

LESSON PLAN

CLASS XII- SOCIOLOGY

Bool- 1 INDIAN SOCIETY

		TOPIC: THE DEMOGRAPHICAL STRUCTURE OF INDIAN SOCIETY					APRIL 2024		
		Number working days:20 Number of days required to complete the topic:10							
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
Understand the nature and role of demography studies the trends and processes associated with population including- Changes in population size: patterns of births, deaths, and migration: and the structure and composition of the population.	Describe demographic measurements, read population graphs, and describe demographic theories  Describe the growth of cities and the process of urbanization  Understand the impact of climate change and pollution on the environment and society	Encourage students to complete the activities and also to design activities on their own either individually or in groups. Initiate discussion in the class on observations made by students on completion of the activities.  Do a small survey in your school to find out when (i.e. how many generations ago) the families of your fellow students came to live in a city. Tabulate the results and discuss them in class. What does your survey tell you about rural- urban migration.	Poetry Writing: Have students write a poem that explores the demographic structure of Indian society. They can choose to focus on a particular demographic category, or write a more general poem that reflects the overall diversity of Indian  Collage Making: Divide the class into groups and give each group a demographic category (such as age, gender, religion, etc.). Ask them to create a collage using pictures and words that represent their category. After they complete their collages, ask them to explain their artwork and what it represents about the demographic structure of Indian society.	Drama Skit: Ask students to create a short skit that demonstrates the demographic structure of Indian society. Students can act out different scenarios, such as a family gathering or a political rally, that reflect the diversity of Indian society. Use props and costumes to bring their skits to life.  Painting Competition: Hold a competition in which students are asked to create artwork that represents the diversity of Indian society. Encourage them to use a variety of colors, textures, and patterns to capture the unique features of different demographic groups. After the competition, display the artwork in the classroom and discuss the different	<a href="http://populationcommission.nic.in/facts1.htm">http://populationcommission.nic.in/facts1.htm</a>  <a href="http://en.wikipedia.org/wiki/spanish_flu">http://en.wikipedia.org/wiki/spanish_flu</a>  <a href="http://www.who.int/mediacentre/factsheets/fs211/en/">http://www.who.int/mediacentre/factsheets/fs211/en/</a>  <a href="http://censusindia.gov.in">http://censusindia.gov.in</a>	<b>SDG 3: Good health and well-being</b> - This goal aims to ensure access to quality healthcare for all, and reduce the burden of disease and mortality rates. In the context of Indian society, this goal would involve improving healthcare infrastructure, increasing the availability of essential medicines and vaccines, and addressing public health challenges such as malnutrition and communicable diseases. <b>SDG 5: Gender equality</b> - This goal aims to ensure equal rights and opportunities for all genders, and eliminate discrimination against women and girls. In India, this would involve	Quiz, MCQ's, projects, class test (written and oral) will be conducted in the class.  Do NCERT exercises and questions Prepare notes for the topics covered in the class	India has a very young population- that is the majority of Indians tends to be young and the average age is also less than that for most other countries. Understand the nature and role of demography studies the trends and processes associated with population including- Changes in population size: patterns of births, deaths, and migration: and the structure and composition of the population	What impact do you think the age structure has on inter-generational relationships? For instance, could a high dependency ratio create conditions for increasing tension between older and younger generations? Or would it make for closer relationships and stronger bonds between young and old? Discuss this in class and try to come up with a list of possible outcomes and the reasons why they happen.

				representations of Indian society.		addressing issues such as gender-based violence, promoting women's participation in political and economic spheres, and increasing access to education and healthcare for girls and women.			
						<p><b>SDG 10: Reduced inequalities -</b>  This goal aims to reduce inequalities within and between countries, and ensure social, economic, and political inclusion for all. In the Indian context, this would involve addressing disparities based on caste, religion, gender, and economic status, and promoting social justice and human rights</p>			

