

**SOCIOLOGY**  
**CLASS - XII (2019-20)**  
**(Code No. 039)**

**Rationale**

Sociology is introduced as an elective subject at the senior secondary stage. The syllabus is designed to help learners to reflect on what they hear and see in the course of everyday life and develop a constructive attitude towards society in change; to equip a learner with concepts and theoretical skills for the purpose. The curriculum of Sociology at this stage should enable the learner to understand dynamics of human behavior in all its complexities and manifestations. The learners of today need answers and explanations to satisfy the questions that arise in their minds while trying to understand social world. Therefore, there is a need to develop an analytical approach towards the social structure so that they can meaningfully participate in the process of social change. There is scope in the syllabus not only for interactive learning, based on exercises and project work but also for teachers and students to jointly innovate new ways of learning.

- Sociology studies society. The child's familiarity with the society in which she /he lives in makes the study of Sociology a double edged experience. At one level Sociology studies institutions such as family and kinship, class, caste and tribe religion and region- contexts with which children are familiar of, even if differentially. For India is a society which is varied both horizontally and vertically. The effort in the books will be to grapple overtly with this both as a source of strength and as a site for interrogation.
- Significantly the intellectual legacy of Sociology equips the discipline with a plural perspective that overtly engages with the need for defamiliarization, to unlearn and question the given. This interrogative and critical character of Sociology also makes it possible to understand both other cultures as well as relearn about one's own culture.
- This plural perspective makes for an inbuilt richness and openness that not too many other disciplines in practice share. From its very inception, Sociology has had mutually enriching and contesting traditions of an interpretative method that openly takes into account 'subjectivity' and causal explanations that pay due importance to establishing causal correspondences with considerable sophistication. Not surprisingly its field work tradition also entails large scale survey methods as well as a rich ethnographic tradition. Indeed Indian Sociology, in particular has bridged this distinction between what has often been seen as distinct approaches of Sociology and Social Anthropology. The syllabus provides

ample opportunity to make the child familiar with the excitement of field work as well as its theoretical significance for the very discipline of Sociology.

- The plural legacy of Sociology also enables a bird's eye view and a worm's eye view of the society the child lives in. This is particularly true today when the local is inextricably defined and shaped by macro global processes.
- The syllabus proceeds with the assumption that gender as an organizing principle of society cannot be treated as an add on topic but is fundamental to the manner that all chapters shall be dealt with.
- The chapters shall seek for a child centric approach that makes it possible to connect the lived reality of children with social structures and social processes that Sociology studies.
- A conscious effort will be made to build into the chapters a scope for exploration of society that makes learning a process of discovery. A way towards this is to deal with sociological concepts not as givens but a product of societal actions humanly constructed and therefore open to questioning.

### **Objectives**

- To enable learners to relate classroom teaching to their outside environment.
- To introduce them to the basic concepts of Sociology that would enable them to observe and interpret social life.
- To be aware of the complexity of social processes.
- To appreciate diversity in Indian Society and the world at large.
- To build the capacity of students to understand and analyze the changes in contemporary Indian society.

**COURSE STRUCTURE  
CLASS XII (2019-20)**

**One Theory Paper**

**Time: 3 Hours  
Max. Marks: 80**

<b>Units</b>		<b>No. of periods</b>	<b>Marks</b>
<b>A</b>	<b>Indian Society</b>		
	1. Introducing Indian Society	0	Non-evaluative
	2. The Demographic Structure of Indian Society	10	6
	3. Social Institutions-Continuity and Change	12	6
	4. Market as a Social Institution	10	6
	5. Patterns of Social Inequality and Exclusion	18	6
	6. Challenges of Cultural Diversity	22	8
	7. Suggestions for Project Work	10	Non-evaluative
		<b>Total</b>	<b>32</b>
<b>B</b>	<b>Change and Development in Indian Society</b>		
	8. Structural Change	8	6
	9. Cultural Change	12	6
	10. The Story of Indian Democracy	16	6
	11. Change and Development in Rural Society	10	6
	12. Change and Development in Industrial Society	12	6
	13. Globalization and Social Change	10	6
	14. Mass Media and Communications	12	6
	15. Social Movements	18	6
		<b>Total</b>	<b>48</b>
	<b>Total</b>	<b>180</b>	<b>80</b>

## COURSE CONTENT

<b>A.</b>	<b>INDIAN SOCIETY</b>	<b>32 Marks</b>
Unit 1	<b>Introducing Indian Society</b> <ul style="list-style-type: none"> <li>• Colonialism, Nationalism, Class and Community <b>(Non-evaluative)</b></li> </ul>	0 Periods
Unit 2	<b>The Demographic Structure of the Indian Society</b> <ul style="list-style-type: none"> <li>• Theories and concepts in demography</li> <li>• Rural-Urban Linkages and Divisions</li> </ul>	10 Periods
Unit 3	<b>Social Institutions: Continuity and Change</b> <ul style="list-style-type: none"> <li>• The Caste System</li> <li>• Tribal Communities</li> <li>• Family and Kinship</li> </ul>	12 Periods
Unit 4	<b>Market as a Social Institution</b> <ul style="list-style-type: none"> <li>• Sociological perspectives on markets and the economy</li> <li>• Globalization - Interlinking of Local, Regional, National and International Markets</li> </ul>	10 Periods
Unit 5	<b>Patterns of Social Inequality and Exclusion</b> <ul style="list-style-type: none"> <li>• Social Inequality and Social Exclusion</li> <li>• Caste prejudice, Scheduled Castes &amp; Other Backward Classes</li> <li>• Adivasi Struggles</li> <li>• The Struggle for Women's Equality and Rights</li> <li>• The struggles of the Differently Abled</li> </ul>	18 Periods
Unit 6	<b>The Challenges of Cultural Diversity</b> <ul style="list-style-type: none"> <li>• Cultural communities and the nation state</li> <li>• Problems of Regionalism</li> <li>• The Nation state, religion related issues and identities</li> <li>• Communalism, secularism and the nation state</li> <li>• State and Civil Society</li> </ul>	22 Periods
Unit 7	<b>Suggestions for Project Work</b>	10 Periods
<b>B.</b>	<b>CHANGE AND DEVELOPMENT IN INDIA</b>	<b>48 Marks</b>

