

**SOCIOLOGY**  
**Subject Code-039**  
**Class XI-XII (2026-27)**

**Rationale**

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

- Sociology studies society. The child's familiarity with the society in which she /he lives in makes the study of Sociology a double edged experience. At one level Sociology studies institutions such as family and kinship, class, caste and tribe religion and region- contexts with which children are familiar of, even if differentially. For India is a society which is varied both horizontally and vertically. The effort in the books will be to grapple overtly with this both as a source of strength and as a site for interrogation.
- Significantly the intellectual legacy of Sociology equips the discipline with a plural perspective that overtly engages with the need for defamiliarisation, to unlearn and question the given. This interrogative and critical character of Sociology also makes it possible to understand both other cultures as well as relearn about one's own culture.

This plural perspective makes for an inbuilt richness and openness that not too many other disciplines in practice share. From its very inception, Sociology has had mutually enriching and contesting traditions of an interpretative method that openly takes into account 'subjectivity' and causal explanations that pay due importance to establishing causal correspondences with considerable sophistication. Not surprisingly its field work tradition also entails large scale survey methods as well as a rich ethnographic tradition. Indeed, Indian Sociology, in particular has bridged this distinction between what has often been seen as distinct approaches of Sociology and Social Anthropology. The syllabus provides ample opportunity to make the child familiar with the excitement of field work as well as its theoretical significance for the very discipline of Sociology.

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

### Objectives

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

## COURSE STRUCTURE

### Class XI (2026-27)

Time: 3 Hours

Max. Marks: 80

Units		Marks
<b>A</b>	<b>Introducing Sociology</b>	
	1. Sociology, Society and its relationship with other Social Science disciplines	10
	2. Terms, concepts and their use in Sociology	10
	3. Understanding Social Institutions	12
	4. Culture and Socialization	12
	Total	<b>44</b>

<b>B</b>	<b>Understanding Society</b>	
	7. Social Change and Social order in Rural and Urban Society	12
	9. Introducing Western Sociologists	12
	10. Indian Sociologists	12
	Total	<b>36</b>
<b>Total</b>		<b>80</b>
<b>Project Work</b>		<b>20</b>

### COURSE CONTENT

<b>A.</b>	<b>INTRODUCING SOCIOLOGY</b>	<b>44 Marks</b>
<b>Unit 1</b>	<b>Sociology, Society and its Relationship with other Social Sciences</b> <ul style="list-style-type: none"> <li>• Introducing Society: Individuals and collectivities. Pluralities and Inequalities among societies.</li> <li>• Introducing Sociology: Emergence. Nature and Scope.</li> <li>• Relationship with other Social Science disciplines</li> </ul>	
<b>Unit 2</b>	<b>Terms, Concepts and their use in Sociology</b> <ul style="list-style-type: none"> <li>• Social Groups and Society</li> <li>• Social Stratification</li> <li>• Status and Role</li> <li>• Society &amp; Social Control</li> </ul>	
<b>Unit 3</b>	<b>Understanding Social Institutions</b> <ul style="list-style-type: none"> <li>• Family, Marriage and Kinship</li> <li>• Work &amp; Economic Life</li> <li>• Political Institutions</li> <li>• Religion as a Social Institution</li> <li>• Education as a Social Institution</li> </ul>	
<b>Unit 4</b>	<b>Culture and Socialization</b> <ul style="list-style-type: none"> <li>• Defining Culture</li> <li>• Dimensions of Culture</li> <li>• Socialization</li> <li>• Agencies of Socialisation &amp; Sociology</li> </ul>	

<b>B.</b>	<b>UNDERSTANDING SOCIETY</b>	<b>36 Marks</b>
<b>Unit 7</b>	<b>Social Change and Social Order in Rural and Urban Society</b> <ul style="list-style-type: none"> <li>• Social Change: Types, Causes and Consequences</li> <li>• Social Order: Domination, Authority and Law; Contestation, Crime and Violence</li> <li>• Concepts: Village, Town and City</li> <li>• Social Order and Social Change in Rural and Urban Areas</li> </ul>	
<b>Unit 9</b>	<b>Introducing Western Sociologists</b> <ul style="list-style-type: none"> <li>• The Context of Sociology</li> <li>• Karl Marx on Class Conflict</li> <li>• Emile Durkheim: Division of Labour in society</li> <li>• Max Weber: Interpretive Sociology, Ideal Type &amp; Bureaucracy</li> </ul>	
<b>Unit 10</b>	<b>Indian Sociologists</b> <ul style="list-style-type: none"> <li>• G.S. Ghurye on Caste and Race</li> <li>• D.P. Mukherjee on Tradition and Change</li> <li>• A.R. Desai on the State</li> <li>• M.N. Srinivas on the Village</li> </ul>	

