

SOCIOLOGY
CLASS XI & XII
GUIDELINES FOR PROJECT WORK

Project Work is being introduced in the Sociology Curriculum with effect from the session 2008-09. The need for introduction of project work flows from the vision provided by the National Curriculum Framework (NCF 2005) and more importantly, from the nature of sociology as a discipline. The core values of NCF 2005 emphasize avoidance of rote learning and introduction of active learning through experimental processes so that education becomes more contextual and updated.

The Project Work in Sociology is being introduced with an intention to expose students to the excitement and challenges of its practical side, and to provide them with first hand experience of the methods and techniques involved in systematic social enquiry.

RESOURCES FOR THE PROJECT

The initial resources for research projects are contained in the NCERT textbooks for class XI as well as class XII. Teachers should revisit Chapter 5 in Book 1 of class XI, Introducing Sociology, wherein research methods are discussed. Chapter 7 of Book I of Class XII is devoted to the Projects. The students are encouraged to go through the chapter, especially the table given on page no. 150 -151 for project reference. However, the list of projects is only suggestive, the teachers may devise their own projects.

SCHEME OF EVALUATION

The evaluation of 20 marks for each of classes XI & XII will have the following breakup:

| CONTENTS | MARKS |
|---|-----------------|
| PROJECT WORK <ul style="list-style-type: none"> ▪ <i>Statement of the purpose</i> 2 Marks ▪ <i>Methodology/Technique</i> 2 Marks ▪ <i>Conclusion</i> 3 Marks | 07 Marks |
| VIVA VOCE (5 – 7 minutes, based on the project work) | 05 Marks |
| RESEARCH DESIGN (Topic to be given on the spot) (1 hour) <ul style="list-style-type: none"> ▪ <i>Overall format</i> 1 Mark ▪ <i>Research Question/Hypothesis</i> 1 Mark ▪ <i>Choice of technique</i> 2 Marks ▪ <i>Detailed procedure for implementation of technique</i> 2 Marks ▪ <i>Limitations of the above technique</i> 2 Marks | 08 Marks |
| TOTAL | 20 Marks |

PROJECT WORK (7 Marks)

The project must involve actual first hand research done by each student in close consultation with the teacher over the duration of the academic year. The actual timing of the project can be decided by the teacher.

PREPARATION AND SUBMISSION OF PROJECT REPORT

At the end of the stipulated term, each student will prepare and submit her/his project report. Each report must fulfill the following requirements:

1. The body of the Project Report will be of approximately 15-20 A4 Pages excluding additional appendices, questionnaires etc.
2. The project report will be written in the student's own hand, though they may include other illustrative material that is not hand - written.
3. The project report will contain the following matter:
 - a) **Cover page** showing project title, student's information, school and session.
 - b) **List of contents**
 - c) **Acknowledgements and preface** (*acknowledging the institute, libraries visited and people who have helped*)
 - d) **Introduction**
 - e) **Rationale (Statement of Purpose)** – The reason for the choice of the subject and its social significance.
 - f) **Methodology / Technique** – Mention the methodology e.g. questionnaire, case study, ethnographic description (*i.e., a detailed description based on observations noted in a field diary*). The students may use any method which is appropriate for the topic selected. Detailed steps and procedures adopted must be given.
 - g) **Presentation of evidence** – There must be a major section formally presenting the evidence gathered as a part of the project. This can be in the form of tables, extracts from interviews, reports on case studies or discussion of documentary data (newspapers, articles, magazines, diaries, photographs). However, there should be value addition by the student and it must not be a simple reproduction of the original material.
 - h) **Analysis of evidence & conclusions** – Each project should summarize its conclusions in a separate section. This can be brief but should be clearly and carefully stated. If possible, some suggestions can be given for further enhancement in the area/ subject studied. This section can also include a statement describing the limitations of the study.

- i) **Bibliography/ Appendix or other supporting material** – This should include the references to relevant books and other sources used for the study. The appendix will include questionnaires, list of interviews, documents or another material used in the study, if any.

Note : The evaluation is to be based on the substance of the Report, not on purely decorative or illustrative material. At the completion of the evaluation, the Project Report must be punched and returned to the students. However, the school may keep some good project reports for reference.

