Rationale
Sociology is introduced as an elective subject at the senior secondary stage. The syllabus is designed to help learners to reflect on what they hear and see in the course of everyday life and develop a constructive attitude towards society in change; to equip a learner with concepts and theoretical skills for the purpose. The curriculum of Sociology at this stage should enable the learner to understand dynamics of human behaviour in all its complexities and manifestations. The learners of today need answers and explanations to satisfy the questions that arise in their minds while trying to understand social world. Therefore, there is a need to develop an analytical approach towards the social structure so that they can meaningfully participate in the process of social change. There is scope in the syllabus not only for interactive learning, based on exercises and project work but also for teachers and students to jointly innovate new ways of learning.

- Sociology studies society. The child's familiarity with the society in which she/he lives in makes the study of Sociology a double edged experience. At one level Sociology studies institutions such as family and kinship, class, caste and tribe religion and region- contexts with which children are familiar of, even if differentially. For India is a society which is varied both horizontally and vertically. The effort in the books will be to grapple overtly with this both as a source of strength and as a site for interrogation.

- Significantly the intellectual legacy of Sociology equips the discipline with a plural perspective that overtly engages with the need for defamiliarization, to unlearn and question the given. This interrogative and critical character of Sociology also makes it possible to understand both other cultures as well as relearn about one's own culture.

- This plural perspective makes for an inbuilt richness and openness that not too many other disciplines in practice share. From its very inception Sociology has had mutually enriching and contesting traditions of an interpretative method that openly takes into account 'subjectivity' and causal explanations that pay due importance to establishing causal correspondences with considerable sophistication. Not surprisingly its field work tradition also entails large scale survey methods as well as a rich ethnographic tradition. Indeed Indian sociology, in particular has bridged this distinction between what has often been seen as distinct approaches of Sociology and social anthropology. The syllabus provides ample opportunity to make the child familiar with the excitement of field work as well as its theoretical significance for the very discipline of Sociology.

- The plural legacy of Sociology also enables a bird’s eye view and a worm’s eye view of the society the child lives in. This is particularly true today when the local is inextricably defined and shaped by macro global processes.

- The syllabus proceeds with the assumption that gender as an organizing principle of society cannot be treated as an add on topic but is fundamental to the manner that all chapters shall be dealt with.

- The chapters shall seek for a child centric approach that makes it possible to connect the lived reality of children with social structures and social processes that Sociology studies.

- A conscious effort will be made to build into the chapters a scope for exploration of society that makes learning a process of discovery. A way towards this is to deal with sociological concepts not as givens but a product of societal actions humanly constructed and therefore open to questioning.
Objectives

- To enable learners to relate classroom teaching to their outside environment.
- To introduce them to the basic concepts of Sociology that would enable them to observe and interpret social life.
- To be aware of the complexity of social processes.
- To appreciate diversity in Indian society and the world at large.
- To build the capacity of students to understand and analyze the changes in contemporary Indian society.

**SOCIIOLOGY (Code No. 039)**
**CLASS-XI (2018-19)**

One Paper Theory

3 Hours
Max. Marks 80

**Unitwise Weightage**

<table>
<thead>
<tr>
<th>Units</th>
<th>Periods</th>
<th>Marks</th>
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<tbody>
<tr>
<td>Introducing Sociology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Sociology, Society and its relationship with other Social Sciences</td>
<td>20</td>
<td>8</td>
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<tr>
<td>2. Basic Concepts &amp; their use in Sociology</td>
<td>20</td>
<td>8</td>
</tr>
<tr>
<td>3. Understanding Social Institutions</td>
<td>22</td>
<td>10</td>
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<td>4. Culture and Socialization</td>
<td>18</td>
<td>8</td>
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<tr>
<td>5. Doing Sociology: Research Methods</td>
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<tr>
<td>Understanding Society</td>
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<tr>
<td>6. Social Structure, Stratification and Social Processes in Society</td>
<td>22</td>
<td>10</td>
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<tr>
<td>7. Social Change and Social Order in Rural and Urban Society</td>
<td>22</td>
<td>10</td>
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<td>8. Environment and Society</td>
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<td>4</td>
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<td>9. Introducing Western Sociologists</td>
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<td>10. Indian Sociologists</td>
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A. **INTRODUCING SOCIOLOGY**

