CLASSXI-SOCIOLOGY

	Numberworkingd	ave•25		TOPIC:SOCIOLO	GY-INTRODUCTIO	ON		MAY2024	
	Numberofdaysreq	uiredtocompletethetopic	:18	T	1	1	Γ	1	
Previous Knowledge Testing	SPECIFIC LEARNING OUTCOMES	PEDAGOGICAL STRATEGIES	GROUP ACTIVITIES/ EXPERIMENT S/ HAND-ON- LEARNING	INTER- DISCIPLINARY LINKAGEAND LIFESKILLS	RESOURCES INCLUDING ICT	SDG'S	ASSESSMENT ITEMS	FEEDBACK AND REMEDIAL TEACHING	INCLUSIVE PRACTICE FORFULL PARTICIPA TION
Asocietyis agroup of peoplewho share a common culture, occupya territorial area and areboundto each other bya common history. Societies maybe complex. Itisnatural to human beings.We are social beings.We are social beings.We cannot survive without society.We human beings cannotattain our goals alone, we wantsociety. The society provides us security, relationship, identifyand	 Define sociologyand describe the historicaland socialcontext fromwhichit emerged Explain the sociological imaginationand the relationship between the individualandthe broader workings of society Differentiate betweenthethree main theoretical paradigms/perspe ctives in sociology Describe and applythe scientificmethod to sociology Identifyand differentiate betweentypesof social sciences 	 Lectures:They provide students witha broad overview of a particular topic, and can be used to introduce new concepts,theories,and ideas. Discussions:It allow studentstoengageina dialogue, develop critical about specific topics and encourage them to examine and evaluate different viewpoints. CaseStudies:Itisan effective way to illustrate how sociological concepts canbeappliedinreal- world situations, develop a deeper understandingof how social structures and institutionsimpact people's lives. Group Projects:It provide students with anopportunitytowork collaborativelyto research analyze a particulartopic, developteamworkand communicationskills 	Teacher centeredto student Centered Approach: Using powerpoint presentation. TheChapter wasexplained with the help ofsmartclass. Introductionof topic with the helpof Board. Briefoutline abouttopicsto be covered in the chapter. In detail each and every topic willbediscussed and explained on the blackboardwith the helpoftext book	 Make aposter on A4sizesheet showing the relationship of sociologywith other social sciences (integrated with art) Find out the kindofstudies that were conducted during the last general elections. You will probably find both features of politicalsciences andsociologyin them. Discusshow disciplines interact and mutually influenceeach other 	Berger, Peter L, 1963. Invitationto Sociology: A Humanistic Prespective. Penguin, Harmondswo rth http://en.wikipedi a.org/wiki/spanis h_flu	sociologists can examine the root causes of poverty, such as economic inequality, lack of accesstoeducation andhealthcare, and discriminatory policies. They can also analyze how these factors interact with other social structures, such as gender, race, andethnicity, to producedifferent outcomes for differentgroups of people. Based on these insights, sociologists can propose policies and interventionsto reduce poverty and promote economic and social inclusion. Similarly, sociologists can study the causes and consequences ofclimatechange, suchaspatternsof consumption and production, the role of corporations and	Quiz,MCQ's, projects,class test (written and oral) will be conducted in the class. Do NCERT ex and questions Prepare notesfor thetopicscovered in theclass	Why is the studyofthe origin and growth of sociology important? Discussthe different aspectsof theterm 'society'. How is it differentfrom you common sense understanding ?Asocietyis a group of people who share a common culture, occupya territorialarea and are boundtoeach other by a common history. Societies maybe simple,may becomplex. It is natural to human beings. We are social beings.	The Economic surveyof the government of India suggestthat access to sanitation facilities is just 31 percent. Find outabout other indicators of social inequality,for instance education, health employment etc.

