency.

[Eg: Textile Industry had less alienation]

Thus, the concept remains pivotal to how work and workplaces are structured.

The pluralist theory of power provides for varied interest groups and the state as an honest broker (Toqueville)



(3) State can be capitalist in nature

(4) Robert Michels - Iron law of oligarchy → rule by elite and coopting power inevitable.

State must be held accountable by civil society to ensure powerless are not pulverized in society.

5. (d)

How do sects and cults differ from organised religion in their structure and social functions?

10

sects and cults arise as forms of new religious movements.

Differences in structure

- ① - do not have large following
- ② do not have routinisation of charisma
- ③ provide plurally or uniquely legitimate truths (religion claims singular truth)
- ④ sects - can be multiple member of cults

Differences in social functions

- ① Religion provides
- cohesion
 - discipline
 - collective effervescence
 - belonging

where sects and cults can be world accommodating, world

rejecting (Roy Wallis) eg: scientology, osho foundation

- (2) sects and cults provide certainty to an uncertain modern world.

Similarities

- (1) Provide belongingness
- (2) Provide answers to life's problems
- (3) draw on collective beliefs

Dialectical Relation

Routinisation of charisma leads to formation of religion from sects/cults. Eg: Jesus from Roman Empire to Catholicism → Martin Luther's Lutheranism to birth of Protestant Christianity

Symbolic interactionism was put forth by GH Mead and Becker to provide a new perspective on sociology.

Symbolic Interactionism

- shared social realities created via repeated interactions
- meaning attached to symbols in daily interactions.

Symbolic interactionism in daily life:

1. Romantic interactions Eg: a candle-lit dinner as a sign of romantic interest.
2. 'Performing gender' - as proposed by Judith Butler. Eg: norms around dresses, hair styles, body gestures based on symbols - long hair, flowery patterns etc. for women.
3. Cultural variations - Eg: kissing as greetings in French society 1/5

Handshakes in American society.

4. Social control Eg: Red traffi light seen as 'stop' sign.
5. Fashion for expression. Eg: wearing black for a funeral in the USA and white for wedding.
6. use of gestures. Eg: waving to say 'hello' or 'goodbye'
7. maintaining order Eg: Standing facing the door in an elevator $\frac{1}{2}$ the back.

Thus symbolic interactionism helps people create an index of symbols and meanings, where they shape social realities as much as they are shaped by them.

6. (a)

Evaluate the adequacy of classical theories of social change in explaining the disruptive impact of artificial intelligence on labour markets.

20

उम्मीदवारों को
इस हार्जिए में
नहीं लिखना
चाहिए
Candidates
must not
write on
this margin

उम्मीदवारों को
इस हिसाब में
नहीं लिखना
चाहिए
Candidates
must not
write on
this margin

VisionIAS

उम्मीदवारों को
इस हार्शिए में
नहीं लिखना
चाहिए
Candidates
must not
write on
this margin

VisionIAS

उम्मीदवारों को
इस ह्राशिए में
नहीं लिखना
चाहिए
Candidates
must not
write on
this margin

VisionIAS

6. (b)

“Family is transforming from a fixed structure to a fluid process in liquid modernity.” Analyse this transition through the lenses of Bauman and contemporary family studies.

20

उम्मीदवारों को
इस हार्शिए में
नहीं लिखना
चाहिए
Candidates
must not
write on
this margin

उम्मीदवारों को
इस हिसाब में
नहीं लिखना
चाहिए
Candidates
must not
write on
this margin

VisionIAS

उम्मीदवारों को
इस क्षति में
नहीं लिखना
चाहिए
Candidates
must not
write on
this margin

VisionIAS

उम्मीदवारों को
इस हार्शिए में
नहीं लिखना
चाहिए
Candidates
must not
write on
this margin

VisionIAS

6. (c) Evaluate the impact of social media on primary and secondary group dynamics in modern society.

10

उम्मीदवारों को
इस हिसाब में
नहीं लिखना
चाहिए
Candidates
must not
write on
this margin

VisionIAS

उम्मीदवारों को
इस हार्शिए में
नहीं लिखना
चाहिए
Candidates
must not
write on
this margin

VisionIAS

Private sphere

1. Higher earnings for women.
2. Lesser dependency on males for economic resources. (Financial independence)
3. Reduction in gendered division of labour in household.
4. Rise of democratic partnerships, argued by Jeffery Weeks.
5. Rise of experimental intimacies - as pointed out by Judith Stacey.
6. Increase in reproductive agency - can control labour force exit and entry.

Public sphere

1. Participation in politics. Eg: women MPs across the globe
2. Participation in high paying jobs. Eg: CEOs, lawyers, Doctors etc.
3. Breaking the glass ceiling and olive ceiling - participation in traditional male roles. Eg: In armed forces (India's OTA - first women regiment)

4. Increased demands for rights / safety / concessions - Eg: maternal and paternal leave, menstrual leave, workplace safety guidelines etc.

creating new forms of gender based discrimination:

Private sphere + Public sphere

1. Dual-shift as put forth by Arlie Hochschild. Eg: domestic chores after work shift.
2. Bendred norms creating glass elevator.
Eg: men in an all women field rise higher - teachers & principal in a school
3. pink collarisation of jobs - creates vertical hierarchies. Eg: nurses and secretaries
4. big work - creates algorithms biased towards men. (Eg: AI tools)
5. safety concerns - Eg: workplace

safety and safety in gig work.