LESSON PLAN

CLASS XII- SOCIOLOGY

Bool- 1 INDIAN SOCIETY

TOPIC: SOCIAL INSTITUTION CONTINUITY AND CHANGE

MAY 2024

Number working days:25

Number of days required to complete the topic:10

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
<p>Understand the study of social institutions. Apopulation is not just a collection of separate, unrelated individuals. It is a society made up of distinct but interlinked classes and communities of various kinds. These communities are sustained and regulated by social institutions and social relationships .</p>	<p>Understand that social institution is made up of relatively stable structures, relationships, and ideas organized to meet certain societal needs (examples- medicine, politics, family, science, economy, religion, education).</p> <p>Understand that "social institution" is both an analytical concept and a social construction.</p> <p>Understand the relationship between institutions, complex organizations, and social groups.</p> <p>Understand that any social institution is part of a social system in which it is interrelated with other social institutions.</p> <p>Be able to apply a number of different theoretical perspectives to the</p>	<p>1. Encourage students to complete the activities and also to design activities on their own either individually or in groups. Initiate discussion in the class on observations made by students on completion of the activities.</p> <p>2. Assertions and tribal identity are on the rise. This can be laid at the door of the emergence of a middle class within the tribal society. With the emergence of this class in particular, issues of culture, tradition, livelihood, even control over land and resources, as well as demands for a share in</p>	<p>Collage Making: Ask students to create a collage that represents a social institution of their choice, such as family, religion, or education. They can use a variety of materials such as magazines, newspapers, and fabric to create their collages. After completing their artwork, students can present their collages to the class and discuss the continuity and change of the social institution they chose.</p> <p>Digital Art: Ask students to create a digital artwork that represents a social institution and its continuity and change. Students can use digital tools such as Photoshop or Illustrator to create their artwork. After completing their</p>	<p>History and Sociology: Have students research the history of a specific social institution, such as marriage or education, and how it has changed over time. Students can create a timeline or infographic to visually represent the changes, and then analyze the factors that have influenced these changes</p> <p>Economics and Political Science: Students can analyze the impact of social institutions on the economy and politics of a country. They can examine how social institutions such as the government, education, and the legal system influence the distribution of wealth and power. Students</p>	<p>Deshpande, Satish 2003. Contemporary India : A Sociological view. Penguin Books, New Delhi.</p> <p>Gupta Dipankar. 2000. Interrogating Caste. Penguin Books. New Delhi.</p> <p>Sharma K.L., 1999. Caste, Open University press. Buckingham and Philadelphia.</p> <p>Srinivas, M.N. 1994. The Dominant Caste and Other Essays. Oxford University Press, New</p>	<p><b>SDG 10: Reduced Inequalities</b> - This goal aims to reduce inequalities within and between countries. Social institutions can reinforce inequalities based on factors such as gender, race, caste, and socio-economic status. Addressing inequalities requires changing social institutions to promote inclusivity and diversity.</p> <p><b>SDG 16: Peace, Justice, and Strong Institutions</b> - This goal aims to promote peaceful and inclusive societies, provide access to justice for all, and build effective, accountable, and inclusive institutions. Social institutions such as</p>	<p>Quiz, MCQ's, projects, class test (written and oral) will be conducted in the class.</p> <p>Do NCERT exercises and questions Prepare notes for the topics covered in the class</p>	<p>In this chapter, we had looked for three institutions i.e. central to Indian society, namely caste, tribe and family. Caste &amp; Caste System, Colonialism and Caste, Caste in the present, Tribal Communities, Classification of Tribal Societies, National Development versus Tribal Development</p>	<p>Assertions and tribal identity are on the rise. This can be laid at the door of the emergence of a middle class within the tribal society. With the emergence of this class in particular, issues of culture, tradition, livelihood, even control over land and resources, as well as demands for a share in the benefits of the projects of modernity, have become an integral part of the articulation of identity among the tribes.</p>

	<p>understanding of social institutions.</p> <p>Understand how social institutions are related to both macro and micro processes.</p> <p>Develop an in-depth understanding of at least one social institution.</p>	<p>the benefits of the projects of modernity, have become an integral part of the articulation of identity among the tribes.</p> <p>There is, therefore, a new consciousness among tribes now, coming from its middle classes. The middle classes themselves are a consequence of modern education and modern occupations, aided in turn by the reservation policies.</p>	<p>artwork, students can present their work to the class and discuss the continuity and change of the social institution they chose.</p>	<p>can also discuss the impact of social movements on changing social institutions.</p>		<p>government, law enforcement, and the justice system play a crucial role in promoting peace and justice. Addressing issues such as corruption, discrimination, and human rights violations requires strengthening these institutions and promoting accountability.</p> <p><b>SDG 17: Partnerships for the Goals</b> - This goal aims to strengthen global partnerships for sustainable development. Addressing social institution continuity and change requires collaboration between governments, civil society organizations, and private sector actors. Partnerships can promote knowledge sharing, capacity building, and joint action to promote social institution continuity and change.</p>			
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**LESSON PLAN**

