

LESSON PLAN

CLASS XI- SOCIOLOGY

Book-1 INTRODUCING SOCIOLOGY

| | | TOPIC: SOCIOLOGY- INTRODUCTION | | | | | MAY 2023 | | |
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| | | Number working days:25 Number of days required to complete the topic:18 | | | | | | | |
| Previous Knowledge Testing | SPECIFIC LEARNING OUTCOMES | PEDAGOGICAL STRATEGIES | GROUP ACTIVITIES/ EXPERIMENT S/ 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 society is a group of people who share a common culture, occupy a territorial area and are bound to each other by a common history.</p> <p>Societies may be simple, may be complex. It is natural to human beings. We are social beings. We cannot survive without society. We human beings cannot attain our goals alone, we want society.</p> <p>The society provides us security, relationship, identify and</p> | <p>1. Define sociology and describe the historical and social context from which it emerged</p> <p>2. Explain the sociological imagination and the relationship between the individual and the broader workings of society</p> <p>3. Differentiate between the three main theoretical paradigms/perspectives in sociology</p> <p>4. Describe and apply the scientific method to sociology</p> <p>5. Identify and differentiate between types of social sciences</p> | <p>1. Lectures: They provide students with a broad overview of a particular topic, and can be used to introduce new concepts, theories, and ideas.</p> <p>2. Discussions: It allows students to engage in a dialogue, develop critical thinking about specific topics and encourages them to examine and evaluate different viewpoints.</p> <p>3. Case Studies: It is an effective way to illustrate how sociological concepts can be applied in real-world situations, develop a deeper understanding of how social structures and institutions impact people's lives.</p> <p>4. Group Projects: It provides students with an opportunity to work collaboratively to research, analyze a particular topic, develop teamwork and communication skills</p> | <p>Teacher centered to student Centered Approach:</p> <p>Using powerpoint presentation.</p> <p>The Chapter was explained with the help of smart class.</p> <p>Introduction of topic with the help of Board. Brief outline about topics to be covered in the chapter. In detail each and every topic will be discussed and explained on the blackboard with the help of text book</p> | <p>1. Make a poster on A4 size sheet showing the relationship of sociology with other social sciences (integrated with art)</p> <p>2. Find out the kind of studies that were conducted during the last general elections. You will probably find both features of political sciences and sociology in them.</p> <p>3. Discuss how disciplines interact and mutually influence each other</p> | <p>Berger, Peter L, 1963. Invitation to Sociology: A Humanistic Perspective. Penguin, Harmondsworth</p> <p>http://en.wikipedia.org/wiki/spanish_flu</p> | <p>sociologists can examine the root causes of poverty, such as economic inequality, lack of access to education and healthcare, and discriminatory policies. They can also analyze how these factors interact with other social structures, such as gender, race, and ethnicity, to produce different outcomes for different groups of people. Based on these insights, sociologists can propose policies and interventions to reduce poverty and promote economic and social inclusion.</p> <p>Similarly, sociologists can study the causes and consequences of climate change, such as patterns of consumption and production, the role of corporations and</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>Why is the study of the origin and growth of sociology important?</p> <p>Discuss the different aspects of the term 'society'.</p> <p>How is it different from your common sense understanding? A society is a group of people who share a common culture, occupy a territorial area and are bound to each other by a common history.</p> <p>Societies may be simple, may be complex. It is natural to human beings. We are social beings. We cannot</p> | <p>The Economic Survey of the Government of India suggests that access to sanitation facilities is just 31 percent. Find out about other indicators of social inequality, for instance education, health, employment etc.</p> |

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| sense of belongingness. | | | | | | governments in environmental governance, and the impact of environmental degradation on vulnerable communities. By analyzing these factors, sociologists can propose alternative models of development that are more sustainable and socially just. | | survive without society. we cannot attain our goals alone, we want society. The society provides us security, relationship, identify and sense of belongingness. | |
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LESSON PLAN

