# **ANNUAL PEDAGOGICAL PLAN- CLASS XII (2023-24)**

**SOCIOLOGY**

**COURSE CONTENT: INDIAN SOCIETY**

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| **TOPIC** | **LEARNING OUTCOMES** | **INNOVATIVE/**  **ART INTEGRATION/ EXPERIENTIAL LEARNING/ INTER – DISICIPLINARY** |
| **The Demographic Structure of the Indian Society**   * Theories and concepts in demography * Rural-Urban Linkages and Divisions * Population Policy in India | * 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 | * 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. Encourage them to use props and costumes to bring their skits to life. * Painting Competition: Hold a painting 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 representations of Indian society. * 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 society. Encourage them to use imagery and metaphor to convey their message. * Music Performance: Ask students to create a musical performance that reflects the demographic structure of Indian society. They can use traditional instruments and musical styles to represent different demographic categories, such as a tabla for Indian men, or a sitar for Indian women. After the performance, discuss how music can be used to represent cultural diversity. |
| **Social Institutions: Continuity and Change**   * Caste and the Caste System * Tribal Communities * Family and Kinship | * Understand that a 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). * Understand that "social institution" is both an analytical concept and a social construction. * Understand the relationship between institutions, complex organizations, and social groups. * Understand that any social institution is part of a social system in which it is interrelated with other social institutions. * Be able to apply a number of different theoretical perspectives to the understanding of social institutions. * Understand how social institutions are related to both macro and micro processes. * Develop an in-depth understanding of at least one social institution. | 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  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 can also discuss the impact of social movements on changing social institutions.   1. 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. 2. 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 artwork, students can present their work to the class and discuss the continuity and change of the social institution they chose. |
| **Patterns of Social Inequality and Exclusion**   * Social Inequality and Social Exclusion * Systems justifying and perpetuating Inequality - Caste, Tribe, the Other Backward Classes * Adivasi Struggles * The Struggle for Women’s Equality and Rights * The struggles of the Differently Abled | * Understand that the categories that form the basis of social inequality are socially constructed. * 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. * Be able to apply a number of different theoretical approaches to understanding social inequality. * Understand that race/ethnicity, social class, and gender/sexuality shape personality, access to resources, and life chances. * Understand that various forms of social inequality intersect and interact in complex ways. * Develop an in-depth understanding of at least one major form of social inequality. | * 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. * 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 exclusion that are evident in their experiences. * 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. * Debate: Have students participate in a debate on a current issue related to social inequality and exclusion, such as affirmative action or immigration policies. Students can research and prepare arguments for both sides of the debate. This activity helps students develop critical thinking skills and understand the complexities of social inequality and exclusion. * 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. |
| **The Challenges of Cultural Diversity**   * Cultural communities and the nation state * Regionalism in the Indian context * The Nation state and religion related issues and identities * Communalism, secularism and the nation state * State and Civil Society | * Understanding the concept of cultural diversity and the importance of respecting and valuing diverse cultures. * Analyzing the challenges and opportunities associated with cultural diversity in various contexts, including workplace, education, politics, and social interactions. * Identifying the social, economic, and political factors that contribute to cultural diversity, and the effects of globalization on cultural diversity. * Evaluating the impact of cultural diversity on social identity, self-concept, 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 | * Visual Art: Ask students to create a piece of visual art that represents cultural diversity and the challenges it poses. Students can use a variety of mediums such as paint, clay, or mixed media. After completing their artwork, students can present their artwork to the class and discuss the challenges and opportunities of cultural diversity. * Music and Dance: Have students research different cultures and their music and dance traditions. Students can then create a performance that incorporates music and dance from different cultures. This activity helps students appreciate cultural diversity and understand the challenges of merging different cultural traditions. * Poetry and Creative Writing: Ask students to write a poem or short story that explores the challenges of cultural diversity. They can write from the perspective of someone who experiences cultural diversity or someone who struggles with accepting cultural differences. After completing their work, students can share their writing with the class and discuss the challenges of cultural diversity. * Film and Video: Students can create a short film or video that explores cultural diversity and the challenges it poses. They can use a variety of techniques such as interviews, animation, or dramatization. After completing their film or video, students can screen their work to the class and discuss the challenges of cultural diversity. * Theatre: Ask students to create a theatrical performance that explores cultural diversity and the challenges it poses. They can write their own script or use an existing one. After rehearsing their performance, students can stage their production for the class and discuss the challenges of cultural diversity that are presented in the play. |
| **Structural Change**  Understanding Colonialism,  Industrialization, Urbanization | * Understand how the global world impacts the lived experiences of individuals, groups and organizations. * Understand how groups of individuals work to transform social experiences, social events, and social institutions. * 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 | * 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. * Mapping Activity: Ask students to research the patterns of colonialism, industrialization, and urbanization 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. * 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. * 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. * 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 activity helps students develop critical thinking skills and appreciate the complexities of historical events. |
| **Cultural Change**   * Social Reform Movements * Different Kinds of Social Change: Sanskritisation, Westernization, Modernization, Secularization | * Describe key techniques for initiating cultural change (sense of urgency, role modeling, changing leaders). * Describe key techniques for fostering cultural change (training, reward systems, and new stories and symbols). | * 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. * Social Media Campaign: Ask students to create a social media campaign that raises awareness of a social issue related to a specific social 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. * 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. * 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 involved in the movement or someone impacted by its goals. This activity helps students develop empathy and understand the human impact of social reform movements. * Debate Tournament: Organize a class debate tournament that explores the key issues and arguments related to different social reform movements. Students can research and prepare arguments for and against specific reform movements and debate each other in a structured tournament. This activity helps students develop critical thinking skills and engage in respectful debate. |
| **Change and Development in Rural Society**   * Agrarian Structure : Caste & class in Rural India * Land Reforms, Green Revolution and Emerging Agrarian society * Green revolution and its social consequences * Transformation in Rural Society * Circulation of labour * Globalization, Liberalization and Rural Society | * Understand the concept of rural society and its historical, cultural, and economic dimensions * 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 * 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 actors, such as urban areas, markets, civil society, and the state. | * 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 engagement skills while making a positive impact in the rural community. * Field Study: Plan a field trip to a rural area * 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. * 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 and critical thinking abilities while engaging with real-world challenges. |
| **Change and Development in Industrial Society**   * From Planned Industrialization to Liberalization * How people find Jobs * Work Processes: How work is carried out, working conditions, home based work, Strikes and Unions | * Understanding the historical and contemporary contexts of industrialization and economic development, including the social, political, and environmental factors that shape them. * Analyzing the positive and negative impacts of industrialization on society, including changes in working conditions, environmental degradation, and economic growth. * Evaluating the role of technology, innovation, and entrepreneurship in driving industrial development, and the implications for the future of work and society. * Examining the relationships between industrial societies and other countries and regions, and analyzing the effects of globalization on economic development and inequality. * 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. | * 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. * 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. * Case Study Analysis: Provide students with a case study of a company or industry that has undergone significant change or disruption in the industrial society, such as the rise of renewable energy or the decline of manufacturing. Students can analyze the case study and identify the factors that contributed to the changes, such as technological innovations, consumer demand, or government regulations. Then, students can present their findings and discuss the implications for industrial development policies and practices. This activity helps students develop analytical skills and critical thinking abilities while engaging with real-world challenges. * 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 develop multimedia communication skills and engage with contemporary social issues. * 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. |