**CLASS XII- SOCIOLOGY**

**Bool- 1 INDIAN SOCIETY**

		TOPIC: TOPIC : PATTERNS OF SOCIAL INEQUALITY AND EXCLUSION						JULY 2024	
		Number working days:18 Number fd days required to complete the topic:10							
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
<p>The family, caste, tribe and the market, these are the social institutions that have been considered</p> <p>In this chapter we consider an equally important aspects of such institutions namely their role in creating and sustaining patterns of inequality and exclusion.</p>	<p>Understand that the categories that form the basis of social inequality are socially constructed.</p> <p>Understand that inequality is embedded in all levels of social life, including interpersonal interaction, the structure and practices of groups and organizations, social institutions and relationships among societies.</p> <p>Be able to apply a number of different theoretical approaches to understanding social inequality.</p> <p>Understand that race/ethnicity</p>	<p>Privilege Walk: Ask students to stand in a line and take a step forward or backward based on their personal experiences with privilege and oppression. For example, students may take a step forward if they have never experienced discrimination based on their race or take a step backward if they have ever been denied a job or housing because of their sexual orientation. This activity helps students understand the different patterns of social inequality and exclusion. Discuss the examples you and your classmates have gathered.</p> <p>How are</p>	<p>Community Service: Encourage students to volunteer in their local community to gain a deeper understanding of social inequality and exclusion. Students can choose to volunteer at a homeless shelter, food bank, or other organizations that serve marginalized populations. After volunteering, students can reflect on their experiences and discuss the patterns of social inequality and exclusion that they observed</p> <p>Role Play: Divide students into groups and assign them different social identities, such as race, gender, or class. Each group should create a scenario that reflects the experiences of their social identity in society. Students can act out their scenarios and then discuss the patterns of social inequality and</p>	<p>Interview: Ask students to interview someone who has experienced social inequality and exclusion, such as an immigrant, a person of color, or a person with a disability. After the interview, students can reflect on their experiences and discuss the patterns of social inequality and exclusion that they observed. This activity helps students develop empathy and understand the impact of social inequality and exclusion on individuals and communities.</p>	<p>Bourdieu, Pierre. 1986. "The Forms of Capital", in Richardson, John G.Ed.</p> <p>Brisenden, Simon. 1986, 'Independent Living and the Medical Model of Disability', in Disability, Handicap and Society.</p>	<p><b>SDG 1: No Poverty</b> - This goal aims to eradicate poverty in all its forms. Addressing patterns of social inequality and exclusion requires measures to reduce economic disparities and provide equal access to resources and opportunities.</p> <p><b>SDG 4: Quality Education</b> - This goal aims to ensure inclusive and equitable education opportunities for all. Addressing patterns of social inequality and exclusion requires measures to reduce disparities in educational access and quality, especially for marginalized</p>	<p>Quiz, MCQ's, projects, classtest (written and oral) wilbe conducted in the class.</p> <p>Do NCERT ex and questions Prepare notes for the topics covered in the class</p>	<p>In this chapter we consider an equally important aspects of such institutions namely their role in creating and sustaining patterns of inequality and exclusion</p> <p>What are some of the features of social stratification?</p> <p>How would you distinguish prejudice from other kinds of opinion or belief?</p>	<p>Find out about a social reformer in your part of the country. Collect information about her/him.</p> <p>Read an autobiography/biography of any social reformer</p>

	<p>, social class, and gender/sexuality shape personality, access to resources, and life chances.</p> <p>Understand that various forms of social inequality intersect and interact in complex ways.</p> <p>Develop an in-depth understanding of at least one major form of social inequality.</p>	<p>prejudices reflected in the manner a social group is depicted? How do we decide whether a certain kind of portrayal is prejudiced or not?</p>	<p>exclusion that are evident in their experiences.</p>			<p><b>SDG 11: Sustainable Cities and Communities -</b>  This goal aims to promote sustainable urbanization and improve the quality of life in cities and communities. Addressing patterns of social inequality and exclusion requires measures to ensure equitable access to urban infrastructure and services, such as housing, transportation, and health care.</p>			
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LESSON PLAN

