

## 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-XII (2017-18)**

**One Paper Theory**  
**Unitwise Weightage**

**Marks 80**  
**3 hours**

| Units     |  | Periods      | Marks          |
|-----------|--|--------------|----------------|
| <b>A.</b> | <b>Indian Society</b>                            |              |                |
|           | 1. Introducing Indian Society                    | 6            | Non-evaluative |
|           | 2. The Demographic Structure of Indian Society   | 10           | 6              |
|           | 3. Social Institutions-Continuity and Change     | 12           | 6              |
|           | 4. Market as a Social Institution                | 10           | 6              |
|           | 5. Patterns of Social Inequality and Exclusion   | 20           | 6              |
|           | 6. Challenges of Cultural Diversity              | 20           | 8              |
|           | 7. Suggestions for Project Work                  | 16           | Non-evaluative |
|           |  | <b>Total</b> | <b>32</b>      |
| <b>B.</b> | <b>Change and Development in Indian Society</b>  |              |                |
|           | 8. Structural Change                             | 10           | 6              |
|           | 9. Cultural Change                               | 12           | 6              |
|           | 10. The Story of Indian 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              |
|           |  | <b>Total</b> | <b>48</b>      |
|           |  | <b>200</b>   | <b>80</b>      |

**Practical Examination  
Class - XII**

**40 Periods**

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

|           |   |                 |
|-----------|---|-----------------|
| <b>B.</b> | <b>Viva - based on the project work</b>   | <b>02 marks</b> |
| <b>C.</b> | <b>Research design</b><br>i. Overall format<br>ii. Research Question/Hypothesis<br>iii. Choice of technique<br>iv. Detailed procedure for implementation of technique<br>v. Limitations of the above technique<br>B & C to be administered on the day of the external examination | <b>08 marks</b> |
|           | <b>Total</b>  | <b>20 Marks</b> |

|                |   |                   |
|----------------|---|-------------------|
| <b>A.</b>      | <b>INDIAN SOCIETY</b>   | <b>32 Marks</b>   |
| <b>Unit 1:</b> | <b>Introducing Indian Society</b>   | <b>10 Periods</b> |
|                | <ul style="list-style-type: none"> <li>Colonialism, Nationalism, Class and Community</li> </ul>   |                   |
| <b>Unit 2:</b> | <b>The Demographic Structure of the Indian Society</b>  | <b>10 Periods</b> |
|                | <ul style="list-style-type: none"> <li>Theories and concepts in demography</li> <li>Rural-Urban Linkages and Divisions</li> </ul>   |                   |
| <b>Unit 3:</b> | <b>Social Institutions: Continuity and Change</b>   | <b>12 Periods</b> |
|                | <ul style="list-style-type: none"> <li>The Caste System: Tribal community</li> <li>Family and Kinship</li> </ul>  |                   |
| <b>Unit 4:</b> | <b>Market as a Social Institution</b>   | <b>10 Periods</b> |
|                | <ul style="list-style-type: none"> <li>Sociological perspectives on markets and the economy.</li> <li>Globalization - Interlinking of Local, Regional, National and International Markets.</li> </ul>   |                   |
| <b>Unit 5:</b> | <b>Patterns of Social Inequality and Exclusion</b>  | <b>20 Periods</b> |
|                | <ul style="list-style-type: none"> <li>Caste Prejudice, Scheduled Castes and Other Backward Classes</li> <li>Marginalization of Tribal Communities</li> <li>The Struggle for Women's Equality</li> <li>The struggles of the Differently Abled</li> </ul>  |                   |
| <b>Unit 6:</b> | <b>The Challenges of Cultural Diversity</b>   | <b>20 Periods</b> |
|                | <ul style="list-style-type: none"> <li>Cultural communities and the nation state</li> <li>Problems of Communalism, Regionalism and Casteism</li> <li>The Nation state, religion related issues and identities</li> <li>Communalism, secularism and the nation state</li> <li>State and Civil Society</li> </ul> |                   |
| <b>Unit 7:</b> | <b>Suggestions for Project Work</b>   | <b>16 Periods</b> |
| <b>B.</b>      | <b>CHANGE AND DEVELOPMENT IN INDIA</b>  | <b>48 Marks</b>   |
| <b>Unit 8:</b> | <b>Structural Change</b>  | <b>10 Periods</b> |
|                | <ul style="list-style-type: none"> <li>Colonialism, Industrialization, Urbanization</li> </ul>  |                   |

|  |                   |
|--|-------------------|
| <b>Unit 9: Cultural Change</b>   | <b>12 Periods</b> |
| <ul style="list-style-type: none"><li>• Modernization, Westernization, Sanskritisation, Secularization</li><li>• Social Reform Movements and Laws</li></ul>  |                   |
| <b>Unit 10: The Story of Indian Democracy</b>  | <b>16 Periods</b> |
| <ul style="list-style-type: none"><li>• The Constitution as an instrument of Social Change</li><li>• Panchayati Raj and the Challenges of Social Transformation</li><li>• Parties, Pressure Groups and Democratic Politics</li></ul>   |                   |
| <b>Unit 11: Change and Development in Rural Society</b>  | <b>10 Periods</b> |
| <ul style="list-style-type: none"><li>• Land Reforms, Green Revolution and Emerging Agrarian society</li><li>• Agrarian Structure : Caste &amp; class in Rural India</li><li>• Land Reforms</li><li>• Green revolution and its social consequences</li><li>• Transformation in Rural Society</li><li>• Globalization, Liberalization and Rural Society</li></ul>     |                   |
| <b>Unit 12: Change and Development in Industrial Society</b>   | <b>14 Periods</b> |
| <ul style="list-style-type: none"><li>• From Planned Industrialization to Liberalization</li><li>• Getting a Job</li><li>• Work Processes</li></ul>  |                   |
| <b>Unit 13: Globalisation and Social Change</b>  | <b>10 Periods</b> |
| <ul style="list-style-type: none"><li>• Dimensions of Globalization</li></ul>  |                   |
| <b>Unit 14: Mass Media and Communication</b>   | <b>14 Periods</b> |
| <ul style="list-style-type: none"><li>• Types of Mass Media: Radio, Television and Print Media</li><li>• Changing Nature of Mass Media</li></ul>   |                   |
| <b>Unit 15: Social Movements</b>   | <b>18 Periods</b> |
| <ul style="list-style-type: none"><li>• Theories and Classification of Social Movements</li><li>• Class-Based Movements: Workers, Peasants</li><li>• Caste-Based Movements: Dalit Movement, Backward Castes, Trends in Upper Caste Responses</li><li>• Women's Movements in Independent India</li><li>• Tribal Movements</li><li>• Environmental Movements</li></ul> |                   |

**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

## QUESTION PAPER DESIGN 2017-18

| SOCIOLOGY     |   | Code No. 039   |                                   |                             |                            | CLASS-XII   |            |
|---------------|---|--|-----------------------------------|-----------------------------|----------------------------|-------------|------------|
| 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<br>Analytical Skills<br>Critical Thinking Skillsetc. | 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%       |