Unit 8	<b>Structural Change</b> <ul style="list-style-type: none"> <li>Colonialism, Industrialization, Urbanization</li> </ul>	8 Periods
Unit 9	<b>Cultural Change</b> <ul style="list-style-type: none"> <li>Social Reform Movements and Laws</li> <li>Different Kinds of Social Change: Sanskritisation, Westernization, Modernization, Secularization</li> </ul>	12 Periods
Unit 10	<b>The Story of Indian Democracy</b> <ul style="list-style-type: none"> <li>The Constitution as an instrument of Social Change</li> <li>Panchayati Raj and the Challenges of Social Transformation</li> <li>Political Parties, Pressure Groups and Democratic Politics</li> </ul>	16 Periods
Unit 11	<b>Change and Development in Rural Society</b> <ul style="list-style-type: none"> <li>Land Reforms, Green Revolution and Emerging Agrarian society</li> <li>Agrarian Structure : Caste &amp; class in Rural India</li> <li>Land Reforms</li> <li>Green revolution and its social consequences</li> <li>Transformation in Rural Society</li> <li>Globalization, Liberalization and Rural Society</li> </ul>	10 Periods
Unit 12	<b>Change and Development in Industrial Society</b> <ul style="list-style-type: none"> <li>From Planned Industrialization to Liberalization</li> <li>Getting a Job</li> <li>Work Processes</li> </ul>	12 Periods
Unit 13	<b>Globalization and Social Change</b> <ul style="list-style-type: none"> <li>Dimensions of Globalization</li> </ul>	10 Periods
Unit 14	<b>Mass Media and Communication</b> <ul style="list-style-type: none"> <li>Types of Mass Media: Radio, Television and Print Media</li> <li>Changing Nature of Mass Media</li> </ul>	12 Periods
Unit 15	<b>Social Movements</b> <ul style="list-style-type: none"> <li>Theories and Classification of Social Movements</li> <li>Environmental Movements</li> </ul>	18 Periods

	<ul style="list-style-type: none"> <li>• Class-Based Movements: Workers, Peasants</li> <li>• Caste-Based Movements: Dalit Movement, Backward Castes, Trends in Upper Caste Responses</li> <li>• Tribal Movements</li> <li>• Women's Movements in Independent India</li> </ul>	
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<b>PRACTICAL EXAMINATION</b>	
	<b>Periods: 40</b>
<b>Max. Marks: 20</b>	<b>Time allotted: 3 hours</b>
A. <b>Project</b> (undertaken during the academic year at school level)	<b>10 Marks</b>
1. Statement of Purpose	
2. Methodology / Technique	
3. Conclusion	
<b>B. Viva – based on the project work</b>	<b>02 Marks</b>
<b>C. Research design</b>	
i. Overall format	<b>1 Mark</b>
ii. Research Question/Hypothesis	<b>1 Mark</b>
iii. Choice of technique	<b>2 Marks</b>
iv. Detailed procedure for implementation of technique	<b>2 Marks</b>
v. Limitations of the above technique	<b>2 Marks</b>
B & C to be administered on the day of the external examination	
<b>Total</b>	<b>20 Marks</b>

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**QUESTION PAPER DESIGN**  
**CLASS XII (2019-20)**

Time 3 Hours			Max. Marks: 80				
S. No.	Typology of Questions	Learning Checks (LC) (1 Mark)	Very Short Answer (VSA) (2 Marks)	Short Answer (SA) (4 Marks)	Long Answer (LA) (6 Marks)	Total Marks	% Weightage
1	<b>Remembering:</b> Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers.	6	2	1	1	20	25%
2	<b>Understanding:</b> Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas	6	4	1	1	24	30%
3	<b>Applying:</b> Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.	6	1	2	-	16	20%
4	<b>Analysing and Evaluating:</b> Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations  Present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria.	2	2	1	1	16	20%
5	<b>Creating:</b> Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions.	-	-	1	-	4	5%
	<b>Total</b>	1×20 = 20	2×9 = 18	4×6 = 24	6×3 = 18	80 (38)	100%

## QUESTION WISE BREAK UP

Type of Question	Marks per question	Total No. of Questions	Total Marks
Learning Checks	1	20	20
Very Short Answer (VSA)	2	9	18
Short Answer (SA)	4	6	24
Long Answer (LA)	6	3	18
<b>Total</b>		<b>38</b>	<b>80</b>