Unit 1: Sociology, Society and its Relationship with other Social Sciences

- Introducing Society: Individuals and collectivities. Plural Perspectives
- Introducing Sociology: Emergence. Nature and Scope. Relationship to other disciplines

Unit 2: Basic Concepts and their use in Sociology

- Social Groups & Society
- Status and Role
- Social Stratification
- Society & Social Control

Unit 3: Understanding Social Institutions

- Family, Marriage and Kinship
- Work & Economic Life
- Political Institutions
- Religion as a Social Institution
- Education as a Social Institution

Unit 4: Culture and Socialization

- Culture, Values and Norms
- Dimensions of Culture
- Socialization: Conformity, Conflict and the Shaping of Personality
Unit 5: Doing Sociology: Research Methods  20 Periods
  - Objectivity and Subjectivity
  - Methods: Participant Observation, Survey
  - Tools and Techniques: Observation, Interview, Questionnaire
  - The Significance of Field Work in Anthropology and Sociology

B. UNDERSTANDING SOCIETY  40 Marks

Unit 6: Social Structure, Stratification and Social Processes in Society  22 Periods
  - Social Structure
  - Social Stratification: Class, Caste, Gender
  - Social Processes: Cooperation, Competition, Conflict

Unit 7: Social Change and Social Order in Rural and Urban Society  22 Periods
  - Social Change: Types; Causes and Consequences
  - Social Order: Domination, Authority and Law; Contestation, Crime and Violence
  - Village, Town and City: Changes in Rural and Urban Society

Unit 8: Environment and Society  16 Periods
  - Ecology and Society
  - Environmental Crises and Social Responses
  - Sustainable Development

Unit 9: Introducing Western Sociologists  20 Periods
  - Karl Marx on Class Conflict
  - Emile Durkheim: Division of Labour
  - Max Weber: Interpretive Sociology, Ideal Type and Bureaucracy

Unit 10: Indian Sociologists  20 Periods
  - G.S. Ghurye on Caste and Race
  - D.P. Mukherjee on Tradition and Change
  - A.R. Desai on the State
  - M.N. Srinivas on the Village
# QUESTION PAPER DESIGN 2018-19

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Typology of Questions</th>
<th>Learning Outcomes and Testing Competencies</th>
<th>Very Short Answer (VSA) (2 Marks)</th>
<th>Short Answer (SA) (4 Marks)</th>
<th>Long Answer (LA) (6 Marks)</th>
<th>Total Marks</th>
<th>% Weightage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Remembering - (Knowledge based simple recall questions, to know specific facts, terms, concepts, principles, or theories; identify, define, or recite information)</td>
<td>Reasoning Analytical Skills Critical Thinking Skills, etc.</td>
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<td>Understanding - (Comprehension- to be familiar with meaning and to understand conceptually, compare, contrast, explain, paraphrase, or interpret information)</td>
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<td>1</td>
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<td>20%</td>
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<td>Application - (Use abstract information in concrete situation, to apply knowledge to new situations, use given content to interpret a situation, provide an example, or solve a problem)</td>
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<td>4</td>
<td>High Order Thinking Skills - (Analysis &amp; Synthesis - Classify, compare, contrast, or differentiate between different pieces of information, organise and/or integrate unique pieces of information from a variety of sources)</td>
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<td>1</td>
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<td>5</td>
<td>Evaluation - (Appraise, judge and/or justify the worth of a decision or outcome or to predict outcomes)</td>
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## SOCIOLOGY (Code No. 039)

**CLASS-XII (2018-19)**

### One Paper Theory

Marks 80

**Unitwise Weightage**

<table>
<thead>
<tr>
<th>Units</th>
<th>Periods</th>
<th>Marks</th>
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<tbody>
<tr>
<td><strong>A. Indian Society</strong></td>
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<tr>
<td>1. Introducing Indian Society</td>
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<tr>
<td>2. The Demographic Structure of Indian Society</td>
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<td>3. Social Institutions-Continuity and Change</td>
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<td>4. Market as a Social Institution</td>
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<tr>
<td>5. Patterns of Social Inequality and Exclusion</td>
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<tr>
<td>6. Challenges of Cultural Diversity</td>
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<td>7. Suggestions for Project Work</td>
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<td><strong>B. Change and Development in Indian Society</strong></td>
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<td>8. Structural Change</td>
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<td>9. Cultural Change</td>
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<td>10. The Story of Indian Democracy</td>
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<td>11. Change and Development in Rural Society</td>
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<td>12. Change and Development in Industrial Society</td>
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<td>14. Mass Media and Communications</td>
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### Practical Examination