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			factors, sociologists	provides us	
			can	security,	
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			sustainableand		
			sociallyjust.		
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CLASSXI-SOCIOLOGY

	Numberworking	days:18	RMS,CONCEPTSAN	NDTHEIRUSEINSO	CIOLOGY			JULY 2024	
Previous Knowledge Testing	Numberofdaysre SPECIFIC LEARNING OUTCOMES	quiredtocompletethetopi PEDAGOGICAL STRATEGIES	c:16 GROUP ACTIVITIES/ EXPERIMENTS/ HAND-ON- LEARNING	INTER- DISCIPLINAR Y LINKAGE AND LIFE SKILLS	RESOURCES INCLUDING ICT	SDG'S	ASSESSMENT ITEMS	FEEDBACK AND REMEDIAL TEACHING	INCLUSIVE PRACTICE FORFULL PARTICIPA TION
The previous chapter introduce dustoan ideaboth about societyas well as sociology . We saw that a central taskof sociology is to explore the interplay ofsociety and the individual . atindividuals do not float freelyin societybut are part of collective bodies like the family, tribe, caste, class, clan, nation. In thischapter, we move furtherto understand thekindsof	 Provide examplesof social groups and social stratification Describesocial stratificationand mobility Explainglobal stratification and classification systems Compare achieved and ascribedstatus Describe means and agenciesof control 	 Field trips: it can provide students with an opportunity to observe social groups in action, such as visiting a cultural festival or attending a religious ceremony. This can help them gain a firsthand understanding of differentsocialgroups and their customs. Debates: It is usedto explore different perspectives on social stratification and its effects. Students can research andarguefor differentviewpointsto better understand the complexities of social stratification. Multimedia resources, suchasdocumentaries and podcasts, can be used to supplement classroom instruction and provide students with a deeper understanding of social stratification anditsimpacts. 	Whatkindsofjobs are considered prestigious in your society? Comparethere with your friends. Discussthe similaritiesand differences. Tryand understandthe causesforthe same	Role-play activity: Divide the class into different social groups based on their perceived social status (e.g. high-status executives,low- status service workers, middle- status clerks) and havethemactout differentscenarios that highlight the dynamics ofsocial stratification, status,androle.It helpstudentshow social status and roles shape our behavior and interactions with others. 2.Social media analysis: Ask students to analyze social mediaplatformss uch as Instagram, Twitter, or Facebook to identifyhow social stratification, status, and role are	Smart Board, videos related to thevarioustopics from thechapter, chalk board Berger, Peter L, 1963.Invitationto Sociology:A Humanistic Prespective. Penguin, Harmondsworth	SDG 10: Reduced Inequalities - Thisgoal aims to reduce inequalities within and among countries, including inequalities basedonsocial group characteristics such as race, ethnicity, gender, age, disability,and more. SDG 10, otherSDGs mayindirectlyc ontribute toreducingsoci alstratification, suchasSDG1,N o Poverty,which aims toend poverty inall its formsanddimen sions,and SDG 4,QualityEduca tion, which aims toensureinclusi ve andequitablequ ality	Quiz,MCQ's, projects,class test (written and oral) will be conducted in the class. Do NCERT ex and questions Prepare notesfor thetopicscovered in theclass	Discussthe different aspectsofthe term'society'. How is it different from you common sense understanding? A society is a group of people who share a common culture,occupya territorial area andareboundto each other by a commonhistory. Societiesmay besimple,may be complex. It is natural to humanbeings. We are social beings. We cannot survive without society. We human beings cannotattain ourgoalsalone, wewant society. The society provides us security, relationship,	The Economic surveyof the government of India suggesthat access to sanitation facilities is just 31 percent. Find outabout other indicators of social inequality,for instance education, health employment etc.

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individuals	and reinforced	promotelifelo	ofbelongingness.
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and groups	reflection.	nand	
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CLASSXI-SOCIOLOGY