CLASS XI- SOCIOLOGY

Book-1 INTRODUCING SOCIOLOGY

| | | TOPIC: TERMS, CONCEPTS AND THEIR USE IN SOCIOLOGY | | | | | | JULY 2023 | |
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| | | Number working days:18 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 |
| <p>The previous chapter introduced us to an idea both about society as well as sociology . We saw that a central task of sociology is to explore the interplay of society and the individual .</p> <p>at individuals do not float freely in society but are part of collective bodies like the family, tribe, caste, class, clan, nation. In this chapter, we move further to understand the kinds of</p> | <p>1. Provide examples of social groups and social stratification</p> <p>2. Describe social stratification and mobility</p> <p>3. Explain global stratification and classification systems</p> <p>4. Compare achieved and ascribed status</p> <p>5. Describe means and agencies of control</p> | <p>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 different social groups and their customs.</p> <p>2. Debates: It is used to explore different perspectives on social stratification and its effects. Students can research and argue for different viewpoints to better understand the complexities of social stratification.</p> <p>3. Multimedia resources: Multimedia resources, such as documentaries and podcasts, can be used to supplement classroom instruction and provide students with a deeper understanding of social stratification and its impacts.</p> | <p>What kinds of jobs are considered prestigious in your society?</p> <p>Compare there with your friends. Discuss the similarities and differences. Try and understand the causes for the same</p> | <p>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 have them act out different scenarios that highlight the dynamics of social stratification, status, and role. It help students how social status and roles shape our behavior and interactions with others.</p> <p>2. Social media analysis: Ask students to analyze social media platforms such as Instagram, Twitter, or Facebook to identify how social stratification, status, and role are</p> | <p>Smart Board, videos related to the various topics from the chapter, chalk board Berger, Peter L, 1963. Invitation to Sociology: A Humanistic Perspective. Penguin, Harmondsworth</p> | <p>SDG 10: Reduced Inequalities - This goal aims to reduce inequalities within and among countries, including inequalities based on social group characteristics such as race, ethnicity, gender, age, disability, and more.</p> <p>SDG 10, other SDGs may indirectly contribute to reducing social stratification, such as SDG 1, No Poverty, which aims to end poverty in all its forms and dimensions, and SDG 4, Quality Education, which aims to ensure inclusive and equitable quality</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</p> | <p>Discuss the different aspects of the term 'society'.</p> <p>How is it different from you common sense understanding? A society is a group of people who share a common culture, occupy a territorial area and are bound to each other by a common history.</p> <p>Societies may be simple, may be complex. It is natural to human beings. We are social beings. We cannot survive without society. We human beings cannot attain our goals alone, we want society. The society provides us security, relationship,</p> | <p>The Economic survey of the government of India suggest that access to sanitation facilities is just 31 percent.</p> <p>Find out about other indicators of social inequality, for instance education, health employment etc.</p> |

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| <p>groups individuals form, the kinds of unequal orders, stratification systems within which individuals and groups are placed, the way social control operates, the roles that individuals have and play, and the status they occupy</p> | | | | <p>communicated and reinforced through the content and interactions on these platforms. This activity can help students understand how social media is a reflection.</p> <p>3.Field trip: Take students on a field trip to a local business or organization and have them observe how different individuals in different roles interact with each other. This activity can help students understand how social stratification and status play out in real-world situations, and how different roles are valued differently in different contexts.</p> | | <p>education and promote lifelong learning opportunities for all. SDG 5, Gender Equality, aims to eliminate all forms of discrimination and violence against women and girls, and promote their full and equal participation in all spheres of life. This includes challenging traditional gender roles and promoting equal opportunities for all genders.</p> | | <p>identify and sense of belongingness.</p> | |
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LESSON PLAN

