

LESSONPLAN

CLASSXI-SOCIOLOGY

Book-1INTRODUCINGSOCIOLOGY

Session-2026-27

	TOPIC:SOCIOLOGY-INTRODUCTION							April	
	Numberworkingdays:25 Numberofdaysrequiredtocompletethetopic:18								
Previous Knowledge Testing	SPECIFIC LEARNING OUTCOMES	PEDAGOGICAL STRATEGIES	GROUP ACTIVITIES/ EXPERIMENT S/ HAND-ON-LEARNING	INTER-DISCIPLINARY LINKAGEAND LIFESKILLS	RESOURCES INCLUDING ICT	SDG’S	ASSESSMENT ITEMS	FEEDBACK AND REMEDIAL TEACHING	INCLUSIVE PRACTICE FORFULL PARTICIPATION
Asocietyis agroup of peoplewho share a common culture, occupya territorial area and areboundto each other bya common history. Societies maybe simple, maybe complex. Itisnatural to human beings.We are social beings.We cannot survive without society.We human beings cannotattain our goals alone, we	1. Define sociologyand describe the historicaland socialcontext fromwhichit emerged 2. Explain the sociological imaginationand the relationship between the individualandthe broader workings of society 3. Differentiate betweenhethree main theoretical paradigms/perspe ctives in sociology 4. Describe and applythe scientificmethod to sociology 5. Identifyand differentiate betweentypesof social sciences	1. Lectures:They provide students witha broad overview of a particular topic, and can be used to introduce new concepts,theories,and ideas. 2. Discussions:It allow studentstoengageina dialogue, develop critical about specific topics and encourage them to examine and evaluate different viewpoints. 3. CaseStudies:Itisan effective way to illustrate how sociological concepts canbeappliedinreal-world situations, develop a deeper understandingof how social structures and institutionsimpact people's lives. 4. Group Projects:It provide students with anopportunitytowork collaborativelyto research analyze a particulartopic, develop teamworkand communicationskills	Teacher centered to student Centered Approach: Using powerpoint presentation. TheChapter wasexplained with the help ofsmartclass. Introductionof topic with the helpof Board. Briefoutline abouttopicsto be covered in the chapter. In detail each and every topic willbediscussed and explained on the blackboardwith the helpoftext book	1. Make aposter onA4sizedsheet showing the relationship of sociologywith other social sciences (integrated with art) 2. Find out the kindofstudies that were conducted during the last general elections. You will probably find both features of politicalsciences andsociologyin them. 3. Discusshow disciplines interact and mutually influenceeach other	Berger,Peter L, 1963. Invitationto Sociology:A Humanistic Prespective. Penguin, Harmondswo rth http://en.wikipedia.org/wiki/spanish flu .	sociologists can examine the root causes of poverty, such as economic inequality, lack of accessto education and healthcare,and discriminatory policies. They can also analyze how these factors interact with other social structures, such as gender, race,andethnicity, to producedifferent outcomes for differentgroups of people. Based on these insights, sociologists can propose policies and interventionsto reduce poverty and promote economic and social inclusion. Similarly, sociologists can study the causes and consequences ofclimatechange,	Quiz,MCQ’s, projects,class test (written and oral) will be conducted in the class. Do NCERT ex and questions Prepare notesfor thetopicscovered in theclass	Why is the studyofthe origin and growth of sociology important? Discusshe different aspectsof theterm 'society'. How is it differentfrom you common sense understanding ?Asocietyis a group of people who share a common culture, occupya territorialarea and are boundtoeach other by a common history. Societies maybe simple,may	The Economic surveyof the government of India suggestthat access to sanitation facilities is just 31 percent. Find outabout other indicators of social inequality,for instance education, health employment etc.

wantsociety. The society provides us security, relationship, identifyand						suchaspatternsof consumption and production, the role of corporations and		becomplex. It is natural to human beings. We are social beings. We cannot	
senseof belongingnes s.						governmentsin environmental governance, and the impact of environmental degradation on vulnerable communities. By analyzing these factors,sociologists can proposealternative models of developmentthat are more sustainableand sociallyjust.		survive without society.we cannot attainour goalsalone, wewant society. The society provides us security, relationship, identifyand sense of belongingness.	

