

Sociology and Society

Time : 22 periods



Introduction

Sociology as a distinct discipline of the scientific study of society emerged only in the second half of the 19th century. Hence it is considered as the youngest of all Social Sciences. The contributions of early thinkers including Saint Simon, Auguste Comte, Herbert Spencer and Emile Durkhiem are immense in the development of this distinct discipline. Auguste Comte gave an identity to this discipline and hence is considered the father of sociology. Several factors that emerged in Europe during the 17th and 18th ceunturies played a pivotal role in the emergence of this discipline. The evolutionary doctrine of Charles Darwin, European enlightenment and the material issues followed by the Industrial Revolution are the major ones in this category.

Sociology emerged in India as a systematic study of the Indian society in response to the emergence of new social problems resulting from rapid economic and social changes that began during the British period.

This discipline has a scientific methodology that makes it different from other Social Sciences and commonsense knowledge. After going through this unit, the learner will get an overall understanding of the nature of sociology and the factors that led to the emergence of this discipline.



Values and attitudes

After the successful transaction of this unit, the learner will gain an understanding of the nature of sociology as an unique discipline and its origin and development. After going through the contents, the learner will imbibe the value of objective viewing and understanding of social facts and will thereby gain a clear vision of the nature and scope of the discipline. The learner will develop an attitude of appreciating the identity of sociology by comparing it with other Social Sciences.

Unit frame

Concepts/Content/ Ideas	Learning process/Activities with assessment	Learning outcomes
<p>Sociological imagination: The personal problems and the public issue</p>	<p>Activity Discussion with the help of paper cuttings/ slides/videos (PPT) showing problems like dowry, unemployment, poverty, etc. Discussion points</p> <ul style="list-style-type: none"> • Is it a problem concerning the individual only? • Can it be seen as a social problem? • How can the problem be observed objectively? <p>Assessment</p> <ul style="list-style-type: none"> • 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. • Discussion report prepared by the learner can be assessed on the basis of its completeness, clarity of ideas presented and logical arrangement of points <p>Skills Observation, analysis, evaluation, inference and demonstration</p>	<p>1.1.infer that an individual problem can be a public issue as well. 1.2 practice sociological imagination</p>
<p>Pluralities and inequalities among societies</p>	<p>Activity Identification of the groups which one considers as 'our society' or our group followed by discussion.</p>	<p>1.3 identify the pluralistic nature of his/her society</p>

Concepts/Content/ Ideas	Learning process/Activities with Assessment	Learning outcome
	<p>Assessment</p> <ol style="list-style-type: none"> 1. Correctness in identifying plurality and effective participation in the discussion. 2. Group discussion report - clearly indicates pluralities, reflects different aspects of pluralities and depicts the learner's attitude towards plurality <p>Skills</p> <p>Identification, reasoning and judging</p>	
<p>Sociology and common sense knowledge</p>	<p>Activity</p> <p>Discussion based on different cases introduced through handouts, slides, pictures etc. (PPT)</p> <ul style="list-style-type: none"> • Listing of commonsense reasons and scientific objective reasoning. <p>Assessment</p> <ul style="list-style-type: none"> • Participation in the listing process, accuracy in classifying the given cases into commonsense knowledge and scientific reasoning and a clear understanding of the differences between the two. • List prepared by the learner - each case is classified under the heads of scientific reasoning and commonsense knowledge. <p>Skills</p> <p>Identification, classification, reasoning and listing</p>	<p>1.4 identify the inequalities existing in the society</p>
<p>Intellectual ideas that went into the making of sociology</p> <ul style="list-style-type: none"> • Evolutionary principle • European enlightenment 	<p>Activity</p> <p>Guided discussion after showing the pictures of European thinkers</p>	<p>1.5 recommend the need of sociological reasoning rather than common sense understanding</p>

Concepts/Content/ Ideas	Learning process/Activities with assessment	Learning outcomes
	<p>Assessment</p> <ul style="list-style-type: none"> • Effective participation in the discussion and clarity of ideas. • Discussion report - comprehensiveness of the report, own views, lay out <p>Skills</p> <p>Data collection, classification, comparison and presentation</p>	
<p>The material issues which helped in the making of sociology.</p> <ul style="list-style-type: none"> • Industrial Revolution • Capitalism • Degradation of labour • Emergence of urban centres • Factory and mechanical division of labour • Clock regulated life 	<p>Activity</p> <p>Discussion supported by the following pictures, video films or slides (PPT)</p> <ol style="list-style-type: none"> a. a factory in function and a village or farmers working in an agricultural field. b. a busy urban street and a calm village. c. a village market and an international business establishment or super market of a big private company. d. attitudes and institutions reflecting capitalism. <p>Discussion points</p> <ul style="list-style-type: none"> • changed role of people working in the fields and factory. • Emergence of capitalism. • Time becoming the basis of social organization. <p>Assessment</p> <ol style="list-style-type: none"> 1. How much contributions did the learner make in the discussion, relevance of the points raised by the learner, effectiveness of learner interventions. 2. Discussion report - comprehensiveness of ideas presented, clarity in presentation, arrangement of points in sequential order. 	<p>1.6 state the role of material issues and intellectual ideas in the making of sociology</p>

Concepts/Content/ Ideas	Learning process/Activities with assessment	Learning outcomes
	<p>Skills</p> <p>Identification, comparison, analysis, reporting and presentation</p>	
Growth of sociology in India.	<p>Activity</p> <p>Debate and material review</p> <ol style="list-style-type: none"> 1. A debate on the topic 'Contemporary Indian society is considered as the 'past' of European society'. 2. The learner is given handouts containing the idea of colonial officials and scholars about Indian society. <ul style="list-style-type: none"> • Discussion on the content. <p>Assessment</p> <ol style="list-style-type: none"> 1. Learners participation in the debate, ability to place the arguments logically, aptness of the arguments raised, willingness to accept other relevant points of view while trying to establish one's own views. 2. Debate report - comprehensiveness of the report, content clarity, layout and timely submission. <p>Skills</p> <p>Observation, identification, analysis and evaluation</p>	1.7 analyse the role of industrialization in the making of sociology
Scope of sociology	<p>Activity</p> <p>Brainstorming with the help of some probe questions and charting of responses received</p> <p>Assessment</p> <ol style="list-style-type: none"> 1. Discussion report of the learner - includes all the relevant points presented by the experts, clarity in each point and arranged 	1.8 evaluate the colonial view of Indian society and the growth of sociology in India