CLASS XI- SOCIOLOGY

Book-1 INTRODUCING SOCIOLOGY

| | | TOPIC: UNDERSTANDING SOCIAL INSTITUTIONS | | | | | | AUGUST 2023 | |
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| | | Number working days:24 Number of days required to complete the topic:20 | | | | | | | |
| Previous Knowledge Testing | SPECIFIC LEARNING OUTCOMES | PEDAGOGICAL STRATEGIES | GROUP ACTIVITIES/ EXPERIMENT S/ 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 |
| In this chapter we are introduced to social institutions, and also to how sociology / social anthropology studies them. This chapter puts forth a very brief idea of some of the central areas where important social institutions are located namely: (i) family, marriage and kinship; (ii) politics; (iii) economic | <p>1. Define and describe marriage and family</p> <p>2. Recognize variations in family life</p> <p>3. Describe the social and interpersonal impacts of family challenges</p> <p>4. Explain how major sociological perspectives view religion</p> <p>5. Explain the basic tenets of major world religions</p> <p>6. Examine the major theoretical perspectives on education</p> <p>Identify and discuss historical and contemporary issues in education</p> | <p>Family tree project: Have students create a family tree that traces their ancestry and explores their family history. This activity can help students understand the importance of kinship and family ties, and how these connections shape our social identity and relationships. Debate tournament: Divide the class into teams and have them participate in a debate tournament on a controversial issue related to marriage or family, such as same-sex marriage, arranged marriages, or single-parent families. This activity can help students develop critical thinking and argumentation skills, while also exploring the complexities of</p> | <p>Teacher centered to student Centered Approach:</p> <p>(1) Using powerpoint presentation</p> <p>(2) The Chapter was explained with the help of smart class.</p> <p>(3) Introduction of topic with the help of Board.</p> <p>(4) Brief outline about topic to be covered in the chapter.</p> | <p>Collect different wedding songs and discuss how they reflect the social dynamics of marriages and of gender</p> <p>Family, Marriage and Kinship</p> <p>Work and Economic Life</p> <p>Politics,</p> <p>Stateless societies,</p> <p>Religion and Education</p> | <p>This particular chapter is related to all the disciplines of social sciences as we have borrowed from each other.</p> | <p>SDG 3 aims to ensure healthy lives and promote well-being for all at all ages. This includes promoting access to reproductive health care and family planning services, which can have an impact on family planning and dynamics.</p> <p>SDG 4 aims to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. This includes promoting access to education for all individuals, regardless of their social or economic status, and</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</p> | <p>Note what are the marriage rules that are followed in your society. Compare your observations with these made by other students in the class. Discuss.</p> <p>Find out how membership, residence pattern and even the mode of interaction changes in the family with broader economic, political and cultural changes, for instance migration.</p> | <p>Make a list of the food that you eat, the materials that were used to make the houses you live in, the clothes you wear. Find out how and who made them.</p> |

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| <p>s; (iv) religion; and (v) education.</p> | | <p>family and marriage institutions. Religious diversity fair: Organize a religious diversity fair where students can showcase different religious traditions and practices, and learn about the role of religion in shaping cultural beliefs and values. This activity can help students appreciate the diversity of religious traditions, and understand how religion can be a source of both unity and conflict in society.</p> | | | | <p>ensuring that education is of high quality and relevant to the needs of individuals and society.</p> <p>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.</p> | | | |
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LESSON PLAN

CLASS XI- SOCIOLOGY

Book-1 INTRODUCING SOCIOLOGY

| | | TOPIC: CULTURE AND SOCIALISATION | | | | | OCTOBER 2023 | | |
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| | | 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 |
| <p>'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.</p> | <p>1. Define culture, society, cultural universals, and cultural relativism</p> <p>2. Describe the basic elements of culture</p> <p>3. Examine pop culture, subculture, and cultural change</p> <p>4. Contrast the various theoretical perspectives on culture society</p> <p>5. Describe theories of self-development</p> <p>6. Describe the roles that agents of socialization play in the socialization process and describe how socialization develops across the life course</p> <p>Describe characteristics of formal organizations</p> | <p>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.</p> <p>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</p> | <p>Introduction</p> <p>Diverse Setting,</p> <p>Different cultures</p> <p>Defining culture</p> <p>Dimensions of culture</p> <p>Cultural change</p> <p>Socialization agents</p> | <p>1. Using powerpoint presentation</p> <p>2. The Chapter was explained with the help of smart class.</p> <p>3. Introduction of topic with the help of Board.</p> <p>4. Brief outline</p> <p>about topics to be covered in the chapter.</p> | <p>Reflect on your own experience. Compare your interaction with friends that of your parents and other elders.</p> <p>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</p> | <p>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.</p> <p>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</p> | <p>Quiz, MCQ's, projects, class test (written and oral) will be conducted in the class.</p> <p>Do NCERT exercises and questions</p> <p>Prepare notes for the topics covered in the class</p> | <p>We have completed four chapters. Read the text of the next page carefully and discuss the following them:</p> <p>The relation between individual and society in the girl's rebellion against grown ups.</p> <p>How the normative dimensions of culture are different in town and village?</p> | <p>Reflect on your own experience. Compare your interaction with friends that of your parents and other elders.</p> <p>What is different? Does the earlier discussion on roles and status help you understand the difference? How does the understanding of culture in social science differ from the everyday use of the word culture?</p> <p>How can we demonstrate that the different dimensions of culture comprise a whole ?</p> |