LESSONPLAN

CLASSXI-SOCIOLOGY

Book-1INTRODUCINGSOCIOLOGY

	TOPIC:TERMS,CONCEPTSANDTHEIRUSEINSOCIOLOGY							JULY	
	Numberworkingdays:18 Numberofdaysrequiredtocompletethetopic:16								
Previous Knowledge Testing	SPECIFIC LEARNING OUTCOMES	PEDAGOGICAL STRATEGIES	GROUP ACTIVITIES/ EXPERIMENTS/ HAND-ON-LEARNING	INTER-DISCIPLINARY LINKAGE AND LIFE SKILLS	RESOURCES INCLUDING ICT	SDG'S	ASSESSMENT ITEMS	FEEDBACK AND REMEDIAL TEACHING	INCLUSIVE PRACTICE FORFULL PARTICIPATION
The previous chapter introduce dustoan ideaboht about societyas well as sociology . We saw that a central taskof sociology is to explore the interplay of society and the individual . at individuals do not float freelyin societybut are part of collective bodies like the family, tribe, caste, class, clan, nation.In thischapter, we move furtherto understand thekindsof	1. Provide examplesof socialgroups and social stratification 2. Describessocial stratificationand mobility 3. Explainglobal stratificationand classification systems 4. Compare achieved and ascribedstatus 5. Describe means and agenciesof control	1. Field trips: it can provide students with an opportunity to observe social groups in action, such as visiting a cultural festival or attending a religious ceremony. This can help them gain a firsthand understanding of different social groups and their customs. 2. Debates: It is usedto explore different perspectives on social stratification and its effects. Students can research andarguefor differentviewpointsto better understand the complexities of social stratification. 3. Multimedia resources:Multimedia resources, suchasdocumentaries and podcasts, can be used to supplement classroom instruction and provide students with a deeper understanding of social stratification anditsimpacts.	Whatkindsofjobs are considered prestigious in your society? Comparethere with your friends. Discuss the similaritiesand differences. Tryand understandthe causesforthe same	Role-play activity: Divide the class into different social groups based on their perceived social status (e.g. high-status executives,low-status service workers, middle-status clerks) and havethemactout differentscenarios that highlight the dynamics ofsocial stratification, status,androle.It helpstudentsshow social status and roles shape our behavior and interactions with others. 2.Social media analysis: Ask students to analyze social mediaplatformss uch as Instagram, Twitter, or Facebook to identifyhow social stratification, status, and role are	Smart Board, videos related to thevarioustopics from thechapter, chalk board Berger, Peter L, 1963.Invitationto Sociology:A Humanistic Prespective. Penguin, Harmondsworth	SDG 10: Reduced Inequalities - Thisgoal aims to reduce inequalities within and among countries, including inequalities basedonsocial group characteristics such as race, ethnicity, gender, age, disability,and more. SDG 10, otherSDGs mayindirectlyc ontribute toreducingsoci alstratification, suchasSDG1,N o Poverty,which aims toend poverty inall its formsanddimen sions,and SDG 4,QualityEduca tion,which aims toensureinclusi ve andequitablequ ality	Quiz,MCQ's, projects,class test (written and oral) will be conducted in the class. Do NCERT ex and questions Prepare notesfor thetopicscovered in theclass	Discuss the different aspectsofthe term'society'. How is it different from you common sense understanding? A society is a group of people who share a common culture,occupya territorial area andareboundto each other by a commonhistory. Societiesmay besimple,may be complex. It is natural to humanbeings. We are social beings. We cannot survive without society. We human beings cannotattain ourgoalsalone, wewant society. The society provides us security, relationship,	The Economic surveyof the government of India suggeststhat access to sanitation facilities is just 31 percent. Find outabout other indicators of social inequality,for instance education, health employment etc.

groups individuals form, the kindsof unequal orders, stratification systems withinwhich individuals and groups are placed, the way social control operates,the roles that individuals have and play,andthe status they occupy				communicated and reinforced through the content and interactions on these platforms. Thisactivitycan help students understand how socialmediaisa reflection. 3.Fieldtrip: Take students on a field trip to a local business or organization and have them observe how different individualsin different roles interactwitheach other. This activity can help students understand how social stratification and status playout in real-world situations, and how different roles are valued differentlyin differentcontexts.		educationand promotelifelongo learningopportunitiesfor all. SDG5, Gender Equality, aimstoeliminateallforms ofdiscriminationand violenceagainstwomenand girls, andpromote theirfull and equalparticipationinall spheres oflife. Thisincludeschallengingtraditionalgender rolesand promotingequalityopportunitiesforallgenders.		identifyandsense ofbelongingness.	
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LESSONPLAN

