

your 1st answer destroyed you time management
reduce the length of 1st answer and
write all 4 answer
over all paper content presentation
all is very good

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National Officers Academy
Mock Exams for CSS-2026
December, 2025 (Mock-5)
SOCIOLOGY

PART-I(MCQS): MAXIMUM 30 MINUTES | **PART-I (MCQS):** MAXIMUM MARKS = 20

NOTE: Part-I is Compulsory.

PART-I (MCQ'S)

1. Sociology is primarily concerned with the study of:

- A. Human biology (B) Human society and social relationships C. Political institutions D. Economic markets

2. The founder of Sociology as a discipline is commonly considered to be:

- A. Karl Marx B. Max Weber C. Emile Durkheim (D) Auguste Comte

3. The concept of "social fact" was introduced by:

- A. Weber (B) Durkheim C. Mead D. Spencer

4. "Verstehen" (interpretive understanding) is a methodological approach given by:

- A. Karl Marx (B) Max Weber C. Herbert Spencer D. Auguste Comte

5. Social mobility refers to:

- A. Movement of goods in markets B. Movement of people geographically
(C) Movement of individuals or groups within the social hierarchy D. Migration from rural to urban areas

6. Vertical mobility means:

- A. Change within same social level (B) Moving upward or downward in social class
C. Moving from one geographic region to another D. Education-based movement only

7. Ethnocentrism means:

- A. Disliking one's own culture (B) Believing one's culture is superior to others
C. Admiring foreign cultures D. Practicing multiple cultures

8. Xenocentrism refers to:

- A. Fear of strangers (B) Preference for foreign culture over one's own
C. Extreme nationalism D. Mixed cultural identity

9. A group defined by common ancestry, language, or culture is called:

- A. Social class (B) Ethnic group C. Political group D. Primary group

10. Stratification based on birth, with little mobility, refers to:

- A. Class system (B) Caste system C. Estate system D. Open system

11. Which of the following is NOT an agent of socialization?

- A. Family B. School C. Media ☒ D. Climate

12. Primary socialization occurs mostly:

- ☒ A. In early childhood B. In old age C. In workplaces D. At university

13. Anomie, a state of normlessness, was introduced by:

- A. Parsons ☒ B. Durkheim C. Weber D. Mead

14. Symbolic Interactionism focuses mainly on:

- A. Conflict between classes B. Macro structures
☒ C. Shared meanings and everyday interactions D. Biological explanations

15. The theory of the "Looking-Glass Self" was proposed by:

- ☒ A. Cooley B. Mead C. Parsons D. Spencer

16. A socially recognized position in society is called:

- A. Norm ☒ B. Status C. Role D. Value

17. Which perspective views society as a complex system with interdependent parts?

- ☒ A. Functionalist perspective B. Conflict perspective
C. Symbolic interactionist perspective D. Postmodern perspective

18. The spread of cultural elements from one society to another is known as:

- A. Cultural lag ☒ B. Cultural diffusion C. Cultural relativism D. Cultural shock

19. Suicide explained as a result of low social integration is termed:

- A. Anomic suicide B. Fatalistic suicide ☒ C. Egoistic suicide D. Altruistic suicide

20. Norms that are formally enforced by the state are called:

- A. Folkways B. Mores ☒ C. Laws D. Traditions

Best Wishes for CSS-2026

Question - 2

1. Introduction

The rising urban precarity in Pakistan's contemporary milieu is inextricably linked to the structural dynamics of social class, a concept that has been theorized through divergent lenses by Karl Marx and Max Weber. As the country grapples with the vagaries of neoliberal capitalism, rapid urbanization and the proliferation of informal economies, the salience of class analysis becomes increasingly synoptical. These theoretical perspectives provide understanding of the complex interplay between social class and urban precarity in Pakistan, showcasing the underlying mechanisms driving this issue.