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| | | <p>understand the importance of cultural diversity in socialization, and how exposure to different cultural practices and values can broaden our understanding of the world.</p> | | | <p>arts, or alludes to the way of life of certain classes or even countries.</p> | <p>participate in cultural life and express their cultural identity.</p> <p>Additionally, other SDGs, such as SDG 5, Gender Equality, and SDG 10, Reduced Inequalities, can indirectly affect culture and socialization.</p> | | | |
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LESSON PLAN

CLASS XI- SOCIOLOGY

Book-2 UNDERSTANDING SOCIETY

| | | TOPIC: SOCIAL CHANGE AND SOCIAL ORDER IN RURAL AND URBAN SOCIETY | | | | | NOVEMBER 2023 | | | |
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| | | 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 | |
| <p>The term 'social structure' points to the fact that society is structured i.e. organized in particular ways.</p> <p>The structure of anything consists of the relatively stable interrelationships among its parts; moreover the term 'part' itself implies a certain degree of stability. social structures are made up of human actions and relationships</p> | <p>Understand the concept of social change as a dynamic and multifaceted process that affects individuals, groups, and societies over time</p> <p>Analyze the different types of social change, such as cultural, economic, political, and technological, and their interrelationships</p> <p>Evaluate the causes and consequences of social change, including globalization, urbanization, migration, and social movements</p> <p>Social Order: Domination, Authority and Law; Contestation, Crime and Violence: Understand the concept of</p> | <p>In-text questioning Reflective Discussion Random Questioning Brain storming Concept Formation In-text questioning</p> | <p>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.</p> <p>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.</p> | <p>Discuss the different tasks that demand cooperation with reference to agricultural and industrial operations.</p> <p>Write an essay based on examples to show how conflicts get resolved.</p> <p>Imagine a society where there is no competition. Is it possible? If not, why not?</p> | <p>This particular chapter is related to all the disciplines of social sciences as we have borrowed from each other.</p> | <p>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.</p> <p>SDG 10 aims to reduce inequalities within and among countries. This includes promoting equal opportunities and reducing discrimination based on</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>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.</p> <p>Notes prepared by the learner can be assessed on the basis of its completeness, clarity of ideas presented and logical arrangement of points.</p> | <p>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.</p> <p>Neighborhood mapping project: Have students create a map</p> | |

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| | <p>social order as a complex and contested phenomenon that reflects the distribution of power, resources, and values in society</p> <p>Analyze the different forms of domination, authority, and law, and their impact on social relations and behavior</p> <p>Evaluate the causes and consequences of social contestation, crime, and violence, and the role of institutions and social movements in addressing the</p> <p>Concepts: Village, Town and City: Understand the different conceptualizations of rural and urban spaces, and their historical, cultural, and economic significance</p> <p>Analyze the social, political, and environmental challenges and opportunities associated with living in villages, towns, and cities</p> <p>Social Order and Social Change</p> | | | | | <p>characteristics such as race, gender, and socioeconomic status. By reducing inequalities, we can help to create a more just social order that promotes positive social change.</p> <p>Additionally, other SDGs, such as SDG 1, No Poverty, SDG 4, Quality Education, and SDG 5, Gender Equality, can indirectly affect social change and social order. For example, promoting access to education and economic opportunities can help to reduce poverty and promote social mobility, while promoting gender equality can help to challenge harmful gender norms and promote positive social change.</p> | | | <p>of their neighborhood or community that highlights different social institutions and networks, such as schools, parks, community centers, and religious organizations. This activity can help students understand the importance of social order and community cohesion in promoting social well-being and resilience. Rural-urban exchange program: Plan a rural-urban exchange program where students can visit and interact with communities in different geographic settings, and compare and contrast the social, economic, and cultural differences between rural and urban areas. This activity can help students understand</p> |
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| | <p>in Rural and Urban Areas: Understand the different patterns and dynamics of social order and social change in rural and urban areas, and their interrelationships</p> <p>Analyze the factors that shape rural-urban disparities and inequalities, such as access to resources, services, and opportunities</p> <p>Evaluate the opportunities and challenges of promoting social justice, sustainability, and innovation in rural and urban contexts, and the role of individuals, communities, and institutions in achieving the demand.</p> | | | | | | | | <p>the challenges and opportunities of social change in different contexts, and how rural and urban areas can learn from each other.</p> <p>.</p> |
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LESSON PLAN