Concepts/Content/ Ideas	Learning process/Activities with assessment	Learning outcomes
	<p>logically</p> <p>2. Participation of the learner in the discussion - effectiveness, content clarity, ability to establish one's own views, willingness to accept relevant points presented by other members of the group.</p> <p>Skills Listening, observation, comparison, contrast and reasoning.</p>	
Sociology and Economics	<p>Activity Case analysis A newspaper report on the issue of the return of Indian nurses from different conflict struck countries. Learners are asked to analyse the economic and sociological implications of the issue in two separate groups.</p> <p>Assessment</p> <ul style="list-style-type: none"> • Participation of the learner in the discussion process - How much the learner has contributed in the discussion? Was his contribution relevant and effective? Was he/she able to accept the views presented by other group members? • Discussion report - Did the learner write a report of the discussion? Does it contain all the relevant points discussed in the group? Is he aware of what he has written? <p>Skills Comprehension, analysis, differentiation and reporting</p>	1.9 construct knowledge about the scope of sociology

Concepts/Content/ Ideas	Learning process/Activities with assessment	Learning outcomes
Sociology and Political Science	<p>Activity Material review The learners are asked to analyse the news regarding the political and sociological factors that influenced the previous general elections.</p> <p>Assessment Review report of the learner to be assessed by considering the relevance of points included, validity and logical establishment of views and comprehensiveness.</p> <p>Skills Observation, analysis, comparison, contrast and judging.</p>	1.10 point out the differences between economic and sociological approaches.
Sociology and History	<p>Activity Material review and listing of discussion points</p> <ul style="list-style-type: none"> • Video clippings, pictures, slides, handouts on 'Arab Vasantham' or Mullapoo Viplavam (Jasmine Revolution in the Arabian countries) • Review the material from historical and sociological points of view. • Chart the differences between the two perspectives. <p>Assessment</p> <ol style="list-style-type: none"> 1. Learner's participation in the discussion - interventions, clarity in the ideas presented, self confidence while presenting points. 2. Discussion report and chart-conceptual clarity, assimilation of the concepts, appropriate layout completeness and originality of the report 	1.11 analyse a given situation to report the political and sociological influences

Concepts/Content/ Ideas	Learning process/Activities with assessment	Learning outcomes
	<p>Skills Locate, analyse, compare and contrast</p>	
Sociology and Psychology	<p>Activity Case analysis and discussion with the help of hand outs.</p> <p>Assessment</p> <ul style="list-style-type: none"> • Participation of the learner in the discussion - • Active involvement • Ability to give reasons for the differences • Effective communication in the group • Discussion report - contains all the relevant points emerged in the group, written in a clear and systematic way, able to explain what is written in the report <p>Skills Identification, comparison, contrast, evaluation and reasoning</p>	<p>1.12 compare and contrast sociology and history</p> <p>1.13 compare and contrast sociology and psychology</p>
Sociology and Social Anthropology	<p>Activity Material review Book, internet and other sources of information are provided and the learner is asked to find out the most primitive tribes in Kerala and compare their features with that of the non-tribal communities.</p> <p>Discussion point 'Is it appropriate to compare all societies with the western modern societies, keeping them</p>	<p>1.14 compare and contrast sociology and social anthropology</p>

Concepts/Content/ Ideas	Learning process/Activities with assessment	Learning outcomes
	<p>as a bench mark?'</p> <p>Assessment</p> <ol style="list-style-type: none"> 1. Material review report - covers all the relevant points in the material, includes own views and comments, presented in an innovative way 2. Participation of the learner in the discussion - effectiveness of interventions, conviction with which points are presented, learner's influence in the discussion <p>Skills</p> <p>Compare, contrast, evaluate and judge.</p>	

Unit assessment: Quiz programme

The class can be divided into 4 groups. Each group prepares 15 questions and administer them in the class

Teacher notes the performance of group members and scores obtained by each group in the right side column of the teacher planner in order to be considered for term end CE assessment.

Towards the unit

Entry Activity

Learners are asked to complete the chart regarding the subjects which they have studied in the high school.

Discipline	Subject matter
Chemistry	Studies the composition, properties, and activity of organic and inorganic substances
Biology	
History	
.....	
.....	

Teacher raises the following question.

Which discipline should study our society, social groups and the ways of social interaction?

Considering to the responses of the learners, teacher introduce the discipline of sociology.

Teacher consolidation:

Sociology is the study of human social relationships and institutions. Sociology's subject matter is diverse, ranging from crime to religion, from the family to the state, from the divisions of race and social class to the shared beliefs of a common culture, and from social stability to radical change. Sociology aims at understanding how human actions and consciousness both shape and are shaped by surrounding cultural and social structures. Sociology is an exciting and illuminating field of study that analyzes and explains important matters in our personal lives, our communities, and the world. At the personal level, sociology investigates the social causes and consequences of such things as romantic love, racial and gender identity, family conflict, deviant behaviour, ageing, and religious faith. At the societal level, sociology examines and explains matters like crime and law, poverty and wealth, prejudice and discrimination, schools and education, business firms, urban community, and social movements. At the global level, sociology studies such phenomena as population growth and migration, war and peace, and economic development.

Sociological imagination: The personal problems and the public issue

Teacher presents the PPT/paper cuttings reflecting the following issues.

- An unmarried old lady (unmarried as her family was unable to give dowry/ Famous folk song 'Ninne kandal ennekalum chantham thonnum..... ' can also be used.)
- An unemployed person/unemployment situation
- A person begging for food
- A couple sleeping in the street

The following questions are posted for discussion.

- Is it a problem only of the individual concerned?
- Can it be seen as a social problem?/Does the society has any responsibility?
- How can the problem be observed objectively?

Learners are to note down their personal views individually. Then discuss their views in small groups for 5 to 10 minutes. The group representatives present the views of their groups and the points are noted on the black board/ chart. Alongside, learners are asked to write down the points in their activity log.

Once the discussion is completed, the learners are distributed the following worksheet to complete.

Peer Assessment worksheet (Process)					
	Learner 1	Learner 2	Learner 3	Learner 4	Learner 5
Write the names of five learners who participated most in the discussion					
Where he/she been able to present his / her ideas clearly?					
Did he/she intervene in the discussion with confidence					
Was he/she able to see the issue from different angles					
How will you rate the performance on a scale of 5 - 1					

Teacher notes down the gist of the peer evaluation on the right-side column of teacher planner for future reference.

Teacher Input

Sociological Imagination

'The Sociological Imagination' is a book written by the American sociologist C. Wright Mills in 1959. His goal in writing this book was to try to reconcile two different and abstract concepts of social reality - the "individual" and "society."



C Wright Mills

In 'The Sociological Imagination', Mills coined the same famous phrase to describe the type of insight offered by the discipline of Sociology, which is used throughout sociology today. The sociological imagination is the concept of being able to "think ourselves away" from the familiar routines of our daily lives in order to look at them anew. Mills defined sociological imagination as "the vivid awareness of the relationship between experience and the wider society." It is the ability to see things socially and how they interact and influence each other. To have sociological imagination, a person must be able to pull away from the situation and think from an alternative point of view. To acquire knowledge, it is important not to follow a routine, you have to break free from the immediacy of personal circumstances and put things in a wider context.

Considering the points emerged during the discussion; teacher should consolidate the discussion with the following points.