6. Feminisation of poverty - with increase in representation in low skill, low paying professions. eg: agricultural labour - low social mobility
7. Low asset ownership - often face alienation - as do not own homes / farmlands etc.
8. Irene Bougel and Beehey argue that caring, child rearing, cooking and cleaning still a womans' job.
9. Workplace discrimination in hiring - married males and unmarried females preferred.

thus, while challenging old norms, new issues arise as women find their place in an ever increasing competitive set up.

7. (b)

Discuss the sociological implications of artificial intelligence and automation on social stratification and mobility patterns.

20

The rise of artificial intelligence and automation is set to cause obsolescence of $\approx 23\%$ of jobs by the next three years.

Impact on social stratification

1. Marxists claim that the workforce will become hourglass shaped - as middle management disappears and white collar workers lose jobs.
2. Creation of lumpen proletariat and bourgeois class as two extreme ends. (Rise in informal work - Keith Hart)
3. male dominated bourgeois class - as men dominate STEM and science fields
4. Rise of technofeudalists - who own cyberspaces, algorithms, and apps used by others.

Thus, the creation of two extremes as a result of pauperisation and embourgeoisement will cause the marxist edage to come to life.

Structural Functional Analysis

1. Rise of technocrats to top of hierarchy
Eg: computer scientists, AI experts.
2. Rise of new class of formal employment. Eg: Daniel Bell's post-industrial economy's workers
3. Rise of information networks. Eg: as put forth by manuel castells, - social media, mass media etc.

Impact on mobility patterns:

mobility: ability to move upward or downward in a society

1. Reduction in mobility as inequalities get replicated. (eg: melvin sumner's merit de-bunking)

2. Reduction in skill acquisition -
as a result of specialised division
of labour.

3. Reduction in earnings of large
part of population.

However, if benefits are disbursed:

1. Thomas Piketty - taxing returns
on capital higher than returns on
labour - can improve mobility.

2. Education and skilling - can
improve outcomes and upward
mobility.

3. Can cause inter-generational
mobility. (children learn in school)

4. Can aid intra-generational
mobility - if skilling and re-
skilling is undertaken.

Thus, impacts of AI and automation can either increase or decrease mobility and stratification — all contingent on how benefits are distributed across societies.

उम्मीदवारों को
इस हिसाब में
नहीं लिखना
चाहिए
Candidates
must not
write on
this margin

VisionIAS

The information revolution has led to the rise of new information networks as envisaged by manuel castells.

Impact on social change in developing societies:

1. Increased pace of mobilisation - faster information dissemination.
2. new avenues to explore - causes increase in rights awareness.
3. Horizontal solidarity in societies:
As a result of mass media.
4. Increased pace of social change - as information travels at a faster pace.
5. Change in power structures - with pluralistic societies gaining more

traction Eg: lights cutting across
divisions in society

Thus, information revolution has
democratised cyber spaces and
work spaces, causing a more
aware and active citizenry.

उम्मीदवारों को
इस हार्शिए में
नहीं लिखना
चाहिए
Candidates
must not
write on
this margin

VisionIAS

8. (a)

Analyze how environmental movements represent a new form of collective action that transcends traditional class-based politics. What are the implications for theories of social movements? 20

उम्मीदवारों को
इस हाशिये में
नहीं लिखना
चाहिए
Candidates
must not
write on
this margin

उम्मीदवारों को
इस हार्शिए में
नहीं लिखना
चाहिए
Candidates
must not
write on
this margin

VisionIAS

उम्मीदवारों को
इस ह्रासिए में
नहीं लिखना
चाहिए
Candidates
must not
write on
this margin

~~VisionIAS~~

उम्मीदवारों को
इस छवि में
नहीं लिखना
चाहिए
Candidates
must not
write on
this margin

~~VisionIAS~~

8. (b)

Assess the claim that digital surveillance capitalism represents a new phase of commodification of social life.

20

उम्मीदवारों को
इस हिसाब में
नहीं लिखना
चाहिए
Candidates
must not
write on
this margin

उम्मीदवारों को
इस ह्राशिए में
नहीं लिखना
चाहिए
Candidates
must not
write on
this margin

~~VisionIAS~~

~~VisionIAS~~

उम्मीदवारों को
इस हशिप में
नहीं लिखना
चाहिए
Candidates
must not
write on
this margin

VisionIAS

8. (c) Distinguish between 'ascribed' and 'achieved' status with examples from contemporary Indian society. 10

उम्मीदवारों को
इस हिसाब में
नहीं लिखना
चाहिए
Candidates
must not
write on
this margin

उम्मीदवारों को
इस हार्शिए में
नहीं लिखना
चाहिए
Candidates
must not
write on
this margin

~~VisionIAS~~

SPACE FOR ROUGH WORK

VisionIAS

SPACE FOR ROUGH WORK

VisionIAS

SPACE FOR ROUGH WORK

AL

VisionIAS