CLASS XI- SOCIOLOGY

Book-2 UNDERSTANDING SOCIETY

| | | TOPIC: WESTERN SOCIOLOGISTS | | | | DECEMBER 2023 | | | |
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| | | Number working days:19 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 |
| <p>In this chapter the key ideas of three sociological thinkers: Karl Marx, Emile Durkheim and Max Weber will be discussed .</p> <p>As part of the classical tradition of sociology, they laid the foundation of the subject. their ideas and insights have remained relevant even in the contemporary period.</p> | <p>Karl Marx on Class Conflict: Understand the concept of class as a social relation that reflects the distribution of power, resources, and status in society</p> <p>Analyze the dynamics of class conflict and exploitation in capitalist societies, and how they shape economic, political, and cultural structures</p> <p>Evaluate the strengths and weaknesses of Marx's theory of class conflict, and its relevance to contemporary issues such as globalization, inequality, and social justice</p> <p>Emile Durkheim: Division of Labour in Society: Understand the concept of</p> | <p>Critical reflection project: Have students reflect on how Marx, Durkheim, and Weber's ideas have influenced their own understanding and perception of society and social issues. This activity can help students develop critical thinking and self-awareness skills, and encourage them to question and challenge their assumptions and biases.</p> | <p>Role-play activity: Divide the class into different groups and assign each group a role to play, such as factory owners, workers, or government officials. Have students discuss and negotiate their interests and conflicts based on their assigned roles, and analyze how class conflict emerges and is resolved. This activity can help students understand Marx's theory of class conflict and its relevance to contemporary issues such as labor exploitation, income inequality, and social justice.</p> <p>Experiential learning project: Have students conduct a field study or survey of a workplace or organization, and analyze how division of labor affects social</p> | <p>The Enlightenment</p> <p>The French Revolution</p> <p>The industrial Revolution</p> <p>Durkheim's Vision of Sociology</p> <p>Davison of Labour in Society</p> <p>Bureaucracy</p> | <p>Using powerpoint presentation.</p> <p>The Chapter was explained with the help of smart class.</p> <p>Introduction of topic with the help of Board.</p> <p>Brief outline about topics to be covered in the chapter.</p> | <p>Marx's theories on economic systems, including capitalism and socialism, can inform discussions and policies aimed at reducing economic inequalities and promoting sustainable economic development (SDG 8). Durkheim's ideas on social solidarity and social order can inform discussions and policies aimed at creating peaceful and inclusive societies and promoting justice and strong institutions (SDG 16).</p> <p>Additionally, the study of Marx and Durkheim can contribute to SDG 4, Quality Education, by</p> | <p>Quiz, MCQ's, projects, class test (written and oral) will be conducted in the class.</p> <p>Do NCERT and prepare questions for the topics covered in the class.</p> | <p>In this chapter the key ideas of three sociological thinkers: Karl Marx, Emile Durkheim and Max Weber will be discussed. As part of the classical tradition of sociology, they laid the foundation of the subject. their ideas and insights have remained relevant even in the contemporary period.</p> | <p>To what extent do you think involve the exercise of bureaucratic authority in Weber's sense?</p> <p>(a) your class; (b) your school (c) a football team; (d) a panchayat samiti in a village; (e) a fan association for a popular film star;</p> <p>Based on your discussions, which of these groups would you be willing to characterize as 'bureaucratic'?</p> |

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| | <p>division of labor as a key feature of modern societies, and its impact on social integration, solidarity, and change</p> <p>Analyze the role of institutions such as religion, education, and law in maintaining social order and regulating social relations</p> <p>Evaluate the strengths and weaknesses of Durkheim's theory of division of labor, and its relevance to contemporary issues such as globalization, migration, and cultural diversity</p> <p>Max Weber: Interpretive Sociology, Ideal Type & Bureaucracy:</p> <p>Understand the concept of interpretive sociology as a method of understanding social action and meaning-making in different contexts Analyze the role of ideal types as conceptual tools for understanding and comparing social phenomena and institutions</p> | | <p>integration, solidarity, and efficiency. This activity can help students understand Durkheim's theory of division of labor and its implications for social order and change in modern societies.</p> | | | <p>promoting critical thinking and analysis skills among students. This can help individuals to better understand the social, economic, and political systems that shape their lives, and to develop the skills and knowledge necessary to contribute to positive social change.</p> | | | |
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LESSON PLAN

