SOCIOLOGY (854)

CLASS XII

*There will be **two** papers in the subject:*

Paper I - Theory: 3 hours ……70 marks

Paper II- Practical Work ……30 marks

PAPER - I (THEORY) – 70 Marks

1. **Social Institutions**

   (i) Definition and features of Social Institutions.

   Self explanatory.

   (ii) Types of Social Institutions: Kinship, Marriage and Family

   Kinship: Meaning of kinship, Types of kinship: consanguineous and affinal kinship. Degree of kinship (primary, secondary, tertiary; descent (matrilineal, patrilineal); residence (matrilocal, patrilocal and avunculocal) discuss Kinship usages: avoidance, joking relationship, teknonymy, avunculate, amitate, couvade; also discuss descriptive and classificatory kinship terms.

   Marriage: definition and functions.

   Definition, merits, demerits, functions of the following:

   - *Rules of marriage: exogamy and endogamy (clan, gotra, pravara, village and sapinda), cross and parallel cousin, levirate, sororate, hypergamy and hypogamy.*

   - *Forms of marriage: polygamy (polyandry and polygyny), monogamy.*

   Family: definition and features (MacIver's features); Functions of family to be discussed explaining the reasons for its universal existence.

   Types of family: consanguineous and conjugal family (family of origin and procreation), matriarchal and patriarchal family (matripotestal, patripotestal and avuncupotestal), nuclear and joint families.

   Structural changes (disintegration of the joint family), functional changes; Factors responsible for the changes. Small family norm.

2. **Religion and Society**

   (i) Definition and concepts of religion and science; beliefs, rituals, superstitions, taboo.

   Definition of the above and a basic understanding of each of the above. Differences and similarities between religion and science.

   (ii) Theories of religion: animism, naturism, totemism, functional theories.

   A brief discussion of animism, naturism, totemism; functional theories (Malinowski, Radcliffe Brown and Durkhiem).

   (iii) Functions and dysfunctions of religion.

   A brief discussion on the positive and negative functions of religion.

   (iv) Communalism, fundamentalism and secularism in a plural society.

   Definition and features of each of the above, explanation through relevant examples showing how the State copes with the above crises to maintain Unity in Diversity.

   (v) Morality and social control.

   Definition of morality and social control; relation between religion, morality and social control, moral code, religious code.

3. **Political Organization**

   Political Organization and its role in bringing about change in society.

   Definition of political organization; definition of Panchayati Raj (Village Panchayat, Block Samiti and Zila parishad – three tier, the 73rd Constitution Amendment Act, Bal Panchayats); discuss the role of the Panchayat in empowerment of women and children.

4. **Economic Organisation**

   (i) Economic Organisation

   Definition of economic organization, economic and free goods.

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(ii) Economies of Indian tribes: food gathering, agriculture, shifting axe cultivation, handicrafts, pastoralism, industrial labour.

Economies of Indian tribes: (i) Food gathering; (ii) agriculture: shifting axe cultivation (jhum, dahi, koman, penda, podu and bewar), criticism of this type of cultivation, examples of tribes having this practice; (iii) handicraft making; (iv) pastoralism; (v) industrial labour - migration of large numbers of Santhal, Kond and Gond to tea gardens in the north east; large resources of coal, iron and steel in Bengal, Bihar and Madhya Pradesh; examples of Santhal, Ho in pick-mining, coal-cutting, the mica and the iron & steel industry.

(iii) Agrarian Economy, Jajmani system and Rural Employment.

Agrarian Economy: land relations – owner, tenant, share cropper.

Jajmani system: caste based occupations and exchange of services.

A brief understanding of MGNREGA and its implications.

(iv) Traditional Markets

To be discussed with respect to Weekly markets, barter exchange.

5. Tribal India - Past, Present and Future

(i) Definition of tribe, features and classification.

Definition of tribe, features (unity and self-sufficiency, clan and family, common totemic ancestor, territory, occupation, endogamy, dormitories, language, common culture, common name, common religion, political organization and territory,); racial classification – mongoloid, caucasoid, australoid and negrito – to be explained with the help of examples along with the geographical location of tribes.