Consolidation Points

- Sociological imagination is the concept coined by the American Sociologist C. Wright Mills
- Sociological imagination explains how individual and society are dialectically linked
- It is the "the vivid awareness of the relationship between experience and the wider society."
- To have sociological imagination a person must be able to pull himself / herself away from the situation and think from an alternative point of view.
- Objective observation

After consolidation learners are asked to complete the discussion report along with the consolidation points in their activity log which will go to the learner's portfolio. The completed activity log is interchanged among learners along with the following checklist.

Check list (Tick the appropriate column)		
Attributes	Yes	No
The concept of sociological imagination is clearly presented		
Report contains all the points emerged during the discussion with the consolidation points		
Points are arranged systematically		
Written neatly		

Learners mutually cross-check the activity log with the check list and write their comments and hand over the same to the learner concerned.

Teacher randomly asks learners to read the peer assessment checklists and provides necessary suggestions and clarifications of the concept if required.

Pluralities and inequalities among societies

Shows the news paper cuttings related to the different issues such as hunger death, obesity, issues related to agricultural labourers, super speciality hospitals etc. Initiates the discussion with the following points.

- Indian society, its pluralities and inequalities
- Standard of living in different economic conditions.

Teacher consolidates the points of pluralities and inequalities. Learners are asked to add to the list.

- Some Indians are rich - Most are not
- Some are very well educated - Others are illiterate
- Some lead easy lives or luxury - Others toil hard for little reward
- Some are politically powerful - Others cannot influence anything
- Some have great opportunities - Others lack them for advancement in life
- Some are treated with respect while many others are illtreated

These inequalities are the major reasons for the plural nature of every society. Once the discussion is completed, teacher distributes the following self assessment checklist to see the level of involvement and understanding of the learner.

Self assessment checklist

- | | | |
|--|------------------------------|-----------------------------|
| Was I able to contribute to the discussion? | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| Was my contribution relevant to the topic? | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| Was I able to identify more inequalities and pluralities in the society? | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| Did I get enough opportunity to express my ideas during the discussion? | Yes <input type="checkbox"/> | No <input type="checkbox"/> |

Learners are asked to prepare individual discussion notes in their activity logs. The activity log is exchanged among learners to ensure:

- Conceptual clarity
- Assimilation of concepts of plurality and inequality
- Appropriate layout, design, structure, etc.
- Completion
- Originality

If any difficulties identified, teacher should provide necessary scaffolding.

Introducing Sociology

Teacher shows the following pictures and invites the responses of learners.



Madhya Pradesh	30.87	⊖	Ethiopia
Bihar	27.30	⊖	Yemen
Gujarat	24.70	⊖	Bangladesh
Maharashtra	22.80	⊖	Djibouti
Assam	19.83	⊖	Mali
Kerala	17.63	⊖	Senegal
Punjab	13.63	⊖	Philippines

Notes: Higher score reflects higher hunger levels For State vs world, closest approximation used
Source: India State Hunger Index 2008 and Global Hunger Index 2008

Reflection points:

- What do you think of the above pictures?
- What would be the causes of poverty in India?
- Do you think that it is your responsibility as a student of sociology to fight against this social problem?

Responses	Types of reflections			
	Philosophical reasoning	Religious perceptions	Commonsense knowledge	Sociological reasoning

Teacher facilitates to classify the responses of learners in the above chart.

Teacher randomly asks a few learners to explain why a particular item is classified under a particular heading. From the responses teacher can ensure that all the learners attained the concept. If any doubts left, teacher clarifies it in his/her consolidation points.

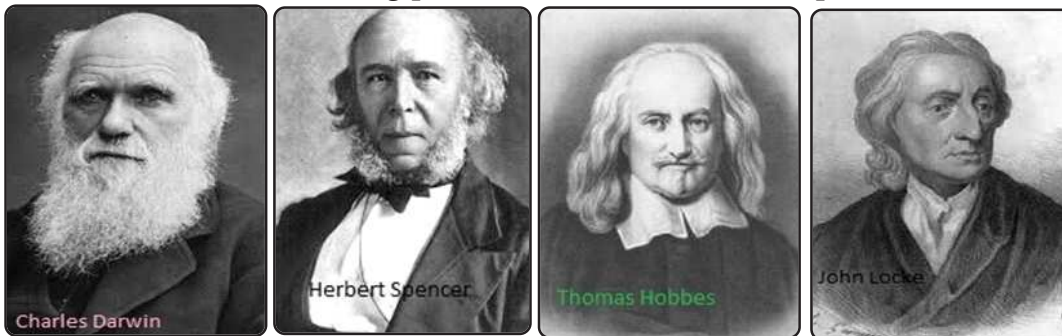
Teacher consolidation:

- Sociology is not the only subject to think about the social life of human beings.
- Sociological perceptions of society and social life are quite different from philosophical and religious thoughts and commonsense knowledge.
- Sociology perceives norms and values as they function in actual social context.
- Sociology follows the scientific method of observation and analysis that can be checked upon by others.
- The question of social responsibility is not sociological by nature

Learners complete the discussion reports and the teacher individually checks and writes her/his comments.

Intellectual ideas that went into the making of sociology

Teacher shows the following photos and asks the certain questions.



- Have you heard of these personalities?
- What are their contributions to mankind?

From the responses of learners teacher facilitates to arrive at the following points.

- Charles Darwin propounded the doctrine of biological evolution
- Herbert Spencer is the proponent of Social evolution

- Thomas Hobbes and John Locke are the famous thinkers during the period of enlightenment in Europe.

Teacher posts another question.

- Do you think that the contributions of these personalities in anyway led to the emergence of sociology? How?

Learners present their views. As part of process assessment, learners are given chance to evaluate the performance of peers based on the following criteria.

Process assessment criteria

- *Participation*
- *Conceptual understanding*
- *Attainment of skills*
- *Performance/presentation*
- *Recording/preparation*

Teacher consolidates the discussion with a detailed presentation of the intellectual ideas that helped in the making of sociology

Consolidation points:

Thinkers and their Contributions	Impact in Sociology
Charles Darwin • Natural and biological evolution	<ul style="list-style-type: none"> ➤ Societies began to be categorised ➤ Stages of social development were identified ➤ Western societies were regarded as the most advanced societies
Herbert Spencer • Organismic analogy	<ul style="list-style-type: none"> ➤ Social Darwinism ➤ Society was compared to a living organism ➤ Social structure and social function
Enlightenment in Europe	<ul style="list-style-type: none"> ➤ Emphasised reason and individualism ➤ Adoption of the method of natural science for the study of society ➤ Natural phenomena like poverty began to be seen as social problems
Thinkers like Auguste Comte believed that a scientific study of society would contribute to the welfare of humanity.	

Discussion reports completed by learners are mutually exchanged for cross-checking with the given checklist.

Check list (Tick the appropriate column)		
Attributes	Yes	No
Intellectual ideas and their impact is clearly presented		
Report contains all the points including the consolidation points		
Clarity of concept		
Points are arranged systematically		
Written neatly		

Learners are asked to modify the activity log as per the suggestions in the checklist.