2. Understanding The Marxist and Weberian Theory Of Social Class

i. Marxist Theory Of Social Class

The Marxist theory of social class, as elucidated by 'Karl Marx (1867)', posits that class is determined by an individual's relationship to the means of

production. As Marx noted, "The history of all hitherto existing society is the history of class struggles". This perspective emphasizes the structural exploitation of one class by another, highlighting the contradictions between **bourgeoisie** (those who own the means of production) and the **proletariat** (those who sell their labor).

- ~~Core Tenets~~

Class is defined by relation to means of production.

Surplus value & exploitation are key features of capitalist society.

~~Class consciousness~~ leads to struggle between classes.

ii - Weberian Theory Of Social Class

The Weberian theory of social class, developed by **Max Weber (1922)**, emphasizes the role of market situation and social action in shaping class dynamics. Weber argued that, "~~class situation is ultimately market situation~~", highlighting the importance of individual agency and market capacity in determining

life chances

- Core Tenets

Class is defined by market situation
(life chances, skills, property).

Class, status, power intersect to shape
social relationships.

Social action & authority shape
social relationships.

3. Strengths & Limitations Of Marxist Account Of Social Class

3a. Strengths

a - Highlights Structural Exploitation

Marxist theory of social class highlights the inherent exploitation of the proletariat by the bourgeoisie, revealing the power dynamic underlying social relationships.

b - Links Economic Base To Social Change

Marxist theory argues that changes in the economic base (e.g. capitalism) lead to social change and inequality

illustrating the concept of 'historical materialism'. (The Communist Manifesto, 1848).

c. Emphasizes The Importance Of Collective Action

✓ Marxist theory showcases the need for collective action and solidarity among the working class to challenge the power of bourgeoisie, highlighting 'class consciousness'. (Das Kapital, 1867).

d. Provides A Clear Framework For Understanding Class Conflict

Marxist theory highlights the 'dialectical process of social transformation' showcasing the conflict between different classes and the role of class struggle in shaping social change.

3b. Limitations

a. Economic Determinism

✓ Marxist theory has been criticized for neglecting cultural, political and social factors, reducing them to mere 'superstructures'.

b. Binary Class Model

The Marxist binary class model (bourgeoisie vs. proletariat) ignores the complexity of middle strata and other social groups, oversimplifying the class structure.

c. Overemphasizes The Role Of Economics

Marxist theory overemphasizes the role of economics in shaping social class relationships, neglecting other factors like culture and politics, showcasing the limitations of 'economic reductionism'.

d. Lacks A Clear Theory Of Social Change

Marxist theory has been criticized for lacking explanation of how social change occurs, relying on vague notions of 'class struggle' and teleological assumptions.

4. Strengths & Limitations Of Weberian Account Of Social Class

4a - Strengths

a - Multidimensional Theory

✓ Weberian theory recognizes the interplay between class, status and power providing clear understanding of 'social stratification' and 'concept of social closure' (Economy and Society, 1922).

b - Recognizes Social Mobility & Market-Complexity

Weberian theory acknowledges the role of individual agency and market-dynamics in shaping social relationships, highlighting the importance of 'market-capacity'.

c - Emphasizes The Importance Of Culture and Values

✓ Weberian theory highlights the role of cultural values and norms in shaping social relationships and institutions, illustrating the concept of 'cultural capital'.

d - Provides Better Understanding

Of Power

Weberian theory recognizes multiple forms and sources of power including 'legitimate authority' and 'domination' (Economy & Society, 1922).

4b - Limitations

a - Too Focused On Individual Action

Weberian theory overemphasizes individual agency, neglecting structural forces that shape social relationships, showcasing 'methodological individualism'.

b - Underplays Structural Forces

Weberian theory may downplay the role of structural exploitation and power dynamics in shaping social relationships, neglecting 'structural violence'.

c - Lacks A Clear Theory Of Social Change

Weberian theory has been criticized

for relying on notions of 'social action' and 'interpretive understanding', lacking a clear approach.

d. Overemphasis On The Role Of Individual Rationality

Weberian theory neglects the role of emotions, habits and institutions in shaping social relationships, showcasing the limitations of 'rational choice theory'.