(ii) Dormitories in Tribal India

Definition; origin of dormitories; features and functions; culture contact and change in dormitories.

(iii) Contact of tribes with wider society (assimilation, acculturation and isolation; tribal transformation).

Definition and examples of assimilation, isolation and acculturation; an understanding of how these processes have helped in tribal transformation.

(iv) Present conditions, problems and solutions.

Economic, political (regionalism and separatism), social and cultural conditions and problems.

Discuss briefly the following policies of the Government of India (post independence) for upliftment of the Indian tribes: Tribal Panchsheel, important constitutional safeguards: important Committees and Commissions: Backward Classes Commission; Special Central Assistance; Economic programmes and facilities: Integrated Rural Development Programme (IRDP); Large Sized Multi-Purpose Cooperative Societies (LAMPS); 20 Point Programme; Programme for encouragement in crafts, home industries and agriculture; Educational policies.

6. Social Stratification

(i) Social stratification: the elements.

Definition of social stratification, features, inequality, difference.

(ii) Class: The class system: its nature, development, types of classes.

Discuss briefly the growth, nature of the different classes (lower, middle, upper).

(iii) Caste: The caste system: concept, caste origin, caste and class comparison, its features; caste in modern India.

Definition; Theory of Divine Origin; characteristics of caste.

Social mobility - brahminisation, sanskritisation and westernization - definitions only.

Caste in Modern India –

- *Changes in the role and features of caste (relevant examples may be given to provide a better understanding for e.g. the role of the dominant caste).*

- *Factors leading to change in the caste system:*

Influence of education, industrialization, urbanization, modernization, freedom struggle and the establishment of Democracy, rise of the Non –Brahmin movement, other causes - social reform movement, threat of conversion, improvement in the status of women and rise of new classes; Social legislation {a brief mention to be made of the following Constitutional Measures: Caste Disabilities Removal Act (1872), The Hindu Marriage Act (1955), The Untouchability Offences Act (1956), Constitutional policy of protective discrimination, the Kaka Kalelkar Commission (1953), The Mandal Commission (1979)}.

(iv) Race and Ethnicity

- Concept of race and racism.

  Definition and traits of race and racial prejudice.

- Notion of Ethnicity

  Definition and features of ethnicity

- Relationship between race and ethnicity:

  Causes of prejudice: misinformation, ethnocentrism and xenophobia, economic advantages, political advantages; a brief mention of conflict between ethnic communities.

(v) Gender: Difference between sex and gender, patriarchal ideology and the status of women in independent India.

Difference between sex and gender, gender bias and its consequences for both men and women – at the workplace, property rights and family status.

Gender issues: female infanticide, foeticide, dowry, sati, child marriage, domestic violence, rape, widowhood, sexual harassment; women as perpetrators of violence.

The following bills and latest amendments to be briefly discussed: The Anti-Dowry Act; the Anti-Rape Bill, the Inheritance Bill, Domestic Violence Act.

7. **Social Change and Development**

(i) Social change and Development

Definition of Social Change and development – features and sources.

(ii) Aspects of Development

Industrialization, urbanization, modernization, globalization and sustainable development - definitions and their role in social change.

The relationship between social change and development, (special focus on sustainable development, ecological and environment issues for improving quality of life for the present and future).

(iii) Social Movements: Meaning, causes and their role in society.

Meaning, causes, consequences and role of the following Social Movements in society - the Maoist Movement in Chhatisgarh (Tribal movement), Irom Sharmila (a feminist struggle in Manipur), the Telangana Movement (An Urban-ethnic movement which began as a tribal movement in the 19th century).

(iv) Role of Education in creating Social change.

Meaning and functions of education. Emphasize the role of education in creating social change. Role of Right to Education (RTE) and its implications to be discussed briefly.

(v) Role of Mass Media in creating Social change

Role of Mass Media (Print, electronic, audio-visual; positive and negative aspects of mass media). Understanding each of the above forms of mass media and their role in creating social change; their role in creating a civil society that confronts the bureaucracy and the authoritarianism of the state machinery through NGO activity, vigils and acts like the Right to Information (RTI).

Positive and negative aspects of mass media.