The material issues which helped in the making of Sociology

Teacher shows the pictures/Video Clippings/slides (PPT) of the following.

- a) A factory in function and a village or farmers working in an agricultural field
- b) A busy urban street and a calm village
- c) A village market and an international business establishment or a supermarket of a big private company

Learners are divided into groups and each group is asked to discuss one of the following discussion points based on the above pictures.

- i. changed role of workers and division of labour
- ii. emergence of new attitudes and institutions associated with capitalism
- iii. development of urban centres and its features
- iv. role of time in determining the nature of social organization

Before initiating the discussion, one member from each group should be selected as the group leader who should lead the discussion and another member to record the discussion points. A third member is identified as observer. The observer closely observes the group activity and completes the following observation chart which should be presented at the end of the discussion and teacher makes a note of the major observations in the teacher planner.

Observation Chart

- Name of learners who participated most in the discussion
- Name of those who kept silent during the discussion
- Discussion was conducted in a democratic way Yes No
- Points discussed were relevant to the topic Yes No
- Group members were willing to respect others view Yes No
- Members were recording the discussion Yes No

Groups present their reports. Teacher facilitates an open discussion at the end of each presentation. Taking into account of the views of the learners, teacher consolidates the discussion with the help of the following points.

Consolidation points:

- industrialisation was based on capitalism
- new attitudes and institutions emerged with capitalism
- degradation and mechanical division of labour
- expansion of urban centres
- clock regulated life became the basis of social organisation
- All these factors helped in the emergence of Sociology

Teacher makes sure that learners complete their individual discussion reports along with the consolidation points in their activity logs. Teacher provides the following check-list for self assessment.

Learner self assessment check-list

- | | | |
|---|------------------------------|-----------------------------|
| I have written the report in my activity log | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| I wrote all the points that emerged during the discussion along with the consolidation points | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| My activity log is neat and tidy | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| I am able to explain all the points that I have written in my activity log | Yes <input type="checkbox"/> | No <input type="checkbox"/> |

Teacher randomly checks the learner self assessment check-lists and ensures that every learner in the class attained the concept. If any learner is noted as lagging behind, the teacher should scaffold that learner.

Growth of Sociology in India

The class is divided into two groups and a debate is organised on the topic: 'Contemporary Indian society reflects the 'past' of European society'. One learner is identified as the moderator and two of them as observers.

Groups present their views and while consolidating the debate teacher emphasises that the statement presented above is the colonial view of Indian society which does not present an objective view of our society.

The observers present the observation schedule.

Observation Schedule

- | | |
|--|--|
| Name of learners who participated most in the debate | |
| Who was most effective in stating their views | |
| Did the participants present their views with confidence | Yes <input type="checkbox"/> No <input type="checkbox"/> |
| Were the points raised relevant to the context | Yes <input type="checkbox"/> No <input type="checkbox"/> |
| Did the moderator ensure a democratic atmosphere | Yes <input type="checkbox"/> No <input type="checkbox"/> |
| Was the moderator effective in controlling the debate | Yes <input type="checkbox"/> No <input type="checkbox"/> |
| Were the group members willing to respect other's views | Yes <input type="checkbox"/> No <input type="checkbox"/> |
| Were the members recording the discussion | Yes <input type="checkbox"/> No <input type="checkbox"/> |

Teacher should note the major points in the teacher planner.

After consolidating the debate teacher distributes handouts containing the idea of colonial officials and scholars about Indian society in groups. Groups are asked to review the material with the following points in mind.

- Major colonial perceptions of Indian society.
- Do these perceptions present an objective understanding of Indian society?
- How do these perceptions differ from your view of Indian society?

Groups present their findings.

Teacher consolidates the discussion by emphasising the following points.

Consolidation points:

- Till recently, Indians had to rely on western sociologists for understanding social change in India.
- Western sociologists had several misconceptions regarding Indian society.
- The colonial officials saw 19th century India as the past of the European society.
- They saw little difference between sociology and social anthropology in the Indian context.

All these led to the emergence of the discipline of sociology in India.

Individual reports prepared by learners are mutually cross - checked and teacher makes sure that all the learners completed the report.

Scope of Sociology

Teacher asks the following brainstorming question.

Of the following what should be the role of a sociologist?

Study natural calamities, Organise a social movement, Study human interactions, Organise people to protest against a public issue

Teacher analyses the responses of learners and derives at the right answer that studying human interactions is the primary responsibility of a sociologist.

Teacher poses another question.

If studying human interactions is the primary responsibility of a sociologist, which types of social interactions should a sociologist study?

Teacher facilitates to classify the responses in the following chart which will go into the learner portfolio.

Social interaction	Specific forms
Interaction between individuals	<ul style="list-style-type: none"> • Between shopkeeper and customer • • •
National issues	<ul style="list-style-type: none"> • Unemployment • • •
Global social processes	<ul style="list-style-type: none"> • Impact of new labour regulations on the working class • • •

Immediately after the charting process the following checklist is distributed among learners for self assessment.

Self assessment checklist	
Was I able to answer the questions	Yes <input type="checkbox"/> No <input type="checkbox"/>
What was my role in the process?	Yes <input type="checkbox"/> No <input type="checkbox"/>
Did I contribute in the charting process?	Yes <input type="checkbox"/> No <input type="checkbox"/>
Was I able to classify points correctly?	Yes <input type="checkbox"/> No <input type="checkbox"/>
Am I able to explain the scope of sociology	Yes <input type="checkbox"/> No <input type="checkbox"/>
Did I get the opportunity to express my ideas	Yes <input type="checkbox"/> No <input type="checkbox"/>

Teacher consolidates the discussion with the help of the following points.

Consolidation points:

- Sociology is a general and systematic social science.
- Scope of sociology is very vast.
- Sociology studies the various forms of social relationships.
- Sociology is closely related to other social sciences.

Individual reports prepared by learners are mutually cross checked to ensure:

- conceptual clarity
- assimilation of concepts
- appropriate layout, design, structure, etc.
- completion
- originality

Sociology and Economics

Teacher presents the case of the recent trend of Indian nurses coming back from the conflict struck countries like Iraq, Libya, etc,. The same is given as hand out for discussion.

The class is divided into two groups – group A and group B. Two members from each group are identified as observers. They are given the following observation chart to note down the performance of the learners during the discussion process.

Observation Chart

Name of learners who participated most in the discussion	
Name of those who kept silent during the discussion	
Discussion was conducted in a democratic way	Yes <input type="checkbox"/> No <input type="checkbox"/>
Points discussed were relevant to the topic	Yes <input type="checkbox"/> No <input type="checkbox"/>
Group members were willing to respect other's views	Yes <input type="checkbox"/> No <input type="checkbox"/>
Members were recording the discussion	Yes <input type="checkbox"/> No <input type="checkbox"/>

Group A has to discuss the 'economic implications' of the issue and group B is to analyse the case from the 'sociological point of view'.

