LESSONPLAN

CLASSXI-SOCIOLOGY

Book-1INTRODUCINGSOCIOLOGY

	TOPIC:SOCIOLOGY-INTRODUCTION							MAY2024	
	Numberworkingdays:25 Numberofdaysrequiredtocompletethetopic:18								
Previous Knowledge Testing	**SPECIFIC LEARNING OUTCOMES**	**PEDAGOGICAL STRATEGIES**	**GROUP ACTIVITIES/ EXPERIMENTS/ HAND-ON-LEARNING**	**INTER-DISCIPLINARY LINKAGEAND LIFESKILLS**	**RESOURCES INCLUDING ICT**	**SDG'S**	**ASSESSMENT ITEMS**	**FEEDBACK AND REMEDIAL TEACHING**	**INCLUSIVE PRACTICE FORFULL PARTICIPATION**

Asocietyis agroup of peoplewho share a common culture, occupya territorial area and areboundto each other bya common history.
 	
Societies maybe simple, maybe complex. Itisnatural to human 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
	1.Define sociologyand describe the historicaland socialcontext fromwhichit emerged
	
	2.Explain the sociological imaginationand the relationship between the individualandthe broader workings of society
	
	3.Differentiate betweenthethree main theoretical paradigms/perspectives in sociology
	
	4.Describe and applythe scientificmethod to sociology
	
	5.Identifyand differentiate betweentypesof social sciences
		1.Lectures:They provide students witha broad overview of a particular topic, and can be used to introduce new concepts,theories,and ideas.
		2.Discussions:It allow studentstoengageina dialogue, develop critical about specific topics and encourage them to examine and evaluate different viewpoints.
		3.CaseStudies:Itisan effective way to illustrate how sociological concepts canbeappliedinreal-world situations, develop a deeper understandingof how social structures and institutionsimpact people's lives.
		4.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
				1.Make aposter onA4sizesheet showing the relationship of sociologywith other social sciences (integrated with art)
				2.Find out the kindofstudies that were conducted during the last general elections. You will probably find both features of politicalsciences andsociologyin them.
				3.Discusshow disciplines interact and mutually influenceeach other
					Berger,Peter L, 1963. Invitationto Sociology:A Humanistic Prespective. Penguin, Harmondsworth
					
					http://en.wikipedia.org/wiki/spanish_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. We cannot
									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.

| | | | | | | governmentsin environmental governance, and the impact of environmental degradation on vulnerable communities. By analyzing these factors,sociologists can proposealternative models of developmentthat are more sustainableand sociallyjust. | | survive without society.we cannot attainour goalsalone, wewant society. The society provides us security, relationship, identifyand sense of belongingness. | |
| senseof belongingnes s. | | | | | | | | | |

LESSONPLAN

CLASSXI-SOCIOLOGY

Book-1INTRODUCINGSOCIOLOGY

TOPIC:TERMS,CONCEPTSANDTHEIRUSEINSOCIOLOGY						JULY 2024	
Numberworkingdays:18 Numberofdaysrequiredtocompletethetopic:16							

Previous Knowledge Testing	SPECIFIC LEARNING OUTCOMES	PEDAGOGICAL STRATEGIES	GROUP ACTIVITIES/ EXPERIMENTS/ HAND-ON-LEARNING	INTER-DISCIPLINARY LINKAGE AND LIFE SKILLS	RESOURCES INCLUDING ICT	SDG'S	ASSESSMENT ITEMS	FEEDBACK AND REMEDIAL TEACHING	INCLUSIVE PRACTICE FORFULL PARTICIPATION
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	1. Provide examplesof socialgroups and social stratification 2. Describesocial stratificationand mobility 3. Explainglobal stratificationand classification systems 4. Compare achieved and ascribedstatus 5. Describe means and agenciesof control	1. **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. 2. **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. 3. **Multimedia resources:**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 suggestthat access to sanitation facilities is just 31 percent. Find outabout other indicators of social inequality,for instance education, health employment etc.

groups individuals form, the kindsof unequal orders, stratification systems withinwhich individuals and groups are placed, the way social control operates,the roles that individuals have and play,andthe status they occupy				communicated and reinforced through the content and interactions on these platforms. Thisactivitycan help students understand how socialmediaisa reflection. **3.Fieldtrip:** Take students on a field trip to a local business or organization and have them observe how different individualsin different roles interactwitheach other. This activity can help students understand how social stratification and status playout in real-world situations, and how different roles are valued differentlyin differentcontexts.		educationand promotelifelo nglearningop portunitiesfor all. SDG5,Gender Equality, aimstoeliminat eallforms ofdiscriminatio nand violenceagains twomenand girls, andpromote theirfull and equalparticipat ioninall spheres oflife. Thisincludesch allengingtraditi onalgender rolesand promotingequa lopportunitiesf orallgenders.		identifyandsense ofbelongingness.	

