# BSOC-112 : SOCIOLOGICAL RESEARCH METHODS-I

**Programme : BASOH/ BAFSO**
**Course Code: BSOC-112**
**Assignment Code: ASST/BSOC 112/ 2026-27**
**Total Marks: 100**

There are three Sections in the Assignment. You have to answer all the questions.

## Section I

**Answer the following Descriptive Category questions in about 500 words each.**

1. What does Bourdieu mean by cultural capital? 20

2. What is reflexivity? Explain the importance of reflexivity in social science research. 20

## Section II

**Answer the following Middle Category questions in about 250 words each.**

3. In what way did Radcliffe-Brown use the comparative method in research? 30

4. What is the relevance of historical method in social research? 30

5. What are the main criticisms of feminist essentialism by standpoint theorists. 30

## Section III

**Answer the following Short Category questions in about 100 words each.**

6. What is indexicality in ethnomethodological research? 06

7. What is informed consent? 06

8. Define pilot study. 06

9. What are the objectives of qualitative research? 06

10. What is a case study method? 06

## 1. What does Bourdieu mean by cultural capital? (20)

### Answer

Pierre Bourdieu used the concept of cultural capital to explain how culture, education and social background influence people's position in society. Capital is usually understood as money or property. Bourdieu argued that useful resources also include knowledge, language, tastes, manners, qualifications and the ability to understand the rules of important institutions. These resources can give people social advantages, even when they are not immediately measured in money. Cultural capital helps explain why children from different social classes often experience very different educational and occupational opportunities.

Cultural capital is not simply being cultured in an everyday sense. It means culturally valued abilities and possessions which can bring recognition and practical advantages within a particular social setting, or what Bourdieu calls a field. Different fields, such as schools, universities, art, professions and the media, may reward different kinds of competence. A student whose family is familiar with the language and expectations of formal education may find school easier to navigate than an equally capable student without such preparation.

### Three forms of cultural capital

Bourdieu distinguishes three related forms. **Embodied cultural capital** consists of lasting abilities and dispositions developed through upbringing and experience: a vocabulary, style of speaking, confidence in discussions, reading habits, aesthetic preferences and the knowledge of how to behave in formal situations. It develops over time and cannot simply be transferred like cash. Parents and family environments contribute significantly to its formation, but individuals also acquire it through their own efforts.

**Objectified cultural capital** refers to cultural goods such as books, musical instruments, artworks, computers and other objects which may support learning and appreciation. Owning a collection of books does not automatically mean understanding them. A person also needs the necessary embodied skills to make effective use of cultural objects. Thus, economic resources can assist in obtaining such objects, but cultural competence determines how they are used.

**Institutionalised cultural capital** means socially recognised credentials, especially educational degrees, certificates and qualifications. These provide a public and apparently objective recognition of competence. For example, two people might possess similar practical knowledge, but the one with a respected university qualification may receive more opportunities because employers and