Observers present their observation reports and teacher gives necessary suggestions regarding how to conduct a discussion and the democratic approach to be followed during a group discussion.

Groups present their views and the main ideas are consolidated in a chart/black board in two columns

Economic implications	Sociological implications
•	•
•	•
•	•
•	•
•	•
•	•
•	•
•	•
•	•

Once the presentation is over, a general discussion is initiated to find the similarities and differences in both the views. During the discussion, teacher should observe the socio-emotional aspects and note it down on the right side column of the teacher planner. The discussion should be consolidated with the following points.

Consolidation points:

- Economics approaches an issue exclusively with the interrelations of pure economic variables such as the relations of price, demand and supply, money flows, output and input relations, etc.,
- Objective of the economic analysis is to formulate precise laws of economic behaviour.
- Sociological approach looks at the issue in a broader context of norms, values, practices and interests.
- Economic perception is more precise compared to the sociological perception but it neglects the very important aspect of individual behaviour, cultural norms and institutional resistance which sociologists study.
- Economic perception suggests a technical solution to the issue, but sociology encourages a questioning and critical perspective.
- Recent trend of resurgence of economic sociology

Teacher randomly checks the activity logs of learners and makes sure that all learners wrote discussion report. Teacher notes down his/her reflections in the activity logs.

Sociology and Political science

The Learners are organized into four groups. Relevant paper cuttings/articles from journals relating to the reviews of last general elections are distributed in the groups for analyzing the political and sociological factors that influenced last election. Groups have to review the material based on the following points.

- i. Identify the contesting political parties and their constituencies.
- ii. Analyse their hold on castes, politics, religions, education, labour, communal organizations, ruling party etc.
- iii. Compare the strategies used by political parties like social media, castes relations, religious affiliations etc.
- iv. Evaluate how social factors influenced politics and vice versa.

Once the review process is over, the following peer analysis worksheet is distributed in the groups.

Peer Assessment worksheet (Process)					
	Learner 1	Learner 2	Learner 3	Learner 4	Learner 5
Write the names of learners who participated in the process					
What was their role in the material review process?					
Was their role effective in the process					
Were they been able to review the material from different angles?					

Teacher consolidates the worksheets presented by the groups and records it in the teacher planner.

Groups present their review reports. After each presentation other groups will get a chance to clarify their doubts and discuss their views. Each presentation has to be followed by feedbacks from the other three groups.

Teacher Input:

Political science is the study of the State and the Government. "State is a territorial society divided into government and subjects, claiming within its allotted physical area, a supremacy over all other institutions". -Harold. J Laski. The essential elements of the State are: i. Population, ii. Territory, iii. Government and iv. Sovereignty. The state discharges its functions through the Government. The Government has three parts. (a) The Legislature. (b) The Executive and (c) The Judiciary.

Teacher consolidates the discussion.

Teacher consolidation:

- Sociology and Political science are interrelated.
- The Political parties, election system, political systems, forms of government, political ideologies etc. are shaped and modified by human beings.
- No state can exist without human beings.
- The state regulates human behaviour through laws. The state also influences the social, religious, economic, and other activities of man.
- Family types, education, beliefs, traditions, practices and so on are shaped by the prevailing political system.
- Political life cannot be separated from social life.
- Family, religion, education etc are agencies of political socialization.
- Based on the interdependence of the two disciplines, a new branch called 'Political Sociology' emerged.
- Political Sociology focuses on the study of political behaviour

Learners write the material review report individually which can be interchanged for cross-checking with the help of any of the checklists used in the previous activities. The checklist needs to be customised for the situation.

Sociology and History

Teacher shows the video clippings/pictures/slides/handouts on 'Arab Vasantham' or 'Mullapoo viplavam' (Jasmine Revolution) in Arabian countries. Learners are asked to review the material from the historical and sociological perspectives. Points that emerge in the discussion are noted in the black-board. Learners are asked to classify the differences between the two perspectives and complete the chart.

Historical perspective	Sociological perspective
<ul style="list-style-type: none"> • Studies what happened in the past • • • 	<ul style="list-style-type: none"> • Studies what is happening in the contemporary society • • •

Once the charting process is over the following self assessment checklist is distributed among the learners.

Self assessment checklist	
Did I participate in the material review process?	Yes <input type="checkbox"/> No <input type="checkbox"/>
Did I contribute in the charting process?	Yes <input type="checkbox"/> No <input type="checkbox"/>
Was I able to classify points appropriately?	Yes <input type="checkbox"/> No <input type="checkbox"/>
Am I clear about the inter dependence between history and sociology?	Yes <input type="checkbox"/> No <input type="checkbox"/>
Did I follow the democratic principles while participating in the process?	Yes <input type="checkbox"/> No <input type="checkbox"/>

Learners randomly present the completed checklists and teacher provides necessary suggestions and clarifications.

Teacher consolidates the discussion with the following points.

Consolidation points

- Sociology and History study society from two different angles.
- History studies past society.
- Sociology is concerned with the present society and to some extent with the future.
- The present society cannot be analysed without reference to the past society.
- Social history emerged as the result of the mutual relationship between the two disciplines

“Social history” is the historical analysis of social patterns, gender relations, mores, customs and important institutions.

Teacher should go through the individual reports prepared by the learners and write appropriate comments

Sociology and Psychology

Teacher gives the following material to read.

Psychology

Psychology is the scientific study of human behaviour. Psychology investigates an enormous range of phenomena: learning and memory, sensation and perception, motivation and emotion, thinking and language, personality and social behaviour, intelligence, child development, mental illness, and much more. Psychology studies the behaviour of an individual in a given context.

Once the reading process is over, teacher presents the following case.

Case study

Babu was experiencing problems learning to read. He could not read, write or spell and was also exhibiting behaviour problems in school. The school had suggested that Babu might not be particularly bright or capable as a possible reason for his academic difficulties. He was also experiencing behaviour problems. At school he usually played with other children, who exhibited behaviour problems, and was always in trouble. No one knew what the real problem was and his mother was extremely upset and worried.

Learners are asked to analyse the case from psychological and sociological perspectives.

Students present their views and teacher marks them on the black board. Immediately after the discussion teacher conducts process assessment by posting the following questions.

- Name the learners who actively participated in the discussion
- What was the best part in their involvement?
- How many learners did not participate in the discussion?
- What would be the reason for non-participation?

Teacher uses the responses of the learners for self evaluation as well. If the responses question the relevance of the strategy itself teacher should consider a better alternative next time.

Teacher consolidates the discussion by emphasising the following points.

Teacher consolidation:

- Psychology studies individual behaviour
- The subject matter of psychology is individual's intelligence, leaning, motivations, hopes, fears, etc.,
- Sociology studies behaviour as it is being shaped by society
- Social Psychology studies how individual behaves in groups.