PAPER II (PROJECT WORK) – 30 MARKS

To do justice to the basic structural principles and theoretical orientation of the discipline, empirical and ethnographic substantiation is essential. In keeping with the significance of doing practical work and gaining a hands-on understanding of various social issues, candidates are expected to undertake **two studies**. Topics for the studies should be chosen from within the overall syllabus as there is ample scope for diversity.

Candidates will be expected to have completed **two studies** from any chapter covered in Theory. Assessment for each study will be as detailed below:

The practical work will be assessed by the teacher and a Visiting Examiner appointed locally and approved by CISCE.

Mark allocation **per study** [15 marks] will be as follows:

1	Evaluation by the teacher	5 Marks
2	Evaluation by the Visiting Examiner	10 Marks

Evaluation by the Teacher:

S. No.	Assessment objective	Criteria	Marks
1.	Process	Candidates should be able to: Identify the topic. Plan and detail a research project. Select and use appropriate research methods.	1
2.	Understanding, application of knowledge and Analysis	Candidates should be able to: Explain issues and themes clearly and in context. Interpret, analyse and evaluate critically a range of evidence to present reasoned, substantiated arguments/ statements.	2
3.	Presentation	Overall format, referencing (footnotes &/or bibliography), within word limit of 2000 words, title page, header/footer, etc.	2
	TOTAL		**05**

Evaluation by Visiting Examiner:

S. No.	Assessment objective	Criteria	Marks
1.	Choice of Technique/ Detailed procedure & Presentation	Candidates should be able to: Overall format, referencing (footnotes &/or bibliography), title page, header/footer, etc.	4
2.	Analysis and evaluation	Candidates should be able to: Interpret, analyze and evaluate critically a range of evidence to present reasoned, substantiated arguments/statement.	3
3.	Viva	Range of questions based on the project only.	3
	TOTAL		**10**

List of suggested studies for Project Work:

1. Different types of kinship systems (patriarchal/matriarchal with examples as the base of discussion).
2. Different marriage customs in India (comparisons can also be done).
3. Changing nature of the Indian family.
4. Religion and Society (focus can be on the biography of a world religion).
5. The problem of Communalism in India.
6. Traditional economies and the barter system.
7. Consumerism and modernization.
8. The status of women in traditional society.
9. The changing status of women in India.

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10. Women Leaders.

11. The role of Education in creating social change.

12. Media and modernization.

13. The internet as a substitute for family and school.

14. Globalisation and its impact on the individual and society.

15. Social Movements (focus on the biography of a movement that is based on the efforts of a caste/tribe/women/religious group / class or connect two aspects, for example, the Narmada Bachao Andolan is a tribal movement and has a woman as its leader in Medha Patkar).

16. Role of society in development and environment – (public awareness, education programmes, campaigns, public participation in decision-making, etc. e.g. Chipko Movement, Appiko in Karnataka, Eco Clubs, etc.

17. Study a few noteworthy examples of sustainable development e.g.- Barefoot College in Tilonia, the work of NGOs like DDS in Andhra Pradesh in promoting self-sustenance in rural communities through developing seed banks, cultivation of millets and through promoting microfinance in the Grameen bank model.

18. The policy of reservation in India or The Backward Class Movement.

19. The significance of the Mandal Commission.

20. The rising Middle Class in India.

21. The nature of protest in rural India (example Singur).

22. Race and examples of Racism (Apartheid/American Racism).

23. The birth of new states in India based on ethnic separatism.

24. The Uttrakhand tragedy: natural or manmade disaster?

25. Superstitions and Taboos.

The studies chosen are primarily theoretically oriented and based on concepts learnt in the class. Because these studies are theoretical, the methodology will be different and would be based on secondary data collection and its analysis and interpretation. Broad suggestions about how to approach similar studies are given below:

1. Changing nature of the Indian family (S. No. 3 - List of suggested assignments for Practical Work)

Aim: To study the changing nature of the family in an urban setting.

Data: Students need to identify their sample and then gather their data by interviewing members from five families. Members of different generations from each family should be interviewed.

The student needs to collect data with the help of a questionnaire and interviews. The questions can be framed on the following:

– Description of the family structure (members, who does what in the family, the jobs outside, etc.)