5. Analyzing Rising Urban Precarity in Pakistan By Applying Marxist & Weberian Frameworks

5a. Context

The rising urban precarity in Pakistan refers to the growing phenomenon of insecure work, informal employment, inadequate housing, and lack of social protection in urban areas. The issue is closely linked to rapid urbanization, rural-urban migration and the impacts of large-scale infrastructure projects like, 'China-Pakistan Economic Corridor (CPEC)'. Rapid urbanization has led to an influx of

of migrants from rural areas, resulting in increased pressure on urban resources and infrastructure, as reported by 'Human Rights Commission of Pakistan, 2022,'

5b - Applying Marxist Lens

Through Marxist lens, urban precarity in Pakistan can be seen as a manifestation of structural exploitation, particularly in informal sector. For example, construction workers in Karachi's informal sector are often subjected to exploitative labor practices, with limited access to social protection and job security.

(Pakistan Institute Of Labor & Research, (PIOR), 2020). The lack of ownership and control over means of production renders these workers vulnerable to market fluctuations, relating to Marxist concept of 'surplus value & exploitation'.

Construction workers, street vendors and other **informal sector** exploited by capitalists who extract surplus value from their labor.

Absence of **ownership & control** over means of production leaves them vulnerable, e.g. struggles of urban slum dwellers.

Class conflict b/w capitalists & workers in Pakistan e.g. textile industry facing poor wages & working conditions.

Alienation of workers in informal sectors, as being disconnected from their human potential.

5c - Applying Weberian Lens

The Weberian perspective highlights the interplay of class, status and power shaping urban precarity in Pakistan. Status hierarchies, such as those based on ethnicity and education influence job market outcomes and exacerbate social inequalities, e.g. **Afghan refugees in Pakistan's labor market.**

Status hierarchies shape job market outcomes influencing access to secure employment & social protection.

Patron-client networks & power dynamics often dominate informal economies among vulnerable populations

The urban labor market in Pakistan is characterized by 'social closure' where certain groups are excluded from access.

The state's bureaucratic structure often perpetuates precarity creating struggles.

6 - Comparison & Evaluation Of Both Theories

The comparison of Marxist and Weberian theory in explaining urban precarity in Pakistan showcases that both theories offer understanding of

issue but with differing emphasis.

1. ~~Marxist~~ Marxist theory highlights structural exploitation and class conflict, while Weberian theory emphasizes on class, status & power.

2. Marxist theory better explains exploitation and structural dependency in urban precarity.

3. Structural exploitation, class conflict and power dynamics drive urban precarity in Pakistan, which Marxist theory relates more with.

7. ~~Conclusion~~

Ultimately, Marxist and Weberian theories offer distinct perspectives on social class and its implications for urban precarity in Pakistan.

The Marxist theory highlights class struggle while the Weberian theory recognizes the complexity of social stratification, incorporating factors like status and power.

However, Marxist theory better explain the structural mechanisms driving urban precarity in Pakistan.

dear student you are writing alot of information and alot of details conclude the answer on 8th page max there is no need to write the whole chapter in an answer 14/20 reduce the answer

Question - 5

1. Introduction

In the throes of globalization, Pakistani youth are caught between the scylla of ethnocentrism and the charybdis of xenocentrism. As on one hand the pervasive influence of Western media and consumer culture has led to a growing fascination with foreign lifestyles and values. On the other hand, the resurgence of local identity politics and cultural nationalism has reinforced ethnocentric tendencies, where one's own ethnic group or culture is viewed as superior to others. This duality is particularly pronounced among Pakistani youth, who are simultaneously drawn to allure of global modernity and anchored to their local cultural heritage, suggesting practical steps for educational institutions to mitigate inter-ethnic hostility.