	Numberworkingd Numberofdaysreo	ays:24 uiredtocompletetheto		IC:UNDERSTAND	INGSOCIAL INST	TITUTIONS		AUGUST2024	
Previous Knowledge Testing	SPECIFIC LEARNING OUTCOMES	PEDAGOGICAL STRATEGIES	GROUP ACTIVITIES/ EXPERIMENT S/ HAND-ON- LEARNING	INTER- DISCIPLINAR Y LINKAGE AND LIFE SKILLS	RESOURCES INCLUDING ICT	SDG'S	ASSESSMENT ITEMS	FEEDBACK AND REMEDIAL TEACHING	INCLUSIVE PRACTICEFOR FULL PARTICIPATION
Inthis chapterwe are introduce dtosocial institution s, andalsoto how sociology / social anthropol ogy studies them. This chapter puts forth a very briefidea of someof the central areas where important social institution s are located namely: (i)family, marriage and kinship; (ii) politics; (iii) economic	 Defineand describemarriage and family Recognize variationsin familylife Describethe social and interpersonal impactsoffamily challenges Explainhow major sociological perspectivesview religion Explain the basictenetsof major world religions Examine the majortheoretical perspectives on education Identifyand discuss historical andcontemporary issuesineducation 	Familytreeproject: Have students create a family tree that traces their ancestryand explores their familyhistory. This activity can help students understandthe importance of kinship and family ties, andhowthese connections shape our social identity and relationships. Debatetournament: Divide the class into teams and have them participate in a debate tournament on a controversial issue related to marriageorfamily, such as same-sex marriage, or single-parent families. This activity can help students develop critical thinking and argumentation skills, while also exploringthe complexitiesof	Teacher centeredto student Centered Approach: (1) Using powerpoint presentation (2) The Chapter wasexplained with the help ofsmartclass. (3) Introductionof topicwiththe helpof Board. (4) Brief outline abouttopicsto be covered in thechapter.	Collectdifferent wedding songs anddiscusshow they reflect the socialdynamics ofmarriagesand of gender Family, Marriageand Kinship Workand Economi c Life Politics, Stateless societies, Religionand Education	This particular chapter is relatedtoallthe disciplines of social sciences aswe have borrowed from each other.	SDG 3 aims toensure healthylives andpromote well-being for all atall ages. Thisincludespr omotingaccess toreproductive healthcareandf amilyplannings ervices,whichc an have animpact onfamilyplanni ng anddynamics. SDG4aimsto ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. This includes promoting access to education for allindividuals, regardless of their social or economic status,and	Quiz,MCQ's, projects,class test (written and oral) will be conducted in the class. Do NCERT ex and questions Prepare notesfor thetopicscovered in theclass	Note whatare the marriage rules that are followedin yoursociety. Compareyour observations withthese madebyother studentsinthe class.Discuss. Find out how membership, residencepattern andeven themodeof interaction changes in the familywith broader economic, political and culturalchanges, for instance migration.	Make a list of the foodthat youeat, the materials that were used to make the housesyoulivein, the clothes you wear. Findouthowand who made them.

s; (iv) relig ion; and (v) education.	familyandmarriage institutions. Religious diversity fair: Organize a religious diversity fairwherestudents can showcase different religious traditions and practices,andlearn about the role of religion in shaping culturalbeliefsand values. This activity can help studentsappreciate the diversity of religioustraditions, and understand how religion canbeasource ofboth unityandconflict in society.	ensuring that education is of high quality andrelevantto the needs of individualsand society. SDG 16 aims to promote peaceful and inclusive societies and provideaccess to justice for all. This includes promoting effective, accountable, and inclusive institutions at all levels, and ensuring that individuals have equal access to justice and political participation.	
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CLASSXI-SOCIOLOGY