– How they see themselves – joint or nuclear in terms of family relatives, who all live together, or share a kitchen or pool resources, etc.

– Seeking different family members opinion on whether they feel family life has changed. Nature of changes that have taken places and what have caused the changes.

– Has the status of the women in the family has changed in the recent past.

– Whether the women in the family work?

– Relationship between the different members of the family.

Interpretation: Once students have gathered this information they can analyse whether the family they have interviewed has changed over a period of time.

Students should examine:

– whether the respondents' perception of the nature of the family matches with what the student has learnt in class.

– analyse what are the reasons for change in the nature of the family, if any.

For instance:

(i) whether migration has caused the family to change

(ii) occupational changes and shift in residence has caused changes.

(iii) the education and working of the women of the family has created changes

(iv) failure of the generations to cope with each other has led to changes

(v) constraint of space has caused the changes

Conclusion: Students should also do a minor statistical analysis of:

– the types of families that they are able to identify into nuclear and joint

– make an approximation about what type of family is the trend in their sample.

– proceed to find out whether there are common factors in their sample that keep a family nuclear or joint.

2. **Consumerism and Modernization (S. No. 7** - List of suggested assignments for Practical Work**)**

3. **Media and Modernization (S. No. 12** - List of suggested assignments for Practical Work**)**

4. **Globalisation and its impact on the Individual and the Society (S. No. 14 -** List of suggested assignments for Practical Work**)**

   These three topics are interrelated and yet can be looked at independently.

   (The same aim, methodology and interpretation will apply for the above studies).

   Aim: To discuss how the processes of modernization and globalisation have had an impact on society, culture and the individual.

   Data: Students need to interview members of a family from different generations (grandparents /parents and grandchildren/children) by identifying a sample of families in their neighbourhood who could belong to different economic backgrounds. Data should also be gathered from secondary sources such as the newspaper, internet and magazine articles.

   Students need to begin by first discussing the concepts of modernization and globalisation as learnt in class. They should then proceed to gather information on consumerism, media and the changes in a society as a result of the process of globalisation.

Students need to ask these respondents:

– Nature of their life style

– Patterns of expenditure

– How they use their leisure time

– Students should then ask how this is different from the earlier times so that they get a sense of the change in the lifestyle

– How their daily life has changed with modernization

– What is the nature of the change

– Ask respondents what role the media has played in bringing about change and adaptation

– Ask about the role of the market in influencing consumption

– How their consumption patterns have changed

– How their thinking has changed and what are their political leanings

– Whether these are positive or negative changes

Sociological interpretation: Students need to do a simple analysis of the patterns of change and the reasons for the change.

They should also see if there is a common pattern in the classes of this change.

They should try and compare the changes between classes and understand if factors such as:

– education

– income

– family background

– religion etc., play a role in the changing life following modernization and globalisation.

5. **Internet as a substitute for the Family and School (S. No. 13 -** List of suggested assignments for Practical Work**)**

   This topic is self-evident and requires a critical analysis of the positive and negative impact of the internet. Given the amount of time the youth spend on the internet, it would be interesting to let the students engage in an auto- biographical critical analysis of the topic.

The analyses could be presented as a debate of ideas, supported by interviews with family members, parents, teachers and peers.

6. **Social Movements (S. No. 15 -** List of suggested assignments for Practical Work**)**

   Aim: This topic requires students to discuss what social movements are and the ideology behind them, supported by a case study of a social movement.

   Data: The data would have to be gathered from secondary sources such as the Internet, magazines and newspaper archives.

   Students should choose a particular movement from what they are taught. For instance, they can look at the Dalit Movements, tribal movements, environment movements, the Maoist insurgency, anti-price rise agitations, Chipko/Narmada Bachao, etc. Having done so, they can choose to present a case study of a significant contemporary social movement either in the rural or the urban context.

   Interpretation: Students need to present the:
   – History
   – Purpose &
   – Achievements

   They also need to present the community and individual significance of the movement.