CLASSXI-SOCIOLOGY

Book-1INTRODUCINGSOCIOLOGY

	TOPIC:UNDERSTANDINGSOCIAL INSTITUTIONS							AUGUST	
	Numberworkingdays:24 Numberofdaysrequiredtocompletethetopic: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 PRACTICEFOR FULL PARTICIPATION
Inthis chapterwe are introduce dtosocial institution s, andalsoto how sociology / social anthropol ogy studies them. This chapter puts forth a very briefidea of someof the central areas where important social institution s are located namely: (i)family, marriage and kinship; (ii) politics; (iii) economic	1. Defineand describemarriage and family 2. Recognize variationsin familylife 3. Describethe social and interpersonal impactsoffamily challenges 4. Explainhow major sociological perspectivesview religion 5. Explain the basic tenetsof major world religions 6. Examine the majortheoretical perspectives on education Identifyand discuss historical andcontemporary issuesineducation	Familytreeproject: Have students create a family tree that traces their ancestryand explores their familyhistory.This activity can help students understandthe importance of kinship and family ties,andhowthese connections shape our social identity and relationships. Debatetournament: Divide the class into teams and have them participate in a debate tournament on a controversial issue related to marriageorfamily, such as same-sex marriage,arranged marriages, or single-parent families. This activity can help students develop critical thinking and argumentation skills, while also exploringthe complexitiesof	Teacher centeredto student Centered Approach: (1) Using powerpoint presentation (2) The Chapter wasexplained with the help ofsmartclass. (3) Introductionof topicwiththe helpof Board. (4) Brief outline abouttopicsto be covered in thechapter.	Collectedifferent wedding songs anddiscusshow they reflect the socialdynamics ofmarriagesand of gender Family, Marriageand Kinship Workand Economi c Life Politics, Stateless societies, Religionand Education	This particular chapter is relatedtoallthe disciplines of social sciences aswe have borrowed from each other.	SDG 3 aims toensure healthyives andpromote well-being for all atall ages. Thisincludespromotingaccess to reproductive healthcareandfamilyplannings ervices,whichcan have animpact onfamilyplanning anddynamics. SDG4aimsto ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. This includes promoting access to education for allindividuals, regardless of their social or economic status,and	Quiz,MCQ's, projects,class test (written and oral) will be conducted in the class. Do NCERT ex and questions Prepare notesfor thetopicscovered in theclass	Note whatare the marriage rules that are followedin yoursociety. Compareyour observations withthese madebyother studentsinthe class.Discuss. Find out how membership, residencepattern andeven themodeof interaction changes in the familywith broader economic, political and culturalchanges, for instance migration.	Make a list of the foodthat youeat,the materials that were used to make the housesyoulivein,the clothes you wear. Findouthowand who made them.

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

CLASSXI-SOCIOLOGY

Book-1INTRODUCINGSOCIOLOGY

TOPIC: CULTURE ANDSOCIALISATION OCTOBER									
Numberworkingdays:22 Numberofdaysrequiredto completethetopic:16									
Previous Knowledge Testing	SPECIFIC LEARNING OUTCOMES	PEDAGOGICAL STRATEGIES	GROUP ACTIVITIE S/ EXPERIMENTS/HAND-ON-LEARNING	INTER-DISCIPLINARY LINKAGE AND LIFE SKILLS	RESOURCES INCLUDING ICT	SDG'S	ASSESSMENT ITEMS	FEEDBACK AND REMEDIAL TEACHING	INCLUSIVE PRACTICEFOR FULL PARTICIPATION
'Culture'like 'society', is a termused frequentlyand sometimes vaguely. This chapter ismeant to helpus define itmoreprecisely andtoappreciate its different aspects. In everyday conservation, culture is confined to the arts, or alludesto thewayof life of certainclasses or even countries.	1. Defineculture, society, cultural universals, and cultural relativism 2. Describethe basicelements of culture 3. Examinepop culture, subculture,and culturalchange 4. Contrastthe various theoretical perspectiveson culture society 5. Describe theoriesofself-development 6. Describe the rolesthatagents of socialization play in the socialization process and describehow socialization developsacross the life course Describe characteristics of formal organizations	Personal narrative project:Have students create a personal narrative project where they document their life experiences and reflectonhowthose experiences have shaped their socialization and identity development. This activity can help students understand the complexity and diversityof socialization experiences, and how different factors such as family, culture, and peers can influence our socialization process. Cross-cultural immersion project: Planacross-cultural immersion project where students can explore different cultures and communitiesthrough hands-on activities,interviews, or field trips.Thisactivity can help students	Introduction Diverse Setting, Different cultures Defining culture Dimensions of culture Cultural change Socilaizati onagents	1. Using powerpoint presentation 2. The Chapter was explained with the help of smart class. 3. Introducti onoftopic withthehelp of Board. 4. Brief outline abouttopicsto be covered in thechapter.	Reflect on your own experience. Compareyou interaction withfriendsto that of your parents and other elders. What is different? Does the earlier discussionon rolesand status help you understand the difference? 'Culture'like 'society', is a termused frequentlyand sometimes vaguely. This chapter is meanttohelpus define it more precisely and to appreciateits differentaspects. In everyday conservation, culture is confinedtothe	SDG 4 aims to ensure inclusive and equitable qualityeducation and promote lifelong learning opportunities for all. This includes promoting education that is relevant to the needs of individuals and society,including education that values cultural diversityand promotes understanding of different cultures and worldviews. SDG 16 aims to promote peaceful and inclusive societies and provide access to justicefor all. This includespromoting effective, accountable, and inclusive institutions at all levels, andensuring that individuals have the opportunity to	Quiz, MCQ's, projects, class test (writtenand oral) willbeconducte din the class. Do NCERT ex and questions Prepare notesfor thetopicscovered in theclass	We have completedfour chapters.Read the text of the next page carefullyand discuss the followingthem: The relation between individualand society in the girl'srebellion againstgrown ups. How the normative dimensions of culture are differentintown andvillage?	Reflectonyour ownexperience. Compare you interactionwith friendsto thatof your parents andotherelders. What is different?Does the earlier discussion on rolesandstatus help you understand the differenc How does the understanding of culture in social science differ from the everydayuseof the word culture? How can we demonstrate that the different dimensions of culturecomprisea whole ?