VIVA VOCE (5 Marks)

The viva will be conducted by an external examiner appointed by CBSE and its content will be confined to the subject matter of the project report.

RESEARCH DESIGN (8 Marks)

The students will be given a question (for which 3 or 4 choices will be given) producing a hypothetical research design. The **question will be different from project already done by the students**. They will be required to produce an outline (of about 2 – 3 pages) of how they would have gone about doing a project on the research question given to them using a **method/technique other than the one they have used in their projects**.

A three-day Orientation Workshop for teachers was held at NCERT, Delhi from 4th July 2007 to 6th July 2007 on the new textbooks for class XII in which the Projects were also discussed. Teachers are requested to check the NCERT website for supplementary materials that may be made available there. Teachers can send their queries, comments or suggestions on these textbooks or specifically on projects to the following email address: ncertsociologytexts@gmail.com. Further suggestions and resources may also be provided via CBSE Circulars.

APPENDIX A

DETAILED GUIDELINES & EXAMPLES FOR THE 'RESEARCH DESIGN' COMPONENT

As a part of the Research Design component of Sociology Practical Exam, students will be expected to write an on-the-spot answer to a question they will get as part of the practical examination to be conducted under the supervision of an external examiner. The question will provide for three or four different research topics, with each student being allotted one topic through a lottery. The student will then be expected to produce a 2 - 3 pages long outline of a Research Design on the topic allotted. This outline should demonstrate the student's familiarity with all the stages involved in a research study, from the choice of topic to the preparation of the study report. However, since this is a hypothetical research study which has not actually been conducted, the student will be expected to provide details only on the general procedures common to all research studies, within the specific topic chosen. These common procedures include the following steps:

1. A specific research question on the assigned research topic. (An actual question must be formulated by the student, which should be a researchable, useful question.)
2. A particular research method for conducting the study, which should not be the same as the method used by the student in her/his Project Report. Reasons for choosing the method and believing it to be suitable for the research question should be mentioned.
3. A specific research site for the study - this includes the location or place that will be studied, the selection of a sample, or identification of the categories of persons to be interviewed etc. Reasons for selection of the site must be mentioned.
4. A stage-wise list of the steps needed to implement the research plan - the particular actions through which the research will be carried out.
5. Expected outcomes of the study- if all goes well, what will be learnt after the study that was not already known to the student? Possible limitations and anticipated difficulties in conducting the study may also be mentioned.

{ Examples are given in brief; students may write more }

EXAMPLE 1

Broad Research topic: *Cycle rickshaws and rickshaw-walas in cities and towns*

1. Research Question:

From the topic given above, the student must select and refine a specific research question like the ones shown in the following examples.

Example 1 A : **Occupational mobility and the occupation of rickshaw-walas.**

What are some of the previous occupations of those who are currently rickshaw pullers? What other occupations are rickshaw pullers aspiring to or considering? Where is rickshaw pulling placed in terms of downward as different from upward occupational mobility?

Example 1 B : **Occupational hazards as perceived by rickshaw pullers.**

What, according to rickshaw-walas, are the main professional hazards or problems they face?

Example 1 C : **Factors determining choice of neighborhood.**

How do rickshaw pullers choose the particular neighborhood in which they will ply their rickshaws? What are the factors that influence their decision?

Example 1 D : **How educated are rickshaw-walas?**

Are they mostly illiterate or are they among the lower levels of the educated unemployed who have been unable to find better jobs?

Similar research questions (as mentioned above) can be formulated on the basis of topic selected.

Example 1 D is picked as the research question for the following stages.

Brief Justification or rationale for the research question:

The general impression is that rickshaw-pullers are all illiterate. But is this true? Why is it obvious that they are not highly educated & literate and we do not know what is their average level of schooling. Having occasionally seen some rickshaw-pullers reading newspapers, it would be very interesting to know how educated they are and why did they leave school.

2. Research Method:

The survey method based on a questionnaire can be used. A short questionnaire asking rickshaw-pullers about level of education and reasons for leaving the school could be prepared. Since most of the Rickshaw-Pullers may not be able to read or write, the interviewer might need to fill in the answers while interviewing. Oral answers are best in this situation. A structured pre-prepared questionnaire will ensure that the same questions are asked to all. Keeping the questionnaire short and simple will let the survey cover more respondents; preferably a sample size of more than 30 respondents would be preferable.