<b>PROJECT WORK</b>		
<b>Max. Marks: 20</b>		
A. Project undertaken during the academic year at school level		<b>15 Marks</b>
<ol style="list-style-type: none"> <li>1. Introduction -2 Marks</li> <li>2. Statement of Purpose – 2 Marks</li> <li>3. Research Question – 2 Marks</li> <li>4. Methodology – 3 Marks</li> <li>5. Data Analysis – 4 Marks</li> <li>6. Conclusion – 2 Marks</li> </ol>		
B. Viva – based on the project work		<b>05 Marks</b>

**SOCIOLOGY**  
**QUESTION PAPER DESIGN**  
**Class XI (2026-27)**

<b>S.No.</b>	<b>Competencies</b>	<b>Total Marks</b>	<b>Weightage (%)</b>
<b>1</b>	<p><b>Knowledge &amp; understanding</b>  Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers. Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas</p>	<b>30</b>	<b>37.5%</b>
<b>2</b>	<p><b>Application of Knowledge and Concepts</b>  Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way. Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations</p> <p>Present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria.</p>	<b>32</b>	<b>40%</b>
<b>3</b>	<p><b>Formulate, Analyse , Evaluate &amp; Create</b>  Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions.</p>	<b>18</b>	<b>22.5%</b>
	<b>Total</b>	<b>80</b>	<b>100%</b>

## COURSE STRUCTURE

Class XII (2026-27)

Time: 3 Hours

Max. Marks: 80

Units		Marks
<b>A</b>	<b>Indian Society</b>	
	1. Introducing Indian Society	Non- evaluative
	2. The Demographic Structure of Indian Society	10
	3. Social Institutions: Continuity and Change	10
	5. Patterns of Social Inequality and Exclusion	10
	6. The Challenges of Cultural Diversity	10
	7. Suggestions for Project Work	Non- evaluative
		<b>40</b>
<b>B</b>	<b>Social Change and Development in India</b>	
	8. Structural Change	5
	9. Cultural Change	5
	11. Change and Development in Rural Society	10
	12. Change and Development in Industrial Society	10
	15. Social Movements	10
		<b>40</b>
	<b>Total</b>	<b>80</b>

## COURSE CONTENT

A.	INDIAN SOCIETY	40 Marks
Unit 1	<b>Introducing Indian Society</b> Colonialism, Nationalism, Class and Community ( <b>Non- evaluative</b> )	
Unit 2	<b>The Demographic Structure of the Indian Society</b> <ul style="list-style-type: none"><li>• Theories and concepts in demography</li><li>• Rural-Urban Linkages and Divisions</li><li>• Population Policy in India</li></ul>	

Unit 3	<b>Social Institutions: Continuity and Change</b>	
	<ul style="list-style-type: none"> <li>• Caste and the Caste System</li> <li>• Tribal Communities</li> <li>• Family and Kinship</li> </ul>	
Unit 5	<b>Patterns of Social Inequality and Exclusion</b>	
	<ul style="list-style-type: none"> <li>• Social Inequality and Social Exclusion</li> <li>• Systems justifying and perpetuating Inequality - Caste, Tribe, the Other Backward Classes</li> <li>• Adivasi Struggles</li> <li>• The Struggle for Women's Equality and Rights</li> <li>• The struggles of the Differently Abled</li> </ul>	
Unit 6	<b>The Challenges of Cultural Diversity</b>	
	<ul style="list-style-type: none"> <li>• Cultural communities and the nation state</li> <li>• Regionalism in the Indian context</li> <li>• The Nation state and religion related issues and identities</li> <li>• Communalism, secularism and the nation state</li> <li>• State and Civil Society</li> </ul>	
Unit 7	<b>Suggestions for Project Work</b>	
<b>B.</b>	<b>SOCIAL CHANGE AND DEVELOPMENT IN INDIA</b>	<b>40 Marks</b>
Unit 8	<b>Structural Change</b> Understanding Colonialism, Industrialization, Urbanization	
Unit 9	<b>Cultural Change</b>	
	<ul style="list-style-type: none"> <li>• Social Reform Movements</li> <li>• Different Kinds of Social Change: Sanskritisation, Westernisation, Modernization, Secularization</li> </ul>	
Unit 11	<b>Change and Development in Rural Society</b>	
	<ul style="list-style-type: none"> <li>• Agrarian Structure: Caste &amp; class in Rural India</li> <li>• Land Reforms, Green Revolution and Emerging Agrarian society</li> <li>• Green revolution and its social consequences</li> <li>• Transformation in Rural Society</li> <li>• Circulation of labour</li> <li>• Globalization, Liberalization and Rural Society</li> </ul>	