Learners are asked to mutually cross-check the individual discussion reports with the following checklist.

<i>Check list</i> (Tick the appropriate column)		
Attributes	Yes	No
Similarities and differences between sociology and psychology are clearly stated		
Report contains all the points emerged during the discussion with the consolidation points		
Points are arranged systematically		
Written neatly		

Teacher consolidates the checklists and gives necessary guidance and instructions.

Sociology and Social Anthropology

Learners are divided into groups and teacher provides books, internet and other sources of information to the groups and asks them to find out the most primitive tribes in Kerala and compare its features with that of any non-tribal community.

Groups place their findings in the following chart.

Name of primitive tribes in Kerala :

Features	Tribal community	Non-tribal community
Major economic activities		
Religious organisation		
Political organisation		
Language		
Food habits		
Housing pattern		
Cultural forms		
Dress pattern		

Before presenting the charts, groups are asked present a report on the involvement of each member of the group in the discussion keeping the following points in mind.

- Participation
- Conceptual understanding of the difference between sociology and social anthropology
- Attainment of skills of comparison and classification
- Performance/presentation
- Recording

Teacher makes note of major points in the teacher planner.

Groups present their completed charts.

Teacher consolidates the discussion with the following points.

Consolidation points:

- Sociology is the study of modern complex societies whereas Social Anthropology is the study of simple societies.
- Social Anthropology studies simple societies in all their aspects while Sociology being the study of complex societies focuses on certain aspects of the society.

Social anthropologists rely on participant observation methods whereas the method of study adopted by sociologists is survey and quantitative methods.

- Differences between simple and complex societies is getting narrowed

Teacher posts another question for discussion

- Is it appropriate to compare simple societies with the western modern societies, keeping them as a bench mark?

Learners present their views

Teacher consolidates the discussion by emphasising that it was the western colonial view to compare simple societies with the western modern societies. Western trained social anthropologists considered non-European societies as exotic, barbaric and uncivilised. This is not an objective view. Every society has its own individuality which cannot be compared with others.

Individual discussion reports prepared by learners are mutually assessed by the learners with help of an appropriate checklist.

Sample Questions

1. Examine the commonsense understanding and sociological explanation of 'poverty'. How will you substantiate that sociological perception of poverty is quite different from its common sense understanding. Score: 4

2. Identify the statement that best reflects the social responsibility of a sociologist. Score: 1
 - a) A sociologist has no social responsibility
 - b) It is the responsibility of a sociologist to fight against social problems
 - c) A sociologist's social responsibility to study the problem as it is
 - d) A sociologist only takes partial responsibilities

Why did you select this particular answer? Score: 2

3. Critically analyse the logic behind studying European society for understanding the beginning and growth of sociology Score: 4

4. Discuss the relationship between individual problems and social issues with an example in the light of the sociological imagination put forward by C. Wright Mills. Score: 3

5. What is the commonsense understanding regarding unemployment in your society? As a student of sociology how will you explain the causes of unemployment? Score: 4

6. Discuss the significance of studying the origin and growth of sociology in Europe Score: 2

7. Do you agree with the views of colonial administrators and western sociologists about Indian society? Why? Scores: 3

8. If sociology is to modern complex societies
 ----- is to simple societies Score: 1

9. Critically analyse the relationship between enlightenment in Europe and the origin and growth of sociology. Scores: 3

Scoring indicators

- | | | |
|----|--|----------|
| 1. | Common sense understanding of poverty | 2 scores |
| | Sociological explanation of poverty | 2 scores |
| 2. | c) A sociologist's social responsibility is just like any other citizen | 1 score |
| 3. | Industrial revolution and capitalism brought many changes in European society. | |
| | British colonialism | 4 scores |
| 4. | Siting proper example | 1 score |
| | Explanation of sociological imagination | 2 scores |
| 5. | Commonsense explanation of unemployment | 2 scores |
| | Sociological explanation of unemployment | 2 scores |
| 6. | Industrial revolution brought many changes in Europe | 1 score |
| | Impact of capitalism in Europe | 1 score |
| 7. | No | 1 score |
| | Distorted view of colonial administrators and European sociologists | 2 scores |
| 8. | Social Anthropology | 1 score |
| 9. | Emphasis to reason and individualism | 1 score |
| | Advancement in scientific knowledge | 1 score |
| | Application of methods of natural sciences to human affairs | 1 score |

Terms, Concepts and Their Use in Sociology

Time : 22 periods



Introduction

Every science has its own concepts and terms. These concepts carry some precise meaning. Concepts in sociology help a learner to understand the subject matter of the discipline more clearly. Many of the concepts in sociology reflect the concern of social thinkers to understand and map the social changes that the shift from pre-modern to modern entailed. Thus in this unit, we will learn the different perception about social groups, stratification systems, social control and its means within which individuals have to play their role based on their status.



Values and attitudes

After going through this unit, the learner will develop a positive attitude towards the role played by social groups in the formation of personality and culture.

Concepts/Content/ Ideas	Learning process/Activities with assessment	Learning outcomes
Terms and concepts	<p>Activity Discussion based on examples from different professional fields in which specific terminologies used and their importance in the respective fields</p> <p>Assessment</p> <ul style="list-style-type: none"> • Participation in the discussion • Siting the relevance. <p>Skill</p> <ul style="list-style-type: none"> • Rationalization • Explanation 	2.1 identify and explain need of specific terminologies and concepts in the study of sociology
Aggregates and groups	<p>Activity Discussion Considering a family and comparing it with passengers waiting in a railway station. Discussion point</p> <ul style="list-style-type: none"> • What makes both groups different? <p>Assessment</p> <ul style="list-style-type: none"> • The participation of the learner in the discussion is to be assessed on the basis of his/her involvement in the discussion, attainment of skills of differentiation, effectiveness of his/her performance and recording of major points. • Discussion report can be assessed on the basis of conceptual clarity of the report, assimilation of the concepts of groups and aggregates, originality of the report, etc. <p>Skills Observation, comparison, justification</p>	2.2 differentiate social group from an aggregate

Concepts/Content/ Ideas	Learning process/Activities with assessment	Learning outcomes
Social Group	<p>Activity Discussion The following pictures are shown - a family, classroom, a football team, factory, NSS volunteers and a hospital. Discussion points</p> <ul style="list-style-type: none"> • Find the odd one • What makes it odd one in the group • What are the common features of others?. <p>Assessment</p> <ul style="list-style-type: none"> • Participation of the learner in the discussion process, identification and classification skills attained. • Discussion report can be assessed on the basis of conceptual clarity of the report, assimilation of the concept of social group, completeness and originality of the report etc. <p>Skills Identification, comparison.</p>	<p>2.3 define social group and list its characteristics</p> <p>2.4 distinguish between primary and secondary groups</p>
<p>Types of groups</p> <ul style="list-style-type: none"> • Primary • Secondary 	<p>Activity Discussion Based on the pictures given in the former activity, the following questions are asked.</p> <ul style="list-style-type: none"> • In what aspects does the family as a social group differ from school/factory? • To what extent classification of groups into primary and secondary groups tell your the story of changes taking place in societies? <p>Assessment</p> <ul style="list-style-type: none"> • Involvement of the learner in the discussion to be assessed on the basis of the participation in the 	<p>2.5 differentiate between community and association</p>