2. Definition Of Ethnocentrism & Xenocentrism

a. Ethnocentrism

"The tendency to view one's own ethnic group or culture as superior to others".

b. Xenocentrism

"The tendency to view other cultures or ethnic groups as superior to one's own".

3. Global Media, Consumer Culture & Local Identity Politics In Shaping Youth's Behaviour

3a. Global Media & Consumer Culture

The proliferation of Western media, social media, global brands and influencers have led to a growing fascination with Western cultures and lifestyles, exemplifying the phenomenon of 'cultural imperialism' (Schiller, 1976), where Western cultural norms and values are adopted. For e.g. social media influencers like 'Kylie Jenner' etc. promotes Western fashion and beauty standards contributing to the 'diffusion of norms' (Kraidy, 2002). Moreover,

global brands like, **Nike, Coca-Cola and McDonald's** have become ubiquitous in Pakistan, shaping consumer preferences and cultural tastes, illustrating the concept of '**brand culture**' (Schmitt, 2001).

3b - Local Identity Politics & Cultural Nationalism

Ethnic and nationalist groups, cultural festivals and events often reinforce ethnocentric tendencies, emphasizing the superiority of Pakistani culture and traditions, which can be seen as a form of '**reactive identity formation**'. For example, the celebration of **Pakistan Day** reinforces a sense of national pride and identity. Moreover, cultural festivals like '**Eid-ul-Fitr**' & '**Eid-ul-Adha**' emphasizes the importance of Islamic values and traditions.

4 - Simultaneous Tendencies

Pakistani youth may prefer Western products and lifestyles yet strongly identify with their ethnic or national identity, exemplifying the

concept of 'cultural hybridity'.

For e.g., they may wear Western clothes yet celebrate festivals and participate in traditional cultural events. Social media platforms like 'Instagram' & 'Facebook' are used to showcase both Western and Pakistani cultural practices, reflecting the complexities of online identity formation. For instance, Pakistani youth may listen to Western music, yet prefer traditional Pakistani cuisine, reflecting negotiation of cultural identities.

5. Critical Analysis

I. Interplay Of Global & Local Forces

The intersection of global media, consumer culture, and local identity politics creates contradictory tendencies.

II. Implications For Social Cohesion

The simultaneous presence of ethnocentric and xenocentric tendencies can lead to social fragmentation & conflict.

III. Implications For Cultural Identity

The adoption of Western cultural norms and values can lead to cultural homogenization.

IV. Implications For National Development

The promotion of xenocentrism can lead to brain drain, while ethnocentrism can hinder international cooperation.

6. Practical Steps For Educational Institutions

1. Integrate diverse perspectives and cultural awareness into curricula.
2. Encourage critical thinking and media literacy.

7. Conclusion

In conclusion, the complex interplay between global media, consumer culture and local identity politics has created duality between both xenocentric and ethnocentric tendencies.

Addressing these tendencies is crucial for promoting social cohesion, cultural understanding and national development. Educational institutions can play a vital role in this regard by integrating diverse cultural perspectives, by making youth understand their cultural identity and navigate complexities of globalization.

12/20.

Question- 7

1. Introduction

Suicide is a pressing public health concern in Pakistan, with rising rates of suicidal behaviour among youth and vulnerable populations. Despite its severity, the issue remains shrouded in stigma and misconception, preventing effective intervention & support. The sociological frameworks drawing on Durkheim's Theory of Suicide and Merton's Strain Theory examines the underlying suicidal behaviour in Pakistan. Social causes of suicidal behaviour can identify multi-level interventions to address this issue, incorporating family, community and state-level initiatives.

2. Sociological Framework (Strain Theory & Durkheim's Theory)

2a. Durkheim's Theory Of Suicide

Suicide is a social fact, influenced by social integration and regulation. In Pakistan, factors like social isolation, lack of community support and cultural pressures can contribute to suicide, exemplifying Durkheim's concept of

'anomic suicide'.

