

25. SOCIOLOGY (Code No. 039) (2016-17)

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 society in India and the world at large.
- To build the capacity of students to understand and analyze the changes in contemporary Indian society.

SOCIOLOGY (Code No. 039)
CLASS-XI (2016-17)

One Paper Theory

3 Hours
Marks 80

Unitwise Weightage

Units		Periods	Marks
A	Introducing Sociology		
	1. Society, Sociology and relationship with other Social Sciences	20	8
	2. Basic Concepts	20	8
	3. Social Institutions	22	10
	4. Culture and Society	18	8
	5. Practical in Sociology: Methods and Techniques: Evaluated through Practical	20	-
		Total	34
B	Understanding Society		
	6. Structure, Process and Stratification	22	12
	7. Social Change	22	12
	8. Environment and Society	16	6
	9. Western Social Thinkers	20	8
	10. Indian Sociologists	20	8
		Total	46
		200	80

CLASS-XI
Practical Examination

40 Periods

Max. Marks 20		Time allotted : 3hrs
Unitwise Weightage		
A.	Project (undertaken during the academic year at school level) i. Statement of the purpose ii. Methodology / Technique iii. Conclusion	10 marks
B.	Viva - based on the project work	02 marks
C.	Research design Steps of research (e.g. observation, interview, content analysis) to	08 marks

	be explained to student and questions accordingly raised. i. Overall format ii. Research Question/Hypothesis iii. Choice of technique iv. Detailed procedure for implementation of technique v. Limitations of the above technique	
	Total	20 Marks

A. INTRODUCING SOCIOLOGY

34 Marks

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

20 Periods

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

Unit 2: Basic Concepts

20 Periods

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

Unit 3: Social Institutions

22 Periods

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

Unit 4: Culture and Society

18 Periods

- Culture, Values and Norms: Shared, Plural, Contested
- Socialization: Conformity, Conflict and the Shaping of Personality

Unit 5: Practical in Sociology: Methods and Techniques

20 Periods

- Methods: Participant Observation, Survey
- Tools and Techniques: Observation, Interview, Questionnaire
- The Significance of Field Work in Sociology

B. UNDERSTANDING SOCIETY

46 Marks

Unit 6: Structure, Process and Stratification

22 Periods

- Social Structure
- Social Processes: Cooperation, Competition, Conflict
- Social Stratification: Class, Caste, Race, Gender

Unit 7: Social Change

22 Periods

- Social Change: Types and Dimensions; 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: Western Social Thinkers

20 Periods

- Karl Marx : Class Conflict
- Emile Durkheim : Division of Labour and Conscience Collective
- Max Weber : Bureaucracy

Unit 10: Indian Sociologists

20 Periods

- G.S. Ghurye : Race and Caste
- D.P. Mukherjee : Tradition and Change
- A.R. Desai : State
- M.N. Srinivas : Indian Village

10 Marks

QUESTION PAPER DESIGN 2016-17							
SOCIOLOGY		Code No. 039				CLASS-XI	
TIME: 3 Hours				Max. Marks: 80			
S.No	Typology of Questions	Learning outcomes and Testing Competencies	Very Short Answer (VSA) (2 Marks)	Short Answer (SA) (4 Marks)	Long Answer (LA) (6 Marks)	Total Marks	% Weightage
1	Remembering- (Knowledge based Simple recall questions, to know specific facts, terms, concepts, principles, or theories, Identify, define, or recite, information)	Reasoning Analytical Skills Critical Thinking Skillsetc.	5	2	1	24	30%
2	Understanding- (Comprehension -to be familiar with meaning and to understand conceptually, interpret, compare, contrast, explain, paraphrase, or interpret information)		3	1	1	16	20%
3	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)		3	2	1	20	25%
4	High Order Thinking Skills (Analysis & Synthesis- Classify, compare, contrast, or differentiate between different pieces of information, Organize and/or integrate unique pieces of information from a variety of sources)		1	1	1	12	15%
5	Evaluation - (Appraise, judge, and/or justify the value or worth of a decision or outcome, or to predict outcomes based on values)		2	1	-	08	10%
TOTAL			14x2=28	7x4=28	4x6=24	80(25)	100%

SOCIOLOGY (Code No. 039)
CLASS-XII (2016-17)

One Paper Theory

Marks 80

Unitwise Weightage

3 hours

Units		Periods	Marks
A.	Indian Society		
	1. Introducing Indian Society	6	Non-evaluative
	2. Demographic Structure and Indian Society	10	6
	3. Social Institutions-Continuity and Change	12	6
	4. Market as a Social Institution	10	6
	5. Pattern of Social Inequality and Exclusion	20	6
	6. Challenges of Cultural Diversity	20	8
	7. Suggestions for Project Work	16	Non-evaluative
		Total	32
B.	Change and Development in Indian Society		
	8. Structural Change	10	6
	9. Cultural Change	12	6
	10. The Story of Democracy	16	6
	11. Change and Development in Rural Society	10	6
	12. Change and Development in Industrial Society	14	6
	13. Globalization and Social Change	10	6
	14. Mass Media and Communications	14	6
	15. Social Movements	20	6
		Total	48
		200	80

Practical Examination
Class - XII

40 Periods

Max. Marks: 20		Time allotted : 3 Hrs
Unitwise Weightage		
A.	Project (undertaken during the academic year at school level) i. Statement of the purpose ii. Methodology / Technique iii. Conclusion	10 marks
B.	Viva - based on the project work	02 marks

C.	Research design 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	08 marks
	Total	20 Marks

A. INDIAN SOCIETY 32 Marks

Unit 1: Introducing Indian Society 06 Periods

Unit 2: Demographic Structure and Indian Society 10 Periods

- Rural-Urban Linkages and Divisions

Unit 3: Social Institutions: Continuity and Change 12 Periods

- Family and Kinship
- The Caste System

Unit 4: Market as a Social Institution 10 Periods

- Market as a Social Institution

Unit 5: Pattern 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 Protection of Religious Minorities
- Caring for the Differently Aabled

Unit 6: The Challenges of Cultural Diversity 20 Periods

- Problems of Communalism, Regionalism, Casteism and Patriarchy
- Role of the State in a Plural and Unequal Society
- 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

- Social Reform Movements in 19th & Early 20th Century
- Sanskritisation, Westernization, Modernization, Secularization

Unit 10: The Story of 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	
Unit 12: Change and Development in Industrial Society	14 Periods
● From Planned Industrialization to Liberalization ● Changes in the Class Structure	
Unit 13: Globalisation and Social Change	10 Periods
Unit 14: Mass Media and Communication Process	14 Periods
Unit 15: Social Movements	20 Periods
● Class-Based Movements: Workers, Peasants ● Caste-Based Movements: Dalit Movement, Backward Castes ● 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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