CLASS XI- SOCIOLOGY

Book-2 UNDERSTANDING SOCIETY

| | | TOPIC: INDIAN SOCIOLOGISTS | | | | | JANUARY 2024 | | |
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| | | Number working days:19 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 |
| <p>In India, interest in sociological ways of thinking is a little more than a century old, but formal university teaching of sociology only began in 1919 at the university of Bombay. In the 1920s, two other universities - those at Calcutta and Lucknow- also began programmes of teaching and research in sociology and anthropology.</p> | <p>Understand the concept of caste and race as social constructs that have historical, cultural, and political dimensions</p> <p>Analyze the role of caste and race in shaping social relations, identity, and inequality in India and beyond</p> <p>Evaluate the strengths and weaknesses of Ghurye's theory of caste and race, and its relevance to contemporary debates on social justice, diversity, and democracy</p> <p>Understand the concept of tradition and change as dynamic and contested processes that shape cultural,</p> | <p>Fieldwork project: Have students conduct a field study or survey of a community or organization that embodies traditional values and practices, and analyze how they adapt or resist social change. Have them draw insights from Mukherjee's theory of tradition and change, and how it relates to contemporary issues such as globalization, cultural diversity, and environmental sustainability</p> | <p>Visual analysis project: Have students analyze and compare visual representations of caste and race in different cultural contexts, such as photographs, paintings, or films. Have them draw insights from Ghurye's theory of caste and race, and how it relates to contemporary debates on identity, discrimination, and social justice.</p> | <p>Policy analysis project: Have students analyze and critique a government policy or program 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 weaknesses of the policy, and suggest alternative strategies based on sociological principles. Ethnographic research project: Have students conduct an ethnographic research on a rural or urban village, and analyze how social and cultural factors shape its dynamics and change over time. Have them draw</p> | <p>Srinivas, M.N. 1955. India's villages. Development department, Government of West Bengal. West Bengal Government Press, Calcutta.</p> <p>Srinivas, M.N. 1987. The Indian Village: Myth and reality in the Dominant Caste and other essays. Oxford University press, New Delhi.</p> <p>http://en.wikipedia.org/wiki/spanish_flu</p> | <p>Ghurye's work on caste and race can inform discussions and policies aimed at reducing discrimination and promoting social inclusion and equality (SDG 10). Mukherjee's ideas on tradition and change can inform discussions and policies aimed at promoting sustainable development that 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 work on the village can inform discussions and policies aimed at</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</p> | <p>Quiz, MCQ's, projects, classtest (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</p> | <p>Today we still seem to be involved in similar debates. Discuss the different sides to the question form a contemporary perspective. For example, many tribal movements assert their distinctive cultural and political identity - in fact, the states of Jharkhand and Chhattisgarh were formed in response to such movements.</p> |

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| | <p>social, and economic life</p> <p>Analyze the factors that influence the adaptation, resistance, or transformation of traditional values and practices in different contexts</p> <p>Evaluate the strengths and weaknesses of Mukherjee's theory of tradition and change, and its relevance to contemporary issues such as globalization, environmental sustainability, and cultural diversity</p> <p>Understand the concept of the village as a distinct and dynamic social unit that embodies cultural, economic, and political features of rural life</p> <p>Analyze the factors that influence the continuity, change, and diversity of village communities in different regions and historical periods</p> | | | <p>insights from Srinivas's theory of the village, and how it relates to contemporary issues such as urbanization, migration, and social inequality. Debate or panel discussion: Assign students to prepare and participate in a debate or panel discussion on a controversial or current issue related to one of these sociologists' theories, such as affirmative action, cultural preservation, or state intervention. Have them argue from different perspectives and use evidence from research and theory to support their positions. This activity can help students develop critical thinking, communication, and teamwork skills, and engage with diverse perspectives and values.</p> | | <p>promoting sustainable development that is rooted in local communities and promotes community participation (SDG 11).</p> <p>Additionally, the study of these works can contribute to SDG 4, Quality Education, by promoting critical thinking and analysis skills among students. This can help individuals to better understand the social, economic, and political systems that shape their lives, and to develop the skills and knowledge necessary to contribute to positive social change.</p> | | | |
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| | Evaluate the strengths and weaknesses of Srinivas's theory of the village, and its relevance to contemporary issues such as urbanization, migration, and social inequality | | | | | | | | |
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