		understandthe importance of cultural diversity in socialization, and how exposure to different cultural practicesandvalues can broaden our understandingofthe world.			arts, or alludes tothewayoflife of certain classes or even countries.	participate in cultural life and express their culturalidentity. Additionally,other SDGs, such as SDG 5, Gender Equality,andSDG 10, Reduced Inequalities, can indirectlyaffect culture and socialization.			
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LESSONPLAN

CLASSXI-SOCIOLOGY

Book-2UNDERSTANDINGSOCIETY

	TOPIC: SOCIAL CHANGE AND SOCIAL ORDER IN RURAL AND URBAN SOCIETY							NOVEMBER		
	Number working days: 21 Number of days required to complete the topic: 20									
Previous Knowledge Testing	SPECIFIC LEARNING OUTCOMES	PEDAGOGICAL STRATEGIES	GROUP ACTIVITIES/ EXPERIMENTS/ HAND-ON-LEARNING	INTER-DISCIPLINARY LINKAGE AND LIFE SKILLS	RESOURCES INCLUDING ICT	SDG'S	ASSESSMENT ITEMS	FEEDBACK AND REMEDIAL TEACHING	INCLUSIVE PRACTICE FOR FULL PARTICIPATION	
The term 'social structure' points to the fact that society is structured i.e. organized or arranged in particular ways. The structure of anything consists of the relatively stable interrelations between its parts; moreover the term 'part' itself implies a certain degree of stability. social structures are made up of human actions and relationships	Understand the concept of social change as a dynamic and multifaceted process that affects individuals, groups, and societies over time Analyze the different types of social change, such as cultural, economic, political, and technological, and their interrelationships Evaluate the causes and consequences of social change, including globalization, urbanization, migration, and social movements Social Order: Domination, Authority and Law; Contestation, Crime and Violence: Understand the	In-text questioning Reflective Discussion Random Questioning Brain storming Concept Formation In-text questioning.	Social activism campaign: Have students organize a social activism campaign around a social change issue that is important to them, such as youth homelessness, racial justice, or climate change. This activity can help students develop leadership and advocacy skills, and understand the role of collective action in promoting social change. Social change simulation game: Create a social change simulation game that allows students to role-play different scenarios related to social change, such as organizing a protest, lobbying for policy change, or building community partnerships. This activity can help students understand the complexities and uncertainties of social change, and how social change requires collaboration, innovation, and persistence.	Discuss the different tasks that demand cooperation with reference to agricultural or industrial operations. Write an essay based on examples to show how conflicts get resolved. Imagine a society where there is no competition. Is it possible? If not, why not?	This particular chapter is related to all the disciplines of social sciences as we have borrowed from each other.	SDG 16 aims to promote peaceful and inclusive societies and provide access to justice for all. This includes promoting effective, accountable, and inclusive institutions at all levels, and ensuring that individuals have equal access to justice and political participation. By promoting peaceful and inclusive societies, we can work towards creating a more stable and just social order that supports positive social change. SDG 10 aims to reduce inequalities within and among countries. This includes promoting equal opportunities and reducing discrimination based on	Quiz, MCQ's, projects, class test (written and oral) will be conducted in the class. Do NCERT exercises and questions Prepare notes for the topics covered in the class	Learner participation in the discussion process can be assessed on the basis of the interventions of the learner clarity in the points presented and confidence of the learner while participating in the discussion. Notes prepared by the learner can be assessed on the basis of its completeness, clarity of ideas presented and logical arrangement of points.	Social change documentary: Assign students to create a short documentary film that explores a social change issue in their community or region, such as gentrification, immigration, or environmental justice. This activity can help students understand the complexities of social change, and how different social, economic, and political factors shape the process of social transformation. Neighborhood mapping project: Have students create a map	