Unit 12	<p><b>Change and Development in Industrial Society</b></p> <ul style="list-style-type: none"> <li>• From Planned Industrialization to Liberalization</li> <li>• How people find Jobs</li> <li>• Work Processes: How work is carried out, working conditions, home based work, Strikes and Unions</li> </ul>
Unit 15	<p><b>Social Movements</b></p> <ul style="list-style-type: none"> <li>• Concept of Social Movements</li> <li>• Theories and Classification of Social Movements</li> <li>• Environmental Movements</li> <li>• Class-Based Movements: Workers, Peasants</li> <li>• Caste-Based Movements: Dalit Movement, Backward Class/Castes, Trends in Upper Caste Responses</li> <li>• Tribal Movements</li> <li>• Women's Movements in Independent India</li> </ul>

<b>PROJECT WORK</b>	
<b>Max. Marks: 20</b>	
<p>C. Project undertaken during the academic year at school level</p> <ol style="list-style-type: none"> <li>1. Introduction -2 Marks</li> <li>2. Statement of Purpose – 2 Marks</li> <li>3. Research Question – 2 Marks</li> <li>4. Methodology – 3 Marks</li> <li>5. Data Analysis – 4 Marks</li> <li>6. Conclusion – 2 Marks</li> </ol>	<b>15 Marks</b>
D. Viva – based on the project work	<b>05 Marks</b>

**Prescribed Books:**

1. Introducing Sociology, Class XI, Published by NCERT
2. Understanding Society, Class XI, Published by NCERT
3. Indian Society, Class XII, Published by NCERT
4. Social Change and Development in India, Class XII, published by NCERT

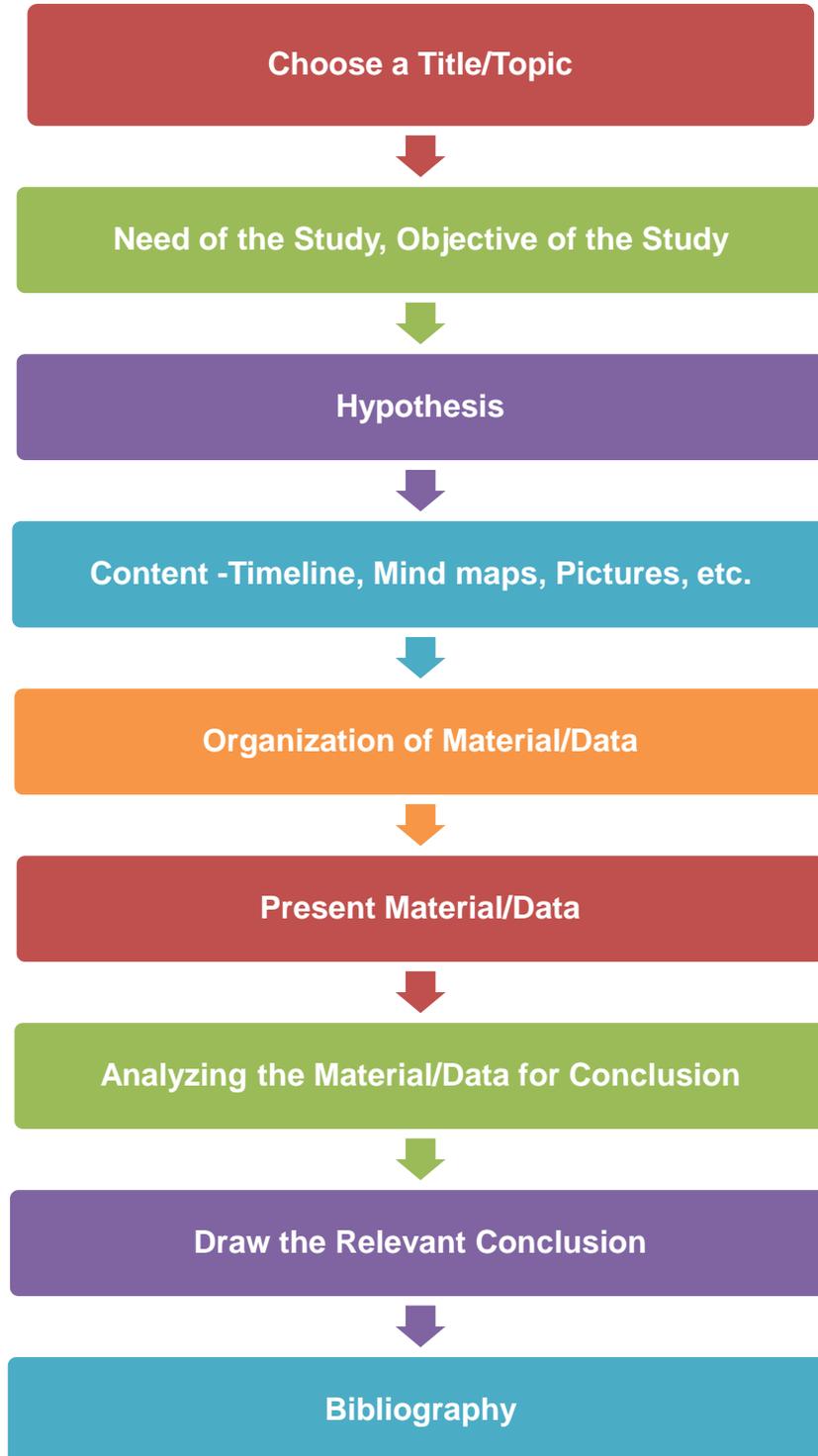
**SOCIOLOGY**  
**QUESTION PAPER DESIGN**  
**Class XII (2026-27)**