CLASS XII- SOCIOLOGY

Bool- 1 INDIAN SOCIETY

		TOPIC : THE CHALLENGES OF CULTURAL DIVERSITY						AUGUST 2024	
		Number working days:24 Number of days required to complete the topic:15							
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
<p>Different kinds of social institutions, ranging from the family to the market, can bring people together, create strong collective identities and strengthen social cohesion.</p> <p>In this chapter, you will learn about some of the tensions and difficulties associated with cultural diversity. What precisely does 'cultural diversity'</p>	<p>Understanding the concept of cultural diversity and the importance of respecting and valuing diverse cultures.</p> <p>Analyzing the challenges and opportunities associated with cultural diversity in various contexts, including workplace, education, politics, and social interactions.</p> <p>Identifying the social, economic, and political factors that contribute to cultural diversity, and the effects of globalization on cultural diversity.</p> <p>Evaluating the impact of cultural diversity on social identity, self-concept,</p>	<p>Find out about the origins of our own state. When was it formed? What were the main criteria used to define it? Was it language, ethnic/tribal identity, regional deprivation, ecological difference or other criterion?</p> <p>How does this compare with other States within the Indian nation-state</p>	<p>Field Trip: Plan a field trip to a local museum or historical site that relates to colonialism, industrialization, or urbanization. Students can take a guided tour and participate in interactive exhibits that help them better understand these topics. This activity helps students engage with real-world artifacts and experiences and make connections between historical events and their present-day context.</p> <p>Debate: Organize a class debate that explores the benefits and drawbacks of colonialism, industrialization, and urbanization. Students can</p>	<p><b>Field Trip:</b> Plan a field trip to a local museum or historical site that relates to colonialism, industrialization, or urbanization. Students can take a guided tour and participate in interactive exhibits that help them better understand these topics. This activity helps students engage with real-world artifacts and experiences and make connections between historical events and their present-day context.</p> <p><b>Multimedia Presentation:</b> Ask students to create a multimedia presentation that explores the impact of colonialism, industrialization, and urbanization on a particular region or community. Students can use a variety of media such as images, videos, and audio recordings to create a compelling presentation.</p>	<p>Bhargava, Rajeev. 1998. What is Secularism for?' in Bhargava, Rajeev ed Secularism and its Critics. Oxford University Press. New Delhi.</p> <p>Miller, David. 1995, On Nationality. Clarendon Press, Oxford.</p>	<p><b>SDG 4: Quality Education</b> - This goal aims to ensure inclusive and equitable education opportunities for all. Addressing the challenges of cultural diversity requires measures to promote intercultural understanding and respect through education and awareness-raising activities.</p> <p><b>SDG 16: Peace, Justice, and Strong Institutions</b> - This goal aims to promote peaceful and inclusive societies, provide access to justice for all, and build effective, accountable, and inclusive institutions. Addressing the</p>	<p>Quiz, MCQ's, projects, class test (written and oral) will be conducted in the class.</p> <p>Do NCERT exam questions Prepare notes for the topics covered in the class</p>	<p>In this chapter, you will learn about some of the tensions and difficulties associated with cultural diversity. What precisely does 'cultural diversity' mean, and why is it seen as a challenge</p>	<p>There are many instances of a 'majority' in one context being converted into a 'minority' in another context (or the other way around) Find out about concrete examples of this, and discuss the implications. Remember that the sociological concept of a minority involves not just relative numbers but also relative power.</p>

	<p>and interpersonal relationships. Developing critical thinking skills and the ability to analyze complex issues related to cultural diversity, and to evaluate and articulate different perspectives and solutions. Developing research skills, including the ability to conduct literature reviews, analyze case studies, and collect and interpret data</p>		<p>research and prepare arguments for both sides of the debate, considering the social, economic, and political impacts of these phenomena. This activity helps students develop critical thinking skills and appreciate the complexities of historical events.</p>			<p>challenges of cultural diversity requires measures to promote tolerance, respect, and understanding between different cultural groups, as well as to address discrimination and violence based on cultural differences.  <b>SDG 17: Partnerships for the Goals</b> - This goal aims to strengthen global partnerships for sustainable development. Addressing the challenges of cultural diversity requires collaboration between different stakeholders, including governments, civil society organizations, and communities. Partnerships can promote knowledge sharing, capacity building, and joint action to address cultural diversity challenges.</p>			
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**LESSON PLAN**

**CLASS XII- SOCIOLOGY**

**Book- 2 SOCIAL CHANGE AND DEVELOPMENT IN INDIA**

		TOPIC : STRUCTURAL CHANGE					SEPTEMBER 2024		
		Number working days:23 Number of days required to complete the topic:10							
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
<p>Understanding the present usually involves some grasp of its past. This holds true probably has much for an individual or social group as for an entire country such as India. India has a long and rich history. While knowing about its past in ancient and medieval times is very important, its colonial experience is particularly significant</p>	<p>Understand how the global world impacts the lived experiences of individuals, groups and organizations.</p> <p>Understand how groups of individuals work to transform social experiences, social events, and social institutions.</p> <p>Be able to use sociological insights to connect various levels of the social, the everyday world of interaction, the world of organizations and institutions, and the global world in order</p>	<p>Historical Simulation: Divide the class into groups and assign each group a different time period related to colonialism, industrialization, and urbanization. Students can conduct research to learn about the key historical events and societal changes that occurred during their assigned time period. Each group can then create a historical simulation that immerses the class in the experience of that time period. This activity helps students develop empathy and understand the impact of historical events on different groups of people.</p> <p>Mapping Activity: Ask students to research the patterns of colonialism, industrialization, and urbanization</p>	<p>Field Trip: Plan a field trip to a local museum or historical site that relates to colonialism, industrialization, or urbanization. Students can take a guided tour and participate in interactive exhibits that help them better understand these topics. This activity helps students engage with real-world artifacts and experiences and make connections between historical events and their present-day context.</p> <p>Debate: Organize a class debate that explores the benefits and drawbacks of colonialism, industrialization, and urbanization. Students can research and prepare arguments for both sides of the debate, considering the social, economic, and political impacts of these phenomena. This</p>	<p>Multimedia Presentation: Ask students to create a multimedia presentation that explores the impact of colonialism, industrialization, and urbanization on a particular region or community. Students can use a variety of media such as images, videos, and audio recordings to create a compelling presentation. After presenting their work to the class, students can discuss the themes and issues that emerged from their research.</p>	<p>Alavi, Hamza and Teodor Shanin Ed. 1982. Introduction to the Sociology of Developing Societies. The Macmillan Press. London. Chandra Bipan, 1977. The Rise and Growth of Economic Nationalism. People's Publishing House. New Delhi.</p>	<p><b>SDG 8: Decent Work and Economic Growth</b> - This goal aims to promote sustained, inclusive, and sustainable economic growth, full and productive employment, and decent work for all. Structural change requires measures to promote economic diversification, increase productivity, and promote sustainable and inclusive economic growth.</p> <p><b>SDG 9: Industry, Innovation and Infrastructure</b> - This goal aims to build resilient infrastructure, promote inclusive and sustainable industrialization, and foster innovation. Structural change requires measures to promote innovation, improve infrastructure, and support sustainable industrialization.</p> <p><b>SDG 11: Sustainable Cities and Communities</b> - This goal aims to promote sustainable</p>	<p>Quiz, MCQ's, projects, class test (written and oral) will be conducted in the class.</p> <p>Do NCERT ex and questions Prepare notes for the topics covered in the class Write a critical essay on Sanskritisation . Westernisation is often just about adoption of western attire and life style. Are there other aspects to being westernize? Or is that about modernization? Discuss.</p>	<p>How has colonialism impacted our lives? You can either focus on one aspect, like culture or politics, or treat them together.</p> <p>Industrialization and urbanization are linked processes.</p>	<p>Many new industrial towns emerged in India in the years after independence. May be some of you live in such towns.</p> <p>Find out more about towns, like Bokaro, Bhilai, Rourkela, Durgapur. Find out whether such industrial towns exist in your region.</p>