	social order as a complex and contested phenomenon that reflects the distribution of power, resources, and values in society. Analyze the different forms of domination, authority, and law, and their impact on social relations and behavior. Evaluate the causes and consequences of social contestation, crime, and violence, and the role of institutions and social movements in addressing them. Concepts: Village, Town and City. Understand the different conceptualizations of rural and urban spaces, and their historical, cultural, and economic significance. Analyze the social, political, and environmental challenges and opportunities associated with living in villages, towns, and cities. Social Order and Social Change				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. 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.		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
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	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. Analyze the factors that shape rural-urban disparities and inequalities, such as access to resources, services, and opportunities. 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.								the challenges and opportunities of social change in different contexts, and how rural and urban areas can learn from each other. .
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LESSONPLAN

CLASSXI-SOCIOLOGY

Book-2UNDERSTANDINGSOCIETY

	TOPIC: WESTERN SOCIOLOGISTS					DECEMBER			
	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
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.	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.	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.	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.	The Enlightenment The French Revolution The Industrial Revolution Durkheim's Vision of Sociology Davison of Labour in Society Bureaucracy	Using powerpoint presentation. The Chapter was explained with the help of smart class. Introduction of topic with the help of Board. Brief outline about topics to be covered in the chapter.	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). Additionally, the study of Marx and Durkheim can contribute to SDG 4, Quality Education, by	Quiz, MCQ's, projects, class test (written and oral) will be conducted in the class. Do NCERT extra questions Prepare notes for the topics covered in the class	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.	Towhat extent do you think involve the exercise of bureaucratic authority in Weber's sense? (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; Based on your discussions, which of these groups would you be willing to characterize as 'bureaucratic'?
	Analyze the dynamics of class conflict and exploitation in capitalist societies, and how they shape economic, political, and cultural structures.								
	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.								
	Emile Durkheim: Division of Labour in Society: Understand the concept of		Experiential learning project: Have students conduct a field study or survey of a workplace or organization, and analyze how division of labor affects social						

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

CLASSXI-SOCIOLOGY

Book-2UNDERSTANDINGSOCIETY

	TOPIC:INDIANSOCIOLOGISTS							JANUARY	
	Numberworkingdays:19 Numberofdaysrequiredtocompletethetopic: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 FORFULL PARTICIPATION
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.	Understand the concept of caste and race as social constructs that have historical, cultural, and political dimensions Analyze the role of caste and race in shaping social relations, identity, and inequality in India and beyond Evaluate the strengths and weaknesses of Ghurye's theory of caste and race, and its relevance to contemporary debates on social justice, diversity, and democracy Understand the concept of tradition and change as dynamic and contested processes that shape cultural,	Fieldwork project: Have 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	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.	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	Srinivas, M.N. 1955. India's villages. Development department, Government of West Bengal. West Bengal Government Press, Calcutta. Srinivas, M.N. 1987. The Indian Village: Myth and reality in the Dominant Caste and other essays. Oxford University press, New Delhi. http://en.wikipedia.org/wiki/spinish_flu	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	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.	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.	Today we still seem to be involved in similar debates. Discuss the different sides to the question from 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.

social, and economic life Analyze the factors that influence the adaptation, resistance, or transformation of traditional values and practices in different contexts 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 Understand the concept of the village as a distinct and dynamic social unit that embodies cultural, economic, and political features of rural life Analyze the factors that influence the continuity, change, and diversity of village communities in different regions and historical periods				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.		promoting sustainable development that is rooted in local communities and promotes community participation (SDG 11). 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 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.			
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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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