	Numberworking	days:22		TURE ANDSOCI	ALISATION		00	CTOBER2024	
Previous Knowledge Testing	SPECIFIC LEARNING OUTCOMES	equiredtocompletetheto PEDAGOGICAL STRATEGIES	GROUP ACTIVITIE S/ EXPERIME NTS/HAND- ON- LEARNING	INTER- DISCIPLIN ARY LINKAGE AND LIFE SKILLS	RESOURCES INCLUDING ICT	SDG'S	ASSESSMENT ITEMS	FEEDBACK AND REMEDIAL TEACHING	INCLUSIVE PRACTICEFOR FULL PARTICIPATIO N
'Culture'like 'society', is a termused frequentlyand sometimes vaguely. This chapter ismeant to helpus define itmoreprecisely andtoappreciate its different aspects. In everyday conservation, culture is confined to the arts, or alludesto thewayof life of certainclasses or even countries.	 Defineculture, society, cultural universals, and cultural relativism Describethe basicelements of culture Examinepop culture, subculture,and culturalchange Contrastthe various theoretical perspectiveson culture society Describe theoriesofself- development Describe the rolesthatagents of socialization play in the socialization process and describehow socialization developsacross the life course Describe characteristics of formal organizations 	Personal narrative project:Have students create a personal narrative project where they document their life experiences and reflectonhowthose experiences have shaped their socialization and identity development. This activity can help students understand the complexity and diversityof socialization experiences, and how different factors such as family, culture, and peers can influence our socialization process. Cross-cultural immersion project: Planacross-cultural immersion project where students can explore different cultures and communitiesthrough hands-on activities, interviews, or field trips. Thisactivity can help students	Introduction Diverse Setting, Different cultures Defining culture Dimensions of culture Cultural change Socilaizati onagents	 Using powerpoint presentation The Chapter was explained with the help of smart class. Introducti onoftopic withthehelp of Board. Brief outline abouttopicsto be covered in thechapter. 	Reflect on your own experience. Compareyou interaction withfriendsto that of your parents and other elders. What is different? Does the earlier discussionon rolesand status help you understand the difference? 'Culture'like 'society', is a termused frequentlyand sometimes vaguely. This chapter is meanttohelpus define it more precisely and to appreciateits differentaspects. In everyday conservation, culture is confinedtothe	SDG 4 aims to ensure inclusive and equitable qualityeducation and promote lifelong learning opportunities for all. This includes promoting education that is relevant to the needs of individuals and society, including education that values cultural diversityand promotes understanding of different cultures and worldviews. SDG 16 aims to promote peaceful and inclusive societies and provide access to justicefor all. This includespromoting effective, accountable, and inclusive institutions at all levels, andensuring that individuals have the opportunity to	Quiz, MCQ's, projects, class test (writtenand oral) willbeconducte din the class. Do NCERT ex and questions Prepare notesfor thetopicscovered in theclass	We have completedfour chapters.Read the text of the next page carefullyand discuss the followingthem: The relation between individualand society in the girl'srebellion againstgrown ups. How the normative dimensions of culture are differentintown andvillage?	Reflectonyour ownexperience. Compare you interactionwith friendsto thatof your parents andotherelders. What is different?Does the earlier discussion on rolesandstatus help you understand the differenc How does the understanding of culture in social science differ from the everydayuseof the word culture? How can we demonstrate that the different dimensions of culturecomprisea whole ?

im cul soc ho dif pra car un	nderstandthe nportance of ultural diversity in ocialization, and ow exposure to ifferent cultural racticesandvalues an broaden our nderstandingofthe rorld.	arts, or alludes tothewayoflife of certain classes or even countries.	participate in cultural life and express their culturalidentity. Additionally,other SDGs, such as SDG 5, Gender Equality,andSDG 10, Reduced Inequalities, can indirectlyaffect culture and socialization.			