Concepts/Content/ Ideas	Learning process/Activities with assessment	Learning outcomes
	<p>discussion, attainment of the skills of identification and comparison, effectiveness of performance and recording of major points.</p> <ul style="list-style-type: none"> • Discussion report can be assessed on the basis of concept clarity, assimilation of the concepts of primary and secondary groups, completeness and originality of the report. <p>Skills Identification, comparison and differentiation.</p>	
Community and Association	<p>Activity Discussions based on the pictures related to agrarian way of life and an association. (Resident's association, Professional association etc.) Discussion points</p> <ol style="list-style-type: none"> 1. How do these pictures reflect different and contrasting social relationship? 2. Which one is predominant in modern society? <p>Assessment</p> <ul style="list-style-type: none"> • Participation of the learner in the discussion process, identification and classification skills attained, accuracy in classifying points and arranging them in appropriate columns. • Discussion report conceptual clarity of the report, comparison of community and association, completeness and originality of the report. <p>Skills Identification, comparison and differentiation.</p>	2.6 classify groups into ingroup and out group

Concepts/Content/ Ideas	Learning process/Activities with assessment	Learning outcomes
Ingroup and outgroup	<p>Activity</p> <p>Listing and discussion Learners are asked to list down the names of groups in which they identify themselves and the groups in which they are not members. Discussion points</p> <ul style="list-style-type: none"> • What are your feelings towards both these types of groups? <p>Assessment</p> <ul style="list-style-type: none"> • Involvement of the learner in the discussion to be assessed on the basis of participation, attainment of skills of identification, and comparison, effectiveness of learner's performance and recording of major points. • Discussion report can be assessed on the basis of the conceptual clarity of the report, comparison of ingroup and outgroup, completeness and originality of the report. <p>Skills</p> <p>Identification, comparison, substantiating</p>	2.7 define reference group and peer group
Reference group & Peer group	<p>Activity</p> <p>Discussion using a video clipping of the infrastructural facilities of a Govt. Higher secondary school in Kerala.</p> <ul style="list-style-type: none"> • ICT based multimedia smart class rooms • extensive library • international level playground. • scholarship training with the help of NIT students • training in music, yoga, karatte and personality development. • well equipped kitchen and 	2.8 define and list various systems of social stratification

Concepts/Content/ Ideas	Learning process/Activities with Assessment	Learning outcome
	<p>canteen facilities</p> <ul style="list-style-type: none"> • residential camps, self-learning classes. • continuous educational support from professional bodies. <p>Learners are asked to compare their school with the school shown in the video clipping.</p> <ol style="list-style-type: none"> i. Does your school have the facilities shown in this particular school? ii. Do we need to improve ourselves to attain a particular standard? iii. Can we consider that school as a model <p>Activity 2</p> <p>Discussion points on :</p> <ol style="list-style-type: none"> i. Are you member of a football / cricket club? ii. Mention the peculiarities of that group. iii. Do all members belong to your age group? iv. What is the term to refer to the member of the same age group? <p>Assessment</p> <ol style="list-style-type: none"> 1. Involvement of the learner in the discussion to be assessed on the basis of the learner's participation, attainment of skills of identification and comparison, effectiveness of learner's performance and recording of major points. 2. Discussion report can be assessed on the basis of the conceptual clarity, completeness and originality of the report. <p>Skills</p> <p>Identification and definition</p>	

Concepts/Content/ Ideas	Learning process/Activities with assessment	Learning outcomes
Social Stratification	<p>Activity Discussion based on the following points.</p> <ul style="list-style-type: none"> • How will you classify the people around you? • List the bases for grading them. <p>Assessment</p> <ol style="list-style-type: none"> 1. Involvement of the learner in the discussion to be assessed on the basis of the learner's participation, attainment of skills of recognition and classification. 2. Discussion report can be assessed on the basis of conceptual clarity, assimilation of the concept of social stratification, completeness and originality of the report. <p>Skills Identification and classification.</p>	2.9 compare and list out the characteristics of caste and class
Caste & Class	<p>Activity Discussion based on the following question.</p> <ul style="list-style-type: none"> • What do you think is the base for stratification of Indian society? • How can you classify people based on their wealth? <p>Learners present their views based on their prior knowledge and list out the characteristics of caste and class.</p> <p>Assessment</p> <ol style="list-style-type: none"> 1. Discussion process can be assessed on the basis of his/her involvement in the discussion, attainment of skills of differentiation, effectiveness of his/her performance and recording of major points. 2. Discussion report can be assessed on the basis of conceptual clarity, suitable layout, 	2.10 compare and contrast conflict and functionalist views on class

Concepts/Content/ Ideas	Learning process/Activities with assessment	Learning outcomes
	<p>completeness and originality of the report.</p> <p>Skills Identification, explanation and differentiation</p>	
Class-Conflict and functional views	<p>Activity Discussion with the help of following points</p> <ul style="list-style-type: none"> • Have you heard of Karl Marx? • How does he explain social class? • Do you think that social stratification based on class is any way motivate people. <p>Consolidation.</p> <ul style="list-style-type: none"> • conflict view of social class. • Karl Marx - Class conflict • Max Weber - Life chances. • Functionalist view of stratification based on class. <p>Assessment</p> <ol style="list-style-type: none"> 1. The involvement of the learner can be assessed on the basis of the learner's participation, attainment of the skill of differentiation, effectiveness of performance and recording of major points. 2. Discussion report can be assessed on the basis of conceptual clarity, assimilation of different perceptions of class, originality of the reports etc. <p>Skills Identification, explanation</p>	2.11 define and relate status and role
Status and Role	<p>Activity Discussion based on the following questions.</p> <ul style="list-style-type: none"> • Teaching profession has a higher status when compare with other profession. What might be the reason behind it? • What does the society expect from a teacher? • Dose a teacher perform different roles? • On what basis do people obtain statuses? 	2.12 compare and contrast conflict and functional views on social control

Concepts/Content/ Ideas	Learning process/Activities with assessment	Learning outcomes
	<p>Assessment</p> <ol style="list-style-type: none"> 1. The process of discussion can be assessed on the basis of his/her involvement in the discussion, attainment of skills of differentiation, effectiveness of his/her performance and recording of major points. 2. Discussion report can be assessed on the basis of the conceptual clarity, assimilation of the concepts of status and role, completeness and originality of the report etc. <p>Skills</p> <p>Identification, classification and differentiation.</p>	
Social Control - Functionalist and conflict views.	<p>Activity</p> <p>Reflections of learners on the following statement is initiated on the 'rich made the laws while values by the poor' Learner response classified into conflict and functionalists views.</p> <p>Assessment</p> <ol style="list-style-type: none"> 1. Discussion process to be assessed on the basis of involvement attainment of skills of differentiation and listing, effectiveness of performance and recording major points. 2. Discussion report to be assessed on the basis of conceptual clarity, assimilation of the concepts of social control, completeness and originality of report, etc. <p>Skills</p> <p>Observation, Identification, classification</p>	

Unit Assessment:

Unit test

Learners prepare questions along with answer key and scoring indicators. The questions are administered in the class and learners mutually evaluate the answer scripts. Scores thus obtained can be considered for CE assessment.