2b. Robert Merton's Strain Theory

Societal pressures and blocked opportunities lead to strain, increasing the risk of suicidal behaviour, especially among vulnerable groups like youth and marginalized communities. This strain can result from the disjunction between cultural goals (e.g. economic success) and institutionalized means (e.g., limited job opportunities).

3. Social Causes Of Suicide

3a. Social Isolation & Lack Of Support Networks

Weakened family ties, lack of community & social exclusion can exacerbate feelings of loneliness which can lead to suicide.

3b. Economic Pressures and Unemployment

Financial instability, poverty and lack of job opportunities lead to hopelessness and despair, contributing to strain experienced by individuals.

3c. Cultural Stigma Around Mental Health

Societal norms and misconceptions about mental illness prevent individuals from seeking help, as posited by 'cultural criminology' that cultural norms & values shape suicidal behaviour.

3d. Academic & Family Expectations

Pressure to excel academically, family obligations and cultural expectations contribute to stress & anxiety, exemplifying role of society in shaping behaviour.

3e. Substance Abuse and Addiction

Substance abuse can be a coping mechanism but it also increases suicidal tendencies.

3f. Trauma & Abuse

History of trauma, abuse or neglect can increase vulnerability to suicidal thoughts.

4. Multi-Level Intervention For Prevention Of Suicide

4a. Family Level

1. Family Counseling

Providing accessible counseling services to strengthen family bonds & addressing conflicts, promoting social integration.

2. Parenting Workshops

Educating parents on recognizing mental distress signs and fostering open communication, enhancing social support.

3. Family Support Groups

Establishing support groups for families / family members to share experiences and coping strategies, promoting social bonds.

4. Community-based Initiatives

Organizing community events to promote social connections and to reduce isolation by community engagement.

4b. Campus / Community Level

1. Awareness Campaigns

Normalizing mental health discussions through workshops, seminars & social media, reducing stigma (e.g., Canada's Bell Let's Talk Campaign).

2. Peer Support Groups

Training student ~~volunteers~~ to offer confidential support and connections.

3. Mental Health Education

Establishing accessible, stigma-free counseling services on campuses and in communities, with integration of health education in curricula.

4. Counseling Centers

Providing one-on-one sessions & group counselling services to address issues.

5. State Health Policy Level

1. Mental Health Integration

Including mental health services in primary healthcare and insurance coverage.

2. Suicide Prevention Hotlines

Launching ~~helplines~~ with trained responders and referrals, providing immediate crisis intervention.

3. Mental Health Workforce Department

Increasing training and recruitment of mental health professionals, addressing shortage of mental health services.

4. Data Collection & Research

Establishing a national database to track suicidal behaviour and monitoring intervention effectiveness.

5. Way To Measure Intervention's Success

5a. Tracking Reduction in Suicide Rates

Tracking annual suicide statistics, evaluating effectiveness of interventions.

5b. Increased Help-seeking Behaviour

Monitoring counseling center usage and hotline calls, assessing impact of stigma reduction.

5c. Improved Mental Health Awareness

Conducting surveys regularly to assess suicidal thoughts and behaviors among high-risk groups.

5d. ~~Reduced Suicidal Ideation~~

Conducting regular surveys to assess suicidal thoughts, ~~by~~ stigma reduction efforts.

5e. ~~Increased Social Support~~

Evaluating the effectiveness of support groups and community initiatives, promoting social connections.

6. Conclusion

Ultimately, suicidal behaviour in Pakistan is a complex issue influenced by social, economic and cultural factors. The ~~social~~ sociological frameworks highlights the importance of ~~addressing~~ social isolation, economic pressures, cultural stigma and marginalization. Multi-level interventions are necessary to ~~reduce~~ suicidal behaviour to ~~promote~~ mental health, establishing counseling services and support groups, including awareness campaigns.