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CLASSXI-SOCIOLOGY

Book-2UNDERSTANDINGSOCIETY

	Numberworking Numberofdaysre		SOCIALCHANGEANDSO hetopic:20	CIALORDERINRU	JRALANDURBANSOCII	ETY	NOV	EMBER2024	
Previous Knowledge Testing	SPECIFIC LEARNING OUTCOMES	PEDAGOGIC AL STRATEGIES	GROUPACTIVITIES/ EXPERIMENTS/ HAND-ON- LEARNING	INTER- DISCIPLINAR Y LINKAGE AND LIFE SKILLS	RESOURCES INCLUDING ICT	SDG'S	ASSESSMEN TITEMS	FEEDBACK AND REMEDIAL TEACHING	INCLUSIVE PRACTICE FORFULL PARTICIPA TION
The term 'social structure'p ointsto thefactthat societyis structured i.e. organized orarranged inparticular ways. Thestructureof anything consists of the relatively stable interrelations hipamongits parts; moreoverthe term'part'itself implies a certain degree of stability. social structuresare made up of humanactions and relationships	Understandthe concept of socialchange as a dynamic and multifaceted process that affects individuals, groups, and societiesover time Analyzethe different typesofsocialcha nge, such as cultural, economic, political, and technological, and their interrelationship s Evaluate the causes and consequencesof social change, including globalization, urbanization, migration, and social movementsSoci al Order: Domination, Authorityand Law; Contestation, Crime and Violence: Understandthe	In-text questioning Reflective Discussion Random Questioning Brain storming Concept Formation In-text questioning.	Social activism campaign:Havestudents organize a socialactivismcampaign around a social change issue that is important to them, such as youth homelessness, racial justice, or climate change. Thisactivitycan help students develop leadership and advocacy skills,andunderstandthe role of collective action in promoting social change. Socialchangesimulation game: Create a social change simulation game that allows students to role-playdifferent scenarios related to social change, such as organizing a protest, lobbying for policy change, or building communitypartnerships. This activity can help students understand the complexities and uncertainties of social change requires collaboration,innovation, and persistence.	Discussthe differenttasks that demand cooperation withreference toagricultural orindustrial operations. Write an essaybased onexamples toshowhow conflicts get resolved. Imagineasociety where there is no competition. Is it possible? If not, whynot?	Thisparticularchapter is related to all the disciplines of social sciences aswe have borrowed from each other.	SDG 16 aims to promote peaceful and inclusive societies and provide access to justicefor all. This includespromoting effective, accountable, and inclusive institutions at all levels, andensuring that individuals have equal access to justice andpolitical participation. By promotingpeaceful and inclusive societies, we can work towards creating a more stable and just social order that supports positive social change. SDG 10 aims to reduce inequalities within and among countries. This includespromoting equalopportunities and reducing discrimination based on	Quiz, MCQ's, projects, classtest (writtenand oral) will be conducted intheclass. DoNCERTex and questions Prepare notes for the topics covered in the class	Learner participati on in the discussion processcan beassessed on thebasis ofthe interventio ns of the learner clarityin the points presented and confidence of the learner while participati ng in the discussion. .Notes prepared by the learner can be assessed on thebasisofits completeness, clarityofideas presentedand logical arrangement of points.	Socialchange documentary: Assign students to create a short documentary filmthat explores a social change issue in their communityor region, suchas gentrification, immigration, or environmental justice. This activitycan help students understandthe complexities of social change, and how different social, economic, and political factors shape theprocess of social transformatio n. Neighborhood mapping project:Have students createamap