LESSONPLAN

CLASSXI-SOCIOLOGY

Book-1INTRODUCINGSOCIOLOGY

	TOPIC:UNDERSTANDINGSOCIAL INSTITUTIONS						AUGUST2024		
	Numberworkingdays:24 **Numberofdaysrequiredtocompletethetopic:20**								
Previous Knowledge Testing	**SPECIFIC LEARNING OUTCOMES**	**PEDAGOGICAL STRATEGIES**	**GROUP ACTIVITIES/ EXPERIMENTS/ HAND-ON-LEARNING**	**INTER-DISCIPLINARY 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	1. Defineand describemarriage and family 2. Recognize variationsin familylife 3. Describethe social and interpersonal impactsoffamily challenges 4. Explainhow major sociological perspectivesview religion 5. Explain the basictenetsof major world religions 6. 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,arranged marriages, 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.		

LESSON PLAN

CLASS XI-SOCIOLOGY

Book-1 INTRODUCING SOCIOLOGY

					RESOURCES INCLUDING ICT	SDG'S			
	TOPIC: CULTURE AND SOCIALISATION				OCTOBER 2024		
Number working days: 22   Number of days required to complete the topic: 16
Previous Knowledge Testing	**SPECIFIC LEARNING OUTCOMES**	**PEDAGOGICAL STRATEGIES**	**GROUP ACTIVITIES/ EXPERIMENTS/ HAND-ON-LEARNING**	**INTER-DISCIPLINARY LINKAGE AND LIFE SKILLS**	**RESOURCES INCLUDING ICT**	**SDG'S**	**ASSESSMENT ITEMS**	**FEEDBACK AND REMEDIAL TEACHING**	**INCLUSIVE PRACTICE FOR FULL PARTICIPATION**
'Culture' like 'society', is a term used frequently and sometimes vaguely. This chapter is meant to help us define it more precisely and to appreciate its different aspects. In everyday conservation, culture is confined to the arts, or alludes to the way of life of certain classes or even countries.	1. Define culture, society, cultural universals, and cultural relativism 2. Describe the basic elements of culture 3. Examine pop culture, subculture, and cultural change 4. Contrast the various theoretical perspectives on culture society 5. Describe theories of self-development 6. Describe the roles that agents of socialization play in the socialization process and describe how socialization develops across 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 reflect on how those experiences have shaped their socialization and identity development. This activity can help students understand the complexity and diversity of socialization experiences, and how different factors such as family, culture, and peers can influence our socialization process. Cross-cultural immersion project: Plan a cross-cultural immersion project where students can explore different cultures and communities through hands-on activities, interviews, or field trips. This activity can help students	Introduction Diverse Setting, Different cultures Defining culture Dimensions of culture Cultural change Socilaization agents	1. Using powerpoint presentation **2.** The Chapter was explained with the help of smart class. 3. Introduction of topic with the help of Board. **4.** Brief outline about topics to be covered in the chapter.	Reflect on your own experience. Compare you interaction with friends to that of your parents and other elders. What is different? Does the earlier discussion on roles and status help you understand the difference? 'Culture' like 'society', is a term used frequently and sometimes vaguely. This chapter is meant to help us define it more precisely and to appreciate its different aspects. In everyday conservation, culture is confined to the	SDG 4 aims to ensure inclusive and equitable quality education 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 diversity and promotes understanding of different cultures and worldviews. SDG 16 aims to promote peaceful and inclusive societies and provide access to justice for all. This includes promoting effective, accountable, and inclusive institutions at all levels, and ensuring that individuals have the opportunity to	Quiz, MCQ's, projects, class test (written and oral) will be conducted in the class. Do NCERT ex and questions Prepare notes for the topics covered in the class	We have completed four chapters. Read the text of the next page carefully and discuss the following them: The relation between individual and society in the girl's rebellion against grown ups. How the normative dimensions of culture are different in town and village?	Reflect on your own experience. Compare you interaction with friends to that of your parents and other elders. What is different? Does the earlier discussion on roles and status help you understand the differenc How does the understanding of culture in social science differ from the everyday use of the word culture? How can we demonstrate that the different dimensions of culture comprise a whole ?

		understandthe importance of cultural diversity in socialization, and how exposure to different cultural practicesandvalues can broaden our understandingofthe world.			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.		