<p>for comprehending modern India. This is not just because many modern ideas and institutions reached India through colonialism. It is also because such an exposure to modern ideas was contradictory</p>		<p>in different regions of the world. Students can create maps that illustrate the expansion of colonial powers, the growth of industrial centers, and the development of urban areas. This activity helps students understand the global scope of these phenomena and how they intersected with each other.</p>	<p>activity helps students develop critical thinking skills and appreciate the complexities of historical events.</p>			<p>urbanization and improve the quality of life in cities and communities. Structural change requires measures to ensure equitable access to urban infrastructure and services, such as housing, transportation, and health care.  <b>SDG 13: Climate Action</b> - This goal aims to take urgent action to combat climate change and its impacts. Structural change requires measures to promote low-carbon development, reduce greenhouse gas emissions, and promote climate resilience.</p>			
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**LESSON PLAN**

**CLASS XII- SOCIOLOGY**

**Boo- 2 SOCIAL CHANGE AND DEVELOPMENT IN INDIA**

		TOPIC : CULTURAL CHANGE					OCTOBER 2024		
		Number working days:22 Number of days required to complete the topic:15							
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
<p>This chapter looks at two related developments. The first deals with the deliberate social reformers and the second with the less deliberate yet decisive change in the cultural practices.</p>	<p>Describe key techniques for initiating cultural change (sense of urgency, role modeling, changing leaders).</p> <p>Describe key techniques for fostering cultural change (training, reward systems, and new stories and symbols).</p>	<p>Read the section on Sanskritisation very carefully.</p> <p>Do you think that this process is gendered, i.e., it affects women differently from men. Do you think that even if it does lead to positional change among men, the reverse may be true about women</p>	<p>Role-Playing: Assign each student a historical figure involved in a social reform movement, such as Susan B. Anthony, Mahatma Gandhi, or Martin Luther King Jr. Students can conduct research to learn about their assigned figure and their role in the movement. Then, students can role-play a debate or discussion between their assigned figures, exploring the different perspectives and tactics of the movement. This activity helps students develop empathy and understand the nuances of social reform movements.</p> <p>Social Media Campaign: Ask students to create a social media campaign that raises awareness of a social issue related to a specific social</p>	<p>Historical Analysis: Provide students with primary sources related to a specific social reform movement, such as newspaper articles, speeches, or letters. Students can analyze these sources and develop a deeper understanding of the social, economic, and political contexts of the movement. This activity helps students develop critical thinking skills and engage with historical evidence.</p> <p>Creative Writing: Ask students to write a short story or script that explores a social reform movement from a personal perspective. Students can write from the perspective of someone</p>	<p>Ramanujan A.K. 1990, 'Is there an Indian Way of Thinking : An Informal essay' in Marriot McKim India through Hindu Categories. Sage, New Delhi.</p> <p>Abraham, Janaki. 2006. The Statin of White: Liaisons, memories and White Men as Relatives. Men and Masculinities . Vol. 9 No. 2, pp.131-151.</p>	<p><b>SDG 4: Quality Education</b> - This goal aims to ensure inclusive and equitable education opportunities for all. Promoting cultural change requires measures to promote intercultural understanding and respect through education and awareness-raising activities.</p> <p><b>SDG 5: Gender Equality</b> - This goal aims to achieve gender equality and empower all women and girls. Promoting cultural change requires measures to challenge and transform gender norms and stereotypes that perpetuate discrimination and gender-based violence.</p> <p><b>SDG 10: Reduced Inequalities</b> - This goal aims to reduce inequalities</p>	<p>Quiz, MCQ's, projects, class test (written and oral) will be conducted in the class.</p> <p>Do NCERT exercises and questions Prepare notes for the topics covered in the class</p>	<p>You have already seen how British Colonialism affected our lives. How westernization meant emulating or wanting to be like the British. Increasingly we find westernization on being more Americanisation. Read a recent letter to the editor of a newspaper given below and discuss. Write a critical essay on Sanskritisation. Westernisation is often just about adoption of western attire and life style. Are there</p>	<p>While you read the way the four processes are used in sociology, it may be interesting to discuss in class what you think the terms mean</p>