   Students should also be able to trace out the role of a pivotal figure in the movement. For instance the role of Ambedkar in the Dalit Movement or the role of women in the Chipko movement, Medha Patkar in the Narmada Movement

7. **Changing status of women in India (S. No. 9 -** List of suggested assignments for Practical Work**)**

8. **Women Leaders (S. No. 10 -** List of suggested assignments for Practical Work**)**

   Aim: These two topics are meant to understand whether the position of women has changed in society

   Data: For both the topics, students would be required to take up specific areas where women participate. For instance, the role of women in the economy or women in education or women in the public arena can be looked at.

For topic 9 (Changing status of women in India): Students can interview women in these areas and ask questions such as:
– how their lives have changed socially and economically
– how their status has changed
– how education has changed their lives
– what they see as symbols of this change

Students should also have a summary of the Government's legislations/bills on women, as this will help analyse how successful the Government's efforts have been at emancipating women.

A comparison between the past and present can also be done by the students.

For topic 10 (Women Leaders): After following the above aim and data, students should take up the life of a woman leader from any time frame and present a biographical sketch supported by photographs.

They can also take up the life of two women from two different time periods and compare the changes that have taken place.

Case studies of women in different arenas, across cultures/religions can be presented.

9. **The rising Middle Class in India (S. No. 20 -** List of suggested assignments for Practical Work**)**

   Aim: To study the rise of the middle class and its changing lifestyle, consumption habits and mindset.

   Data: Students will have to gather data by interviewing middle class family members in their neighbourhood. Students need to interview members of a family from different generations (grandparents /parents and grandchildren/children).

   They need to create a questionnaire for this where the kind of questions asked should be:
   – About family background (age /religion, etc.).
   – Their history in the city (how long they have lived there /where they have come from/why they came, etc.).

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- Their past and present occupation.
- Income levels.
- Patterns of expenditure.
- What are the gadgets they use
- The car they drive.
- How they use their leisure time.
- Their opinion on careers for their children.
- Where they go for holidays.
- What are their political leanings

Students should then ask how this is different from the earlier times so that they get a sense of the change in the lifestyle.

Sociological interpretation: A major focus of the questions asked would have to be on the changing consumption patterns of the household. This would enable students to analyse not only changes in the consumerism of the class but also understand how mobility is closely related to class.

Students should be asked to read about the changing role of the middle class through India's history in the political arena.

10. **The birth of New States in India based on Ethnic Separatism (S. No. 23 -** List of suggested assignments for Practical Work**)**

    Aim: To study the relationship between nation, ethnicity and separatism with the help of examples and to discuss the importance of ethnicity in the formation of identity using the examples.

    Data: Secondary sources of information such as news magazines and the internet can be used after a state has been identified for study.

    Sociological Interpretation:

    (i) It is important here to try and make students aware of the contemporary relevance of these issues

    (ii) Students should take the example of a recently formed state in India, such as: Jharkhand, Chattisgarh or the demand for Telangana.

    (iii) They should discuss how the state was formed.

(iv) They should also analyze the importance of ethnic identity in the demands for separate statehood.

(v) They should examine how this demand for a separate state can threaten the unity of India. For instance, as is being seen in Assam, Kashmir and even Mumbai.

(vi) They can also examine the history of such separatism by looking at how and why states like Tamil Nadu or Andhra Pradesh were formed.

Finally based on the example they chose, students should attempt to say something about how ethnicity can threaten the idea of a nation because it can be the basis of sub nationalism on one hand and separatism on the other.

GUIDELINES FOR TEACHERS:

1. It must be emphasized that the process of doing the project is as important as the final project.

2. Once the project/projects are chosen, there should be a process of brainstorming to encourage students to make out a draft/structure for the project before embarking on research.

3. During the brainstorming/discussion, the teacher should discuss the assessment criteria with the students.

4. The teacher should discuss the draft with the student with regard to the central question and the type of sources to be used.

5. The students should be guided on doing the research and looking at different types of evidence.

6. Books and suitable reference material could be suggested by the teachers and made available to the students.

7. Internet sites could be suggested, but care must be taken in selecting, using and citing these sites.

8. Students must be cautioned against plagiarism and be penalized for the same.

9. Marks must be awarded for content and originality and not for decorative elements and embellishments.

10. Projects must be the original work of the student.