S. No.	Competencies	Total Marks	Weightage (%)
<b>1</b>	<p><b>Knowledge &amp; Understanding</b>  Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers. Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas</p>	<b>30</b>	<b>37.5%</b>
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<b>3</b>	<p><b>Formulate, Analyse , Evaluate &amp; Create</b>  Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions.</p>	<b>18</b>	<b>22.5%</b>
	<b>Total</b>	<b>80</b>	<b>100%</b>
<b>Note: Kindly refer to the guidelines on project work for class XI and XII given below: -</b>			

## Guidelines for Sociology Project Work: 20 Marks

One Project to be done throughout the session, as per the existing scheme.

1. **Steps involved in the conduct of the project:** Students may work upon the following lines as a suggested flow chart:



## **2. Expected Checklist for the Project Work:**

- Introduction of topic/title
- Identifying the causes, events, consequences and/or remedies
- Various stakeholders and effect on each of them
- Advantages and disadvantages of situations or issues identified
- Short-term and long-term implications of strategies suggested during research
- Validity, reliability, appropriateness, and relevance of data used for research work and for presentation in the project file
- Presentation and writing that is succinct and coherent in project file
- Citation of the materials referred to, in the file in footnotes, resources section, bibliography etc.

## **3. Assessment of Project Work:**

- Project Work has broadly the following phases: Synopsis/ Initiation, Data Collection, Data Analysis and Interpretation, Conclusion.
- The aspects of the project work to be covered by students can be assessed during the academic year.
- 20 marks assigned for Project Work can be divided in the following manner:

## **4. Viva-Voce**

- At the end, each learner will present the research work in the Project File to the External and Internal examiner.
- The questions should be asked from the Research Work/ Project File of the learner.
- The Internal Examiner should ensure that the study submitted by the learner is his/her own original work.
- In case of any doubt, authenticity should be checked and verified. \*\*\*\*\*

## PROJECT WORK: 20 MARKS

The teacher will assess the progress of the project work in the following manner:

<b>Month</b>	<b>Periodic Work</b>	<b>Assessment Rubrics</b>	<b>Marks</b>
<b>April -July</b>	Instructions about Project Guidelines, Background reading Discussions on Theme and Selection of the Final Topic, Initiation/ Synopsis	Introduction, Statement of Purpose/Need and objectives of the study, Hypothesis/Research Question, Review of Literature, Presentation of Evidence, Methodology, Questionnaire, Data Collection.	<b>5</b>
<b>August - October</b>	Planning and organization: forming an action plan, feasibility, or baseline study, Updating/ modifying the action plan, Data Collection	Significance and relevance of the topic; challenges encountered while conducting the research.	<b>6</b>
<b>November - January</b>	Content/data analysis and interpretation.  Conclusion, Limitations, Suggestions, bibliography, Annexures and overall presentation of the project.	Content analysis and its relevance in the current scenario.  Conclusion, Limitations, Bibliography, Annexures and Overall Presentation.	<b>5</b>
<b>January- February</b>	<b>Final Assessment and VIVA by both Internal and External Examiners</b>	External/ Internal Viva based on the project	<b>4</b>
		<b>TOTAL</b>	<b>20</b>