			<p>reform movement. Students can create posts, videos, or infographics that highlight key issues and solutions related to their chosen topic. This activity helps students develop digital literacy skills and engage with contemporary social issues</p>	<p>involved in the movement or someone impacted by its goals.</p>		<p>within and between countries. Promoting cultural change requires measures to challenge and transform social norms that perpetuate discrimination and exclusion based on ethnicity, race, religion, and other factors.</p>		<p>other aspects to being westernized? Or is that about modernization? Discuss.</p>	
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LESSON PLAN

CLASS XII- SOCIOLOGY

Boo- 2 SOCIAL CHANGE AND DEVELOPMENT IN INDIA

		TOPIC : CHANGE AND DEVELOPMENT IN RURAL SOCIETY				NOVEMBER 2024			
		Number working days:21 Number of days required to complete the topic:18							
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
<p>Indian society is primarily a rural society through which urbanization is growing. The majority of India's people live in rural areas (67 per cent, according to the 2001 census). They make their living from agriculture or related occupations.</p>	<p>Understand the concept of rural society and its historical, cultural, and economic dimensions</p> <p>Analyze the different patterns and dynamics of rural development, such as agricultural modernization, rural industrialization, and rural-urban migration, and their impact on rural livelihoods, social relations, and environment</p>	<p>Community Engagement Project: Divide students into small groups and assign each group a rural community to work with. Students can conduct research to learn about the community's history, culture, and social issues. Then, students can design a community engagement project that addresses a specific need or issue in the community, such as improving access to education or healthcare. This activity helps students develop empathy and</p>	<p>Field Study: Plan a field trip to a rural area</p> <p>Creative Expression: Ask students to create a piece of art, such as a painting, sculpture, or photograph, that represents a change or development they have observed in a rural society. Students can use different materials and techniques to create a visual representation of their observations. This activity helps students engage with rural society in a creative and personal way.</p>	<p>Case Study: Provide students with a case study of a rural community that has undergone significant change and development. Students can analyze the case study and identify the factors that contributed to the changes, such as government policies, technological innovations, or social movements. Then, students can present their findings and discuss the implications for rural development policies and practices. This activity helps students develop analytical skills</p>	<p>Agarwal, Bina, 1994. A Field of one's own: Gender and Land Rights in South Asia. Cambridge University Press. New Delhi.</p> <p>Breman, Jan. 1974. Patronage and Exploitation; Changing Agrarian Relations in South Gujarat. University of California Press. Berkeley.</p>	<p><b>SDG 1: No Poverty</b> - This goal aims to eradicate poverty in all its forms and dimensions, including in rural areas. Promoting change and development in rural society requires measures to promote access to education, health care, and social protection for rural communities.</p> <p><b>SDG 2: Zero Hunger</b> - This goal aims to end hunger and promote sustainable agriculture. Promoting change and development in rural society requires measures to promote sustainable agriculture, improve rural infrastructure, and support small-scale farmers.</p> <p><b>SDG 6: Clean Water and Sanitation</b> - This goal aims to ensure access to clean water and sanitation for all. Promoting</p>	<p>Quiz, MCQ's, projects, class test (written and oral) will be conducted in the class.</p> <p>Do NCERT exercises and questions Prepare notes for the topics covered in the class</p>	<p>Think about what you have learned about the caste system.</p> <p>Outline the various linkages between the agrarian or rural class structure and caste. Discuss in terms of different access to resources, labour, occupation</p>	<p>What measures do you think the government has taken, or should take to protect the rights of landless agricultural labourers and migrant workers?</p> <p>There are direct linkages between the situation of agricultural workers and their lack of upward socio-economic mobility. Name some of them.</p>