3. Research Site:

Since no list of Rickshaw-pullers exists, it will be difficult to draw a random sample. So a snowball sampling approach can be implemented, beginning with some Rickshaw-pullers available handy in the neighborhood and then requesting them to introduce me to their friends and acquaintances and so on. Try to aim for a representative mix of respondents in terms of age groups and different localities in which they work.

4. Steps for Implementation:

Begin with some initial enquiries with Rickshaw-pullers in neighborhood. A few would be happy to help and this set could be used for the validation of questionnaire. After initial inquiries with selected rickshaw-walas, make the necessary changes in the questionnaire and make enough copies of it. Each questionnaire needs to be numbered so that it can be identified. Maintain a master sheet to keep a record of the respondents so that it can be ensured that enough persons in different age groups and localities are covered. After the questionnaires are filled, start the process of compiling the data. This needs a tabulation sheet where answers to a question given by different respondents can be entered in one place. Then the overall results of the survey will be prepared. Based on these results, prepare the section on the findings and conclusions.

5. Expected Outcomes:

It is hoped to find out the general level of education among rickshaw-walas in my town. This will let one know whether it is correct to think of them an educated unemployed, or whether they belong to category of uneducated unskilled labour. If it turns out that most of them have some years of schooling, then this might be useful to know if any social policy with respect to the occupation is being planned. One possible limitation of the study is that rickshaw-walas may become apprehensive about answering the questionnaire specially if their answers are being written down by someone. Also, respondents may want to hide their actual years of education (both if they have more, and if they have less education) because they may be embarrassed to admit this in front of others.

EXAMPLE 2

Broad Research Topic : *Gendered differences in the socialization of girls and boys.*

1. **Research Question :** Are young girls socialized differently from boys when it comes to activities of choice, such as play? What kinds of toys/games are girls encouraged or discouraged to play compared with boys, in the age group of 3 to 6?

Rationale : It is well known that girls and boys are socialized differently. But how precisely this happens is still important to know, specially in areas where adults do not necessarily control what children do, areas where children are supposed to have autonomy. Is there a lot of resistance on the part of children that needs to be overcome by adults or peer pressure etc. or is this a relatively consensual process?

2. **Research Method :** Observations (including participant observation where possible). This is probably the best method of understanding the qualitative interactions that are the necessary medium for socialization. By observing children and participating in their play wherever possible, interviewer will have an opportunity to find out the concrete ways in which socialization takes place, and the responses of children to this process.

3. **Specific Site :** In this case the site is defined by the particular children of that age group who are available to me for doing a study. This would effectively mean the households and families to which interviewer have easy access, in other words, neighbors, relatives and other friends or family friends.

4. **Steps for Implementation:** First identify children of this age group who are accessible. Preferably look for instances where both girls and boys of this age group are present in the same family or household, but failing that try to identify a set of two or more households where (taken together) both girls and boys are present. Next seek permission for doing the study, and after getting permission, get the preliminary details of the household and of the children involved. (Parental occupation, type of household environment, what is the children's usual routing, how are their usual playmates etc.) Having done this, spend as much time as possible with these children in whatever forms possible. Thus, arrange to visit them regularly at different times, and keep up these visits for a long enough period to develop rapport with them. One can then observe the pattern of their play, the types of toys they have, and the kinds of games they play with these toys etc. What instructions adults give, how they are responded to by children, and an overall outcome of this interaction are all important data for the study. For example, are "gender inappropriate" toys present in the environment? If so, how is their presence responded to by children, and by the adults around them? Do other children (playmates) play a significant role

in regulating gender appropriate/inappropriate play? Interviewer should not intervene in the situation as far as possible but try to observe the spontaneous reactions of all involved. Try to keep a regular diary where detailed descriptions of each 'field work' session is recorded.

5. Expected Outcomes : A better understanding of the concrete ways in which socialization occurs in children of a particular social group or class. The chief limitation of the study is that it is relevant only for the particular social and economic group to which the families belong. Other children in other contexts may be socialized differently, so that the conclusions may not be correctly mapped on to other set of population that come from different social and economic group. Even within the specific group, it is possible that the particular cases studied are not typical but unusual. This should be factored in the study and an attempt to keep conclusions as generic as possible should be made by consulting relevant sources.