LESSON PLAN

CLASS XI-SOCIOLOGY

Book-2 UNDERSTANDING SOCIETY

TOPIC: SOCIAL CHANGE AND SOCIAL ORDER IN RURAL AND URBAN SOCIETY								NOVEMBER 2024	
Number working days: 21 Number of days required to complete the topic: 20									
Previous Knowledge Testing	**SPECIFIC LEARNING OUTCOMES**	**PEDAGOGICAL STRATEGIES**	**GROUP ACTIVITIES/ EXPERIMENTS/ HAND-ON-LEARNING**	**INTER-DISCIPLINARY LINKAGE AND LIFE SKILLS**	**RESOURCES INCLUDING ICT**	**SDG'S**	**ASSESSMENT ITEMS**	**FEEDBACK AND REMEDIAL TEACHING**	**INCLUSIVE PRACTICE FOR FULL PARTICIPATION**
The term 'social structure' points to the fact that society is structured i.e. organized or arranged in particular ways. The structure of anything consists of the relatively stable interrelationship among its parts; moreover the term 'part' itself implies a certain degree of stability. social structures are made up of human actions and relationships	Understand the concept of **social change** as a dynamic and multifaceted process that affects individuals, groups, and societies over time Analyze the different types of social change, such as cultural, economic, political, and technological, and their interrelationships Evaluate the causes and consequences of social change, including globalization, urbanization, migration, and social movements Social Order: Domination, Authority and Law; Contestation, Crime and Violence: Understand the	In-text questioning Reflective Discussion Random Questioning Brain storming Concept Formation In-text questioning.	Social activism campaign: Have students organize a social activism campaign around a social change issue that is important to them, such as youth homelessness, racial justice, or climate change. This activity can help students develop leadership and advocacy skills, and understand the role of collective action in promoting social change. Social change simulation game: Create a social change simulation game that allows students to role-play different scenarios related to social change, such as organizing a protest, lobbying for policy change, or building community partnerships. This activity can help students understand the complexities and uncertainties of social change, and how social change requires collaboration, innovation, and persistence.	Discuss the different tasks that demand cooperation with reference to agricultural or industrial operations. Write an essay based on examples to show how conflicts get resolved. Imagine a society where there is no competition. Is it possible? If not, why not?	This particular chapter is related to all the disciplines of social sciences as we have borrowed from each other.	SDG 16 aims to promote peaceful and inclusive societies and provide access 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. By promoting peaceful 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 includes promoting equal opportunities and reducing discrimination based on	Quiz, MCQ's, projects, class test (written and oral) will be conducted in the class. Do NCERT ex and questions Prepare notes for the topics covered in the class	Learner participation in the discussion process can be assessed on the basis of the interventions of the learner clarity in the points presented and confidence of the learner while participating in the discussion. Notes prepared by the learner can be assessed on the basis of its completeness, clarity of ideas presented and logical arrangement of points.	Social change documentary: Assign students to create a short documentary film that explores a social change issue in their community or region, such as gentrification, immigration, or environmental justice. This activity can help students understand the complexities of social change, and how different social, economic, and political factors shape the process of social transformation. Neighborhood mapping project: Have students create a map

	socialorderasa complex and contested phenomenon thatreflectsthe distribution of power, resources, and valuesinsociety Analyze the different forms of domination, authority, and law, and their impactonsocial relations and behavior Evaluatethe causes and consequencesof social contestation, crime, and violence, and the role of institutionsand social movements in addressing theConcepts: Village,Town and City:Understand the different conceptualizatio ns of rural and urban spaces, and their historical, cultural,and economic significance Analyzethe social,political, and environmental challenges and opportunities associatedwith livingin villages,towns, and cities SocialOrderand Social Change					characteristicssuch as race, gender, and socioeconomic status.Byreducing inequalities, wecanhelptocreate a more just social order thatpromotes positive social change. Additionally,other SDGs, such asSDG 1, No Poverty, SDG 4,QualityEducatio n,and SDG 5,Gender Equality,can indirectlyaffect socialchange and socialorder. Forexample,promo ting accessto education andeconomicoppor tunities canhelp to reducepovertyandp romote socialmobility, whilepromoting genderequality can helpto challengeharmful gendernormsandpr omotepositive socialchange.				of their neighborhood orcommunity thathighlights differentsocial institutionsand networks, such as schools,parks, community centers, and religious organizations. This activity can help students understandthei mportanceof social order and community cohesion in promoting social well-beingand resilience. Rural-urban exchange program:Plan a rural-urban exchange programwhere students can visit and interact with communities in different geographic settings, and compare and contrastthe social, economic,and cultural differences between rural and urban areas. This activitycan help students understand

inRuraland UrbanAreas: Understandthe different patternsand dynamicsof socialorder and socialchangein ruraland urban areas,andtheir interrelationships							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.							