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inRuraland UrbanAreas: Understandthe different patternsand dynamicsof socialorder and socialchangein ruraland urban areas,andtheir interrelationship s				thechallenges and opportunities ofsocial changein different contexts,and howruraland urban areas canlearn fromeach other.
Analyzethe factorsthat shaperural- urban disparities and inequalities, suchasaccessto resources, services, and opportunities Evaluate the opportunities andchallenges ofpromoting				
socialjustice, sustainability, and innovation inrural and urbancontexts, andtheroleof individuals, communities, and institutions inachievingthe demand.				

CLASSXI-SOCIOLOGY

Book-2UNDERSTANDINGSOCIETY

	Numberworkingday			IC:WESTERNSOO	CIOLOGISTS		DECEMBER2024		
Previous Knowledge Testing	Numberofdaysrequi SPECIFIC LEARNING OUTCOMES	PEDAGOGICA LSTRATEGIES	GROUP ACTIVITIES/ EXPERIMENTS/ HAND-ON- LEARNING	INTER- DISCIPLINAR Y LINKAGE AND LIFE SKILLS	RESOURCES INCLUDING ICT	SDG'S	ASSESSMENT ITEMS	FEEDBACK AND REMEDIAL TEACHING	INCLUSIVE PRACTICE FORFULL PARTICIPATI ON
In this chapter the key ideas of three sociologi cal thinkers: Karl Marx, Emile Durkhei m and Max Weber will be discussed As part of theclassical traditionof sociology, theylaidthe foundation ofthe subject.their ideas and insightshave remained relevanteven in the contemporar yperiod.	KarlMarxonClass Conflict: Understand the conceptofclassasa social relation that reflects the distribution of power, resources, andstatusinsociety Analyzethe dynamicsofclass conflict and exploitationin capitalist societies, andhowtheyshape economic,political, and cultural structures Evaluate the strengths and weaknesses of Marx's theory of classconflict, and its relevance to contemporaryissues such as globalization, inequality, and social justice Emile Durkheim: DivisionofLabour in Society:Understand the concept of	Criticalreflection project:Have students reflecton how Marx, Durkheim, and Weber's ideas have influenced their own understandingand perceptionof societyandsocial issues. This activity can help students develop critical thinking and self- awareness skills, and encourage them to question and challenge theirassumptions and biases.	Role-playactivity:Divide the classintodifferentgroups and assigneach group a roleto play, such asfactoryowners,workers, orgovernmentofficials. Havestudents discussandnegotiatetheirinterests andconflicts based ontheir assignedroles, and analyzehow class conflictemerges and isresolved. Thisactivity can helpstudentsunderstandMarx'stheory of classconflict and itsrelevance tocontemporaryissues such aslaborexploitation,incomeinequality,andsocialjustice.Experientiallearningproject:Have studentsconduct a fieldstudy or surveyof a workplaceor organization,andanalyzehowdivisionoflaboraffectssocial	The Enlightenme nt TheFrench Revolution Theindustrial Revolution Durkheim's Vision of Sociology Davison of Labour in Society Bureaucracy	Using powerpoint presentation. TheChapter wasexplained with the help ofsmartclass. Introduction oftopicwith the help of Board. Briefoutline abouttopicsto becovered in the chapter.	Marx's theories on economic systems, including capitalismand socialism, can inform discussions and policiesaimedat reducing economic inequalities and promoting sustainable economic development (SDG 8). Durkheim'sideas on social solidarityand social order can inform discussions and policies aimed at creatingpeaceful and inclusive societies and promotingjustice and strong institutions(SDG 16). Additionally,the study of Marx and Durkheim cancontributeto SDG 4, Quality Education, by	Quiz, MCQ's, projects, class test(writtenand oral) will be conductedinthe class. Do NCERT exand questionsPrepare notesfor thetopics coveredin theclass	In this chapter the key ideasof three sociological thinkers:Karl Marx, Emile Durkheim and Max Weber will be discussed. As part of the classical traditionof sociology,they laid the foundation of the subject. their ideas and insights have remained relevant even in the contemporary period.	Towhat extentdoyou think involve the exercise of bureaucratic authorityin Weber's sense? (a) yourclass; (b) your school (c) a football team; (d) a panchayat samiti in a village;(e)a fan association forapopular filmstar; Based on your discussions, which of these groups would youbewillingto characterizeas 'bureaucratic'?

