

## 25. SOCIOLOGY (Code No. 039)

### 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 (2017-18)**

One Paper Theory

**3 Hours**  
**Max. Marks 80**

**Unitwise Weightage**

Units		Periods	Marks
<b>A</b>	<b>Introducing Sociology</b>		
	1. Sociology, Society and its relationship with other Social Sciences	20	8
	2. Basic Concepts & their use in Sociology	20	8
	3. Understanding Social Institutions	22	10
	4. Culture and Socialization	18	8
	5. Doing Sociology: Research Methods	20	6
		<b>Total</b>	<b>40</b>
<b>B</b>	<b>Understanding Society</b>		
	6. Social Structure, Stratification and Social Processes in Society	22	10
	7. Social Change and Social order in Rural and Urban Society	22	10
	8. Environment and Society	16	6
	9. Introducing Western Sociologists	20	6
	10. Indian Sociologists	20	8
		<b>Total</b>	<b>40</b>
		<b>200</b>	<b>80</b>

**CLASS-XI**  
**Practical Examination**

**40 Periods**

<b>Max. Marks 20</b>		<b>Time allotted : 3hrs</b>
<b>Unitwise Weightage</b>		
A.	Project (undertaken during the academic year at school level) i. Statement of the purpose ii. Methodology / Technique iii. Conclusion	10 marks

B.	<b>Viva - based on the project work</b>	02 marks
C.	<b>Research design</b> Steps of research (e.g. observation, interview, content analysis) to 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	08 marks
	<b>Total</b>	20 Marks

## A. INTRODUCING SOCIOLOGY 40 Marks

### Unit 1: Sociology, Society and its 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 and their use in Sociology 20 Periods

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

### Unit 3: Understanding Social Institutions 22 Periods

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

### Unit 4: Culture and Sociolization 18 Periods

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

### Unit 5: Doing Sociology: Research Methods 20 Periods

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

## B. UNDERSTANDING SOCIETY 40 Marks

### Unit 6: Structure, Process and Stratification 22 Periods

- Social Structure
- Social Stratification: Class, Caste, Race, Gender

- Social Processes: Cooperation, Competition, Conflict

**Unit 7: Social Change and Social order in Rural & 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 and Conscience Collective
- Max Weber : Bureaucracy

**Unit 10: Indian Sociologists****20 Periods**

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

## QUESTION PAPER DESIGN 2017-18

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	<b>Remembering-</b> (Knowledge based Simple recall questions, to know specific facts, terms, concepts, principles, or theories, Identify, define, or recite, information)	Reasoning Analytical Skills Critical Thinking Skills etc.	5	2	1	24	30%
2	<b>Understanding-</b> (Comprehension -to be familiar with meaning and to understand conceptually, interpret, compare, contrast, explain, paraphrase, or interpret information)		3	1	1	16	20%
3	<b>Application</b> (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	<b>High Order Thinking Skills</b> (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	<b>Evaluation</b> - (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%