<p>This means that agricultural land is the most important productive resource for a great many indians</p>	<p>Evaluate the opportunities and challenges of promoting sustainable and inclusive rural development, such as poverty reduction, gender equality, and environmental conservation          Understand the role of institutions and policies in shaping rural development, such as land tenure systems, credit and finance, infrastructure and services, and rural governance          Analyze the diversity and complexity of rural societies and their interactions with other social, economic, and political</p>	<p>engagement skills while making a positive impact in the rural community</p>		<p>and critical thinking abilities while engaging with real-world challenges.</p>		<p>change and development in rural society requires measures to improve access to clean water and sanitation facilities in rural communities.  <b>SDG 7: Affordable and Clean Energy</b>          - This goal aims to ensure access to affordable, reliable, sustainable, and modern energy for all. Promoting change and development in rural society requires measures to promote access to renewable energy sources and promote energy efficiency in rural communities.  <b>SDG 11: Sustainable Cities and Communities</b>          - This goal aims to promote sustainable urbanization and improve the quality of life in cities and communities. Promoting change and development in rural society requires measures to ensure equitable access to urban infrastructure and services, such as health care and education.</p>			
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LESSON PLAN

CLASS XII- SOCIOLOGY

Book- 2 SOCIAL CHANGE AND DEVELOPMENT IN INDIA

		TOPIC : CHANGE AND DEVELOPMENT IN INDUSTRIAL SOCIETY						DECEMBER 2024	
		Number working days:19 Number of days required to complete the topic:10							
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
<p>We will see how changes in technology or the kind of work that is available has changed social relations in India. On the other hand, social institutions like caste, kinship networks, gender and region also influence the way that work is organized or the way in which products are marketed. This is a major area of research for sociologists.</p>	<p>Understanding the historical and contemporary contexts of industrialization and economic development, including the social, political, and environmental factors that shape them.</p> <p>Analyzing the positive and negative impacts of industrialization on society, including changes in working conditions, environmental degradation, and economic growth.</p> <p>Evaluating the role of technology, innovation, and entrepreneurship in driving industrial</p>	<p>Simulation Game: Create a simulation game that allows students to experience the challenges and opportunities of industrial society. Students can play the roles of factory owners, workers, and government officials, and navigate issues related to labor rights, environmental impact, and economic development. This activity helps students develop problem-solving skills and understand the complexities of industrial society.</p>	<p>Design Thinking Challenge: Ask students to design a product or service that addresses a specific need or issue related to industrial society, such as energy efficiency or waste reduction. Students can work in teams to research, ideate, and prototype their solutions, using design thinking principles. This activity helps students develop creative thinking skills and engage with contemporary social issues.</p>	<p>Documentary Film Project: Ask students to create a documentary film that explores a specific aspect of industrial society, such as the impact of automation on the workforce or the role of multinational corporations in global supply chains. Students can conduct research, interviews, and filming to produce a compelling and informative documentary. This activity helps students</p>	<p>Anant, T.C.A. 2005. 'Labour Market Reforms in India: A Review. In Bibek Debroy and P.D. Kaushik Eds. Reforming the Labour Market. pp. 235-252. Academic Foundation, New Delhi.</p> <p>Bhandari, Laveesh. "Economic Efficiency of Sub-contracted Home-based Work'. In Bibek Debroy and P.D. Kaushik Eds. Reforming the Labour Market, pp. 397-417. Academic Foundation, New Delhi.</p>	<p><b>SDG 7: Affordable and Clean Energy</b> - This goal aims to ensure access to affordable, reliable, sustainable, and modern energy for all. Promoting change and development in industrial society requires measures to promote the transition to low-carbon energy systems, increase energy efficiency, and promote renewable energy sources.</p> <p><b>SDG 9: Industry, Innovation and Infrastructure</b> - This goal aims to build resilient infrastructure, promote inclusive and sustainable industrialization, and foster innovation. Promoting change and development in industrial society</p>	<p>Quiz, MCQ's, projects, class test (written and oral) will be conducted in the class.</p> <p>Do NCERT exam questions Prepare notes for the topics covered in the class</p>	<p>Choose any occupation you see around you and describe it along the following lines :social composition of the work force – caste, gender, age, region; labour process – how the work takes place wages and other benefits, working conditions – safety, rest times, working hours</p>	<p>According to the convergence thesis put forward by theorist Clark Kerr, an industrialized India of the 21st century shares more features with China or the United States in 21st century than it shares with 19th century, language and tradition disappear with new technology. or does culture influence the way people adapt to new products? Write a page of your own reflection on these issues, giving examples</p>

	<p>development, and the implications for the future of work and society.</p> <p>Examining the relationships between industrial societies and other countries and regions, and analyzing the effects of globalization on economic development and inequality.</p> <p>Developing critical thinking skills and the ability to analyze complex issues related to industrialization and economic development, and to evaluate and articulate different perspectives and solutions.</p>			<p>develop multimedia communication skills and engage with contemporary social issues.</p> <p>Debate Tournament: Organize a class debate tournament that explores the key issues and arguments related to industrial society, such as labor rights, environmental impact, and economic growth. Students can research and prepare arguments for and against specific policies or practices related to industrial development and debate each other in a structured tournament. This activity helps students develop critical thinking skills and engage in respectful debate.</p>		<p>requires measures to promote technological innovation, improve infrastructure, and support sustainable industrialization.</p> <p><b>SDG 11: Sustainable Cities and Communities</b> - This goal aims to promote sustainable urbanization and improve the quality of life in cities and communities. Promoting change and development in industrial society requires measures to ensure equitable access to urban infrastructure and services, such as housing, transportation, and health care.</p>			
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LESSON PLAN