**Class - XII**

Max. Marks: 20  
Time allotted: 3 Hrs

**Unitwise Weightage**

<table>
<thead>
<tr>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td><strong>A. Project (undertaken during the academic year at school level)</strong></td>
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<tr>
<td>i. Statement of the purpose</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ii. Methodology / Technique</td>
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<td></td>
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<tr>
<td>iii. Conclusion</td>
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</tbody>
</table>
B. Viva - based on the project work 02 marks

C. Research design 08 marks
   i. Overall format
   ii. Research Question/Hypothesis
   iii. Choice of technique
   iv. Detailed procedure for implementation of technique
   v. Limitations of the above technique

   B & C to be administered on the day of the external examination

Total 20 Marks

A. INDIAN SOCIETY 32 Marks

Unit 1: Introducing Indian Society 10 Periods
   • Colonialism, Nationalism, Class and Community

Unit 2: The Demographic Structure of the Indian Society 10 Periods
   • Theories and concepts in demography
   • Rural-Urban Linkages and Divisions

Unit 3: Social Institutions: Continuity and Change 12 Periods
   • The Caste System
   • Family and Kinship

Unit 4: Market as a Social Institution 10 Periods
   • Sociological perspectives on markets and the economy
   • Globalization - Interlinking of Local, Regional, National and International Markets

Unit 5: Patterns of Social Inequality and Exclusion 20 Periods
   • Caste Prejudice, Scheduled Castes and Other Backward Classes
   • Marginalization of Tribal Communities
   • The Struggle for Women’s Equality
   • The struggles of the Differently Abled

Unit 6: The Challenges of Cultural Diversity 20 Periods
   • Cultural communities and the nation state
   • Problems of Communalism, Regionalism and Casteism
   • The Nation state, religion related issues and identities
   • Communalism, secularism and the nation state
   • State and Civil Society
Unit 7:  Suggestions for Project Work  16 Periods

B. CHANGE AND DEVELOPMENT IN INDIA  48 Marks

Unit 8: Structural Change  10 Periods
- Colonialism, Industrialization, Urbanization

Unit 9: Cultural Change  12 Periods
- Modernization, Westernization, Sanskritisation, Secularization
- Social Reform Movements and Laws

Unit 10: The Story of Indian Democracy  16 Periods
- The Constitution as an instrument of Social Change
- Panchayati Raj and the Challenges of Social Transformation
- Parties, Pressure Groups and Democratic Politics

Unit 11: Change and Development in Rural Society  10 Periods
- Land Reforms, Green Revolution and Emerging Agrarian society
- Agrarian Structure: Caste & class in Rural India
- Land Reforms
- Green revolution and its social consequences
- Transformation in Rural Society
- Globalization, Liberalization and Rural Society

Unit 12: Change and Development in Industrial Society  14 Periods
- From Planned Industrialization to Liberalization
- Getting a Job
- Work Processes

Unit 13: Globalisation and Social Change  10 Periods
- Dimensions of Globalization

Unit 14: Mass Media and Communication  14 Periods
- Types of Mass Media: Radio, Television and Print Media
- Changing Nature of Mass Media

Unit 15: Social Movements  18 Periods
- Theories and Classification of Social Movements
- Class-Based Movements: Workers, Peasants
- Caste-Based Movements: Dalit Movement, Backward Castes, Trends in Upper Caste Responses
- Women’s Movements in Independent India
- Tribal Movements
- Environmental Movements
Prescribed Books:
1. Introducing Sociology, Class XI, Published by NCERT
2. Understanding Society, Class XI, Published by NCERT
3. Indian Society, Class XII, Published by NCERT
4. Social Change and Development in India, Class XII, published by NCERT
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