EXAMPLE 3

Broad Research Topic : *The mass media and their changing role in social life.*

1. Research Question : How has the growing importance of television affected advertisements in newspapers?

How has newspaper advertising tried to adapt - by emphasizing different products, by using different types of ads etc.?

Rationale: Most people feel that television is now the dominant mass communication medium: however, newspapers have not done badly either. In fact they have been growing at a phenomenal rate, especially in local Indian languages. It would be interesting to know if the chief source of revenue for a newspaper - advertising - has undergone any change due to the emergence of TV.

2. Research Method : Archival method, based on content analysis of a sample of Newspapers. This is the most direct method of answering the research questions and quantifying the effect of cable and satellite television on volumes or quality of newspaper advertisements. Interviewing people for this maybe misleading as it will be prone to subjective errors. Observation does not seem to be a feasible method for this question.

However one limitation of the archival method is that it depends on the availability and access to the 'archive'.

3. Specific Site : In this case the site is actually a sample of issues of specific newspapers that have been in existence for a long time . After deciding on a date (year) from when television

became prominent in my town/city, a sample of newspapers can be picked from before and after that date. The number of newspapers could vary from one (if there is only one in my city/town) to four. This way of selecting Issues of the newspaper will eliminate possible biases and ensure a wide enough selection of time points.

4. Steps for Implementation: First select a sample of newspaper issues. A selection set spanning over three years before TV became popular and three years after TV gained phenomenal inroads to audience could be sufficient representative set. These three years could be chosen according to some fixed principles (e.g: one year before/after TV, three years before/after TV, and six years before/after TV), or according to availability of back issues of the newspaper. In these three years, randomly choose two issues (actual, issue of a daily newspaper for a particular day) per year, by taking random numbers between 1 - 365 (or 366 for leap years) from a random number table, or by getting random numbers from a calculator or computer program. Alternatively, one could use a draw of lots by first choosing the month (12 folded chits with numbers 1 to 12 written on them shuffled and selected blindly) and then the date (28, 30 or 31 chits depending on the month selected). Thus a total of 12 issues of the chosen newspaper(s) from six different years (three before TV, three after) will be the working set.

If all the back issues of newspapers are not available, they can be replaced by the available set using the same method of sample selection as above. Then collect detailed data on the advertisements shown in these selected issues and organize in the form of tables for easy interpretation and summary.

For example, one would like to know about any change in the number of advertisements in different categories of products -services, food items, clothing, appliances, etc. To do this, one has to prepare a tally sheet where these categories are entered and prepare one such sheet for each year. Then go through each issue of the newspaper and count the number of advertisements for each category of product. After doing this for every issue, add up for each year and prepare a consolidated chart where the final figures are given. A table could then be prepared to highlight the major changes (if any) or lack of change before and after TV.

The type of advertising strategy adopted in the ads can as well be explored i.e., is there any change in the number of ads that emphasize product quality, lower cost, glamour of product, celebrity endorsement etc. etc. This change could then be presented in another table showing any changes in these strategies before and after TV.

Finally, based on this data, conclusions can be drawn about changes in the overall number and/or nature of advertisements before and after television. This would help to determine what effect, if any, television has had on the print medium.

5. Expected Outcomes : A better sense of changes in newspaper advertising before and after TV. Possible limitations: Old issues of newspapers may not include the advertising supplements and similar pages, whereas more recent issues may have them. This means we can't get a full sense of what was advertised in the past. Moreover, changes in newspaper ads could have come about for reasons other than the coming of television, but which happened roughly at the same time. It will be hard for the study to be able to differentiate and accord these effects properly.

SUMMARY OF BASIC FORMAT OF RESEARCH DESIGN

Thus, the basic structure of the research design (to be written during the practical exam) is to include the following elements in the manner described above in the examples:

1. Topic Assigned.
2. Research Question based on topic, along with brief rationale.
3. Method to be used, along with justification for that method and its limitations.
4. Steps required to implement the above, i.e., how exactly will the investigation of this research question using the method specified proceed? What will be the major anticipated steps in the research process?
5. Expected outcomes: What is expected to be learnt from the study that was not already known? What could be some limitations of the study, reasons why we need to be careful about interpreting its results?