CLASS XII- SOCIOLOGY

Bool- 2 SOCIAL CHANGE AND DEVELOPMENT IN INDIA

		TOPIC : SOCIAL MOVEMENTS					JANUARY 2025		
		Number working days:19 Number of days required to complete the topic:10							
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
<p>A great many students and office-workers around the world go to work only for five or six days. And rest on the weekends. Yet, very few people who relax on their day off realize that this holiday is the outcome of along struggle by workers. That the work-day should not exceed eight hours, that men and women should be paid equally for doing the same work, that the workers are</p>	<p>Awareness-raising: Social movements can raise awareness of an issue or problem, making it more visible and increasing public attention. This can lead to more widespread recognition of the problem, which can be an important first step in creating change. Mobilization: Social movements can mobilize people around a common cause, bringing together individuals who may have different backgrounds and perspectives. This can help build solidarity and create a sense of</p>	<p>Popular education: Popular education is an approach to teaching and learning that emphasizes the participation of learners and the use of collective knowledge to address social problems. Social movements may use popular education methods such as workshops, community dialogues, and participatory research to engage people in critical thinking and reflection, and to generate new ideas and strategies for change. Community organizing: Community organizing is a process of building relationships and power among people who share</p>	<p>Storytelling and cultural production: Storytelling and cultural production can be powerful tools for social movements, as they allow people to share their experiences and perspectives in ways that resonate with others. Social movements may use strategies such as poetry, music, and theater to inspire and mobilize people, and to challenge dominant narratives and stereotypes. Direct action: Direct action is a tactic that involves taking action to directly challenge systems of oppression or injustice. Social movements may use direct action to disrupt the status quo, to demand change, and to generate media</p>	<p>Digital media: Digital media, including social media platforms, can be important tools for social movements to communicate with their members and supporters, to mobilize people around a particular issue, and to reach broader audiences. Social movements may use digital media to share information, to organize events, and to amplify their messages.</p>	<p>Banerjee, Sumanta, 2002. 'Naxalbari and the Left Movement' in ed. Ghanshyam Shah. Social Movements and the State 2002, pp. 125-192. Sage. New Delhi.  Bhowmick, Sharit K. 2004 'The Working Class Movement in India : Trade Unions and the State' in Manoranjan Mohanti Class, Caste and Gender. Sage New Delhi.</p>	<p><b>SDG 10: Reduced Inequalities</b> - This goal aims to reduce inequalities within and between countries. Social movements can play a critical role in advocating for policies and practices that address inequality, such as promoting access to education, health care, and social protection for marginalized groups. <b>SDG 16: Peace, Justice, and Strong Institutions</b> - This goal aims to promote peaceful and inclusive societies, provide access to justice for all, and build effective, accountable, and inclusive</p>	<p>Quiz, MCQ's, projects, class test (written and oral) will be conducted in the class.  Do NCERT exercises and questions Prepare notes for the topics covered in the class</p>	<p>Imagine a society where there has been no social movement. Discuss you can also describe how you imagine such a society to be.  Write short notes on: Women's Movement, Tribal Movements</p>	<p>Compare your life with your grandmother. How is it different from yours? What are the rights you take for granted in your life and which she did not have? Discuss Features of social movement, distinguishing social change and social movements, Sociology and social movements, types of social movements, queries of social movements.</p>

<p>entitled to social security and pension – these and many other rights were gained through social movements . Social movements have shaped the world we live in and continue to do so</p>	<p>collective action.</p> <p>Empowerment: Social movements can empower individuals and communities to speak up and take action. This can help people feel more confident and in control, which can be an important step in creating change.</p> <p>Education: Social movements can educate people about the issues they are addressing, helping to spread information and increase understanding. This can be important for creating more informed citizens and building support for change.</p> <p>Policy change: Social movements can lead to changes in policies and laws, which can have a direct impact on the lives of individuals and communities. This can be an important outcome for social movements</p>	<p>a common problem or interest. Social movements may use community organizing to mobilize people around a particular issue, to build networks of support, and to develop leadership and organizing skills.</p>	<p>attention and public awareness.</p>			<p>institutions. Social movements can play a critical role in advocating for policies and practices that promote human rights, rule of law, and democratic governance.</p> <p><b>SDG 17: Partnerships for the Goals -</b> This goal aims to strengthen global partnerships for sustainable development. Social movements can play a critical role in promoting collaboration between different stakeholders, including governments, civil society organizations, and communities, to promote sustainable development.</p>			
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	that are focused on addressing systemic problems or injustices.								
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