Towards the unit

Social control (LO-2.12)

Teacher initiates a discussion on the statement 'rich made the laws and values by the poors'

Learners are asked to list down teir commands under the following heads by the help of the teacher.

Functionalist Views	Conflict Views

Teacher asks a few learners randomly to comment on the involvement of learners in the discussion process based on the following aspects.

- Participation
- Effectiveness
- Own view with substantiation
- Attainment of skills of classification and listing.

Teacher consolidates

- Social control is the sum total of control exercised by the society upon individuals or groups.
- The functionalist perspective -social control helps to regulate the behaviour of individuals and groups, to enforce values and patterns to mantain order in the society.

- The conflict theorists see social control as a mechanism to impose social control by the dominant social classes on the rest of the society.
- Social control refers to social processes, techniques and strategies by which the behaviours of individuals or a groups are regulated.
- There are formal and informal means of social control.
- Formal means are official, codified and systematic means of social control. eg: law, education etc..
- Informal means of social control are personal, unofficial and uncodified.
- eg: family, peer group etc.
- Family, kin groups, religion, education, law, etc. are the agencies of social control.

The teacher ensures that all the learners write down the consolidation points in their activity log.

Reference group and peer group (LO 2.7)

Teacher initiates a discussion using a video clipping of the infrastructural facilities of a Govt. HSS

Infrastructural facilities of a Govt. HSS.

- ICT based multimedia smart class room
- residential camps, self-learning classes, training for scholarship
- large library
- international level play ground
- continuous educational support from professional agencies
- teaching aids based on science and technological museum
- special training in music, yoga, karett and personality development
- well equipped kitchen and canteen facilities.

After the observation of the video clip, the learners are asked to compare their school with the school shown in the video clipping

Discussion Points

- i. Does your school have the facilities which shown in this particular school?
- ii. Do we need to improve ourselves to attain a particular standard?
- iii. Can we consider that school as a model?

Group discussion follows.

Students actively participate in the discussion process and note down all the relevant points in their activity log.

Considering the views of learners, teacher consolidates that

- i. reference group will help us to judge and improve ourselves.
 - ii. The groups which serve as points of comparison are called reference groups
- Learners are asked to list out two examples for reference groups.

Now, teacher introduces peer group by asking the following questions.

- i. Are you a member of a foot ball/cricket club? Mention the peculiarities of that group.
- ii. Do all members belong to your age group?
- iii. What is the term to refer to the members of the same age group?

Learners present their views. A few learners randomly comment on the participation of learner in the discussion process.

Teacher consolidates that peer group is formed among individuals of similar age or in a common professional group.

Teacher goes through the activity log of the learners in a random way and records relevant points in the teacher planner.

Ingroup and outgroup (L.O.2.6)

Learners are asked to list down the following in their activity logs.

- i. Names of the groups in which they are members (Hints - Caste, religion, school, state etc..)
- ii. The groups to which they do not belong (Hints - Other castes, religions, etc..)

The following question is posed for discussion

What is your feeling towards both these types of groups?

- *Feeling of intimacy and cooperation are found among the members of in-groups*
- *Feeling of indifference, distance and conflict are found among the members of out-groups*

Learners present their views and notedown the points in their activity logs.

Teacher consolidates that the group in which the individual belongs is in group. Feelings of unity, friendship and co-operation are the features of in group eg: family, school, peer group, etc

The group to which we do not belongs is our out group. An attitude of indifference, distance and conflict are the features of out groups eg: migrant people, students of neighbouring school etc.

Teacher ask the following questions to assess the conceptual understanding of the learner. Meanwhile a few learner are asked to comment as the participation of the learners based on the following points.

- Participation
- Conceptced understanding
- Attainment of skill of comparsim and
- Performance

1. Which of the following group is more intimate to you?
(a) Class mates (b) Migrant labourers
2. To whom do you keep a feeling of distance?
(a) Class mates (b) Students of neighbouring school
3. Where do you find more co-operation?
(a) Family (b) Religious groups

Teacher checks the learners' activity logs randomly and records relevant points in the teacher planner.

Sample Questions

- (1) Social control is essential for the well being and security of the society. Discuss.
Explain how can it be achieved through various agencies? 5 scores
- (2) You know that your behaviour and actions are influenced and controlled by the opinions and suggestions of your parents than anybody else.
Based on the nature of social control during teen age, identify the type of social control with suitable examples. 3 scores
- (3) In earlier days, most of the disputes in families were settled by the elder members. Now, such issues are handled by the Police and Judiciary.
- (a) What are the two types of social control is mentioned here? 1 score
- (b) Identify any four agencies of social control 2 scores
- (c) In your opinion, which type of social control is more effective? Explain 2 scores
- (4) Classify the following into primary and secondary groups. 3 scores
- (a) Family (b) Sports club
(c) Peer group (d) Trade Union
(e) Students association (f) Neighbourhood
- (5) After her studies Adeela Abdullah was appointed as an IAS Officer. Queen Elizabeth succeeded to the throne of England after the death of her mother.
Compare and contrast the statuses of Adeela Abdullah and Queen Elizabeth. 4 Score
- (6) Which group is more influential than family among the adolescents. 1 Score
- (a) Religion (b) Secondary group
(c) Peer group (d) Out group
- (7) Which of the following group helps us to judge and improve ourselves? 1 Score
- (a) Primary Group (b) Secondary group
(c) Reference group (d) Peer group

Scoring Key

- | | |
|--|--------------------------------------|
| 1. Need and importance of social control | 2 score. |
| Explanation – how social control is exercised through various agencies such as family, educational institutions, religious institutions etc. | 3 scores |
| 2. Informal means of social control | 1 score |
| Explanation with examples | 2 scores |
| 3. a) Formal and informal | 1 score |
| b) Family, public opinion, propaganda, law | 2 scores |
| c) Formal/Informal with explanation | 2 scores |
| 4. Primary – family, peer group, neighbourhood | |
| Secondary – sports club, trade union, students association | $\frac{1}{2} \times 6 = 3$
Scores |
| 5. Adeela Abdullah – Achieved status | 1 Score. |
| Queen Elizabeth – Ascribed status - | 1 score |
| Achieved status is through personal effort and ascribed status is by birth | 2 scores |
| 6. Peer group | 1 score |
| 7. Reference group | 1 Score |