divisionoflaboras a	integration,		promotingcritical		
key feature of	solidarity, and		thinking and		
	solidarity, and				
modern societies,	efficiency. This		analysis skills		
and its impact on	activitycanhelp		among students.		
social integration,	students		This can help		
solidarity, and	understand		individualsto		
change	Durkheim's		better understand		
change					
	theoryof		the social,		
Analyzetheroleof	divisionoflabor		economic, and		
institutionssuchas	and its		political systems		
	implications for		that shape their		
religion, education,	social order and		lives, and to		
and law in	change in		developtheskills		
maintaining social	modernsocieties.		and knowledge		
orderandregulating	modernsocieties.				
social relations			necessaryto		
			contribute to		
			positive social		
Evaluate the			change.		
strengths and					
weaknesses of					
Durkheim's theory					
of division of labor,					
and its relevance to					
contemporaryissues					
such as					
globalization,					
migration, and					
culturaldiversity					
culturalurversity					
MaxWeber:					
Interpretive					
Sociology,Ideal					
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Type &					
Bureaucracy:					
Understandthe					
concept of					
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sociologyasa					
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understandingsocial					
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making in different					
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Analyze the role of					
ideal types as					
conceptualtoolsfor					
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CLASSXI-SOCIOLOGY

Book-2UNDERSTANDINGSOCIETY

Previous Knowledge Testing	TOPIC:INDIANSOCIOLOGISTS JANUARY2024 Numberworkingdays:19 Numberofdaysrequiredtocompletethetopic:20								
	SPECIFIC LEARNING OUTCOMES	PEDAGOGICAL STRATEGIES	GROUP ACTIVITIES/ EXPERIMENT S/ HAND-ON- LEARNING	INTER- DISCIPLINAR Y LINKAGE AND LIFE SKILLS	RESOURCES INCLUDING ICT	SDG'S	ASSESSMENT ITEMS	FEEDBACK AND REMEDIAL TEACHING	INCLUSIVE PRACTICE FORFULL PARTICIPATI ON
In India, interest in sociologica I ways of thinking is a little more thana century old, but formal university teachingof sociology onlybegan in1919 at the university ofBombay. Inthe1920s, two other universities - those at Calcutta and Lucknow- also began programme s of teaching and researchin sociology and anthropolo gy	Understand the concept of caste and race as social constructs that have historical, cultural, and political dimensions Analyzetherole of caste and race inshaping social relations, identity, and inequalityin India and beyond Evaluate the strengths and weaknesses of Ghurye's theory of caste and race, and its relevance to contemporary debates on social justice, diversity, and democracy Understand the concept of tradition and change as dynamic and contested processes that shape cultural,	Fieldwork project:Have studentsconduct a field study or survey of a communityor organizationthat embodies traditionalvalues and practices, and analyze how they adapt or resist social change. Have themdraw insights from Mukherjee's theoryof tradition and change,andhow it relates to contemporary issues such as globalization, culturaldiversity, and environmental sustainability	Visual analysis project:Have students analyze and compare visual representationsof caste and race in different cultural contexts, such as photographs, paintings, or films. Have them drawinsightsfrom Ghurye's theory of caste andrace, andhow it relates to contemporary debates on identity, discrimination, andsocialjustice.	Policyanalysis project:Have students analyze and critique a governmentpolicy orprogram related to social welfare,economic development, or political governance,using Desai's theory of the state as a conceptual framework. Have them identify the strengths and weaknessesofthe policy, and suggestalternative strategies based on sociological principles. Ethnographic research project: Have students conduct an ethnographic research on a rural or urban village, and analyze how social andcultural factors shape its dynamics and changeovertime. Have them draw	Srinivas, M.N. 1955.India's villages. Development departmet, Government of West Bengal.West Bengal.West Bengal Government Press, Calcutta. Srinivas, M.N. 1987. theIndian Village: Mythand realityin the Dominant Casteand other essays. Oxford University press,New Delhi. <u>http://en.wikipe dia.org/wiki/sp anish_flu</u>	Ghurye'sworkon casteandracecan informdiscussion s and policies aimed at reducing discriminationand promoting social inclusion and equality (SDG 10). Mukherjee'sideas on tradition and change caninform discussions and policies aimed at promoting sustainable developmentthat is rooted in local cultures and values (SDG 12). Desai's work on the state can inform discussions and policies aimed at promoting effective, accountable, and inclusive institutions at all levels (SDG 16). Srinivas's workonthevillage can inform discussions and policiesaimedat	Quiz,MCQ's, projects,class test (written and oral) will be conducted in the class. Do NCERT ex and questions Prepare notesfor thetopicscovered in theclass	Quiz, MCQ's, projects, classtest (written and oral) will be conductedin the class. DoNCERTex and questions Prepare notes for the topics covered in the class	Today we still seem to be involved in similardebates. Discussthe different sides to the question form a contemporary perspective. Forexample, manytribal movements assert their distinctive cultural and political identity - in fact, the states of Jharkhand and Chhattisgarh were formed in responsetosuch movements.

social, and	insights from	promoting
economiclife	Srinivas's theory	sustainable
	ofthevillage, and	developmentthat
Analyze the	how it relates to	is rooted inlocal
factors that	contemporary	communitiesand
influence the		
	issues such as	promotes
adaptation,	urbanization,	community
resistance, or	migration, and	participation
transformation	social inequality.	(SDG 11).
of traditional	Debate or panel	
values and	discussion: Assign	
practices in	studentsto	Additionally, the
different	prepare and	study of these
contexts	participate in a	works can
contexts		contribute toSDG
	debate or panel	4, Quality
Evaluate the	discussion on a	Education, by
strengths and	controversial or	promotingcritical
weaknessesof	current issue	thinking and
Mukherjee's	related to one of	analysis skills
theoryof	thesesociologists'	
tradition and	theories, such as	among students.
change,andits	affirmativeaction,	This can help
relevance to	cultural	individualsto
		better understand
contemporary	preservation, or	the social,
issues such as	stateintervention.	economic, and
globalization,	Have them argue	political systems
environmental	from different	that shape their
sustainability,	perspectives and	lives, and to
and cultural	use	
diversity	evidencefromrese	developtheskills
	archand theory to	and knowledge
Understandthe	support their	necessaryto
	positions.	contribute to
concept of the		positive social
village as a	This activity can	change.
distinct and	help students	
dynamicsocial	develop critical	
unit that	thinking,	
embodies	communication,	
cultural,	and teamwork	
economic, and	skills,andengage	
politicalfeatures	with diverse	
of rural life	perspectives and	
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	values.	
Analyze the		
factors that		
influencethe		
continuity,		
change, and		
diversityof		
village		
periods		
communities in different regions and historical periods		

Evaluate the strengths and weaknesses of Srinivas'stheory of the village,				
anditsrelevance tocontemporary issues such as urbanization, migration, and socialinequality				