LESSONPLAN

CLASSXI-SOCIOLOGY

Book-2UNDERSTANDINGSOCIETY

	TOPIC:WESTERNSOCIOLOGISTS					DECEMBER2024			
	Numberworkingdays:19 **Numberofdaysrequiredtocompletethetopic:20**								
Previous Knowledge Testing	**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 class intodifferent groups and assign each group a role to play, such as factoryowners, workers, or government officials. Have students discuss andnegotiatetheir interests and conflicts based on their assigned roles, and analyze how class conflict emerges and is resolved. This activity can help students understandMarx's theory of class conflict and its relevance to contemporary issues such as laborexploitation, incomeinequality, andsocialjustice. Experiential learningproject: Have students conduct a field study or survey of a workplace or organization, andanalyzehow divisionoflabor affectssocial	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 key feature of modern societies, and its impact on social integration, solidarity, and change Analyzetheroleof institutionssuchas religion,education, and law in maintaining social orderandregulating social relations Evaluate the strengths and weaknesses of Durkheim's theory of division of labor, and its relevance to contemporaryissues such as globalization, migration, and culturaldiversity MaxWeber: Interpretive Sociology,Ideal Type & Bureaucracy: Understandthe concept of interpretive sociologyasa method of understandingsocial actionandmeaning-making in different contexts Analyze the role of ideal types as conceptualtoolsfor understandingand comparingsocial phenomenaand institutions		integration, solidarity, and efficiency. This activitycanhelp students understand Durkheim's theoryof divisionoflabor and its implications for social order and change in modernsocieties.			promotingcritical thinking and analysis skills among students. This can help individualsto better understand the social, economic, and political systems that shape their lives, and to developtheskills and knowledge necessaryto contribute to positive social change.		

LESSONPLAN

CLASSXI-SOCIOLOGY

Book-2UNDERSTANDINGSOCIETY

	TOPIC:INDIANSOCIOLOGISTS						JANUARY2024			
	Numberworkingdays:19 **Numberofdaysrequiredtocompletethetopic:20**									
Previous Knowledge Testing	**SPECIFIC LEARNING OUTCOMES**	**PEDAGOGICAL STRATEGIES**	**GROUP ACTIVITIES/ EXPERIMENTS/ HAND-ON-LEARNING**	**INTER-DISCIPLINARY LINKAGE AND LIFE SKILLS**	**RESOURCES INCLUDING ICT**	**SDG'S**	**ASSESSMENT ITEMS**	**FEEDBACK AND REMEDIAL TEACHING**	**INCLUSIVE PRACTICE FORFULL PARTICIPATION**	
In India, interest in sociological 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 programmes of teaching and researchin sociology and anthropology .	Understand the concept ofcaste and race as socialconstructs that have historical, cultural,and political dimensions Analyzetherole ofcasteandrace inshapingsocial relations, identity,and inequalityin India and beyond Evaluate the strengths and weaknesses of Ghurye'stheory of caste and race, and its relevance to contemporary debates on socialjustice, diversity,and democracy Understandthe concept of tradition and change as dynamic and contested processesthat shapecultural,	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 Government Press, Calcutta. Srinivas, M.N. 1987. theIndian Village: Mythand realityin the Dominant Casteand other essays. Oxford University press,New Delhi. http://en.wikipedia.org/wiki/spanish_flu	Ghurye'sworkon casteandracecan informdiscussions 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 economiclife Analyze the factors that influence the adaptation, resistance, or transformation of traditional values and practices in different contexts Evaluate the strengths and weaknessesof Mukherjee's theoryof tradition and change,andits relevance to contemporary issues such as globalization, environmental sustainability, and cultural diversity Understandthe concept of the village as a distinct and dynamicsocial unit that embodies cultural, economic, and politicalfeatures of rural life Analyze the factors that influencethe continuity, change, and diversityof village communitiesin differentregions and historical periods			insights from Srinivas's theory ofthevillage,and how it relates to contemporary issues such as urbanization, migration, and social inequality. Debate or panel discussion:Assign studentsto prepare and participate in a debate or panel discussion on a controversial or current issue related to one of thesesociologists' theories, such as affirmativeaction, cultural preservation, or stateintervention. Have them argue from different perspectives and use evidencefromrese archand theory to support their positions. This activity can help students develop critical thinking, communication, and teamwork skills,andengage with diverse perspectives and values.		promoting sustainable developmentthat is rooted inlocal communitiesand promotes community participation (SDG 11). Additionally, the study of these works can contribute toSDG 4, Quality Education, by promotingcritical thinking and analysis skills among students. This can help individualsto better understand the social, economic, and political systems that shape their lives, and to developtheskills and knowledge necessaryto contribute to positive social change.

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