

## Sociology

Unit / Concept	Sub Unit / Concepts	Objectives	Method and Evaluation	Activities
<p><b>Chapter 1</b> <b>Social Stratification</b></p>	<ol style="list-style-type: none"> <li>1. Why are people different? (Income, Education, Dress Beliefs etc.,)</li> <li>2. How do we account for the differences</li> <li>3. Prejudices associated with differences.</li> <li>4. Untouchability as a form of social evil.</li> <li>5. Eradication of untouchability Legal Provisions against Caste discrimination.</li> </ol>	<ul style="list-style-type: none"> <li>- To show how everybody in the society is not the same.</li> <li>- To understand the nature of these differences and to account for the same.</li> <li>- To discuss how differences are associated with certain prejudices.</li> </ul>	<ul style="list-style-type: none"> <li>- Class room teaching.</li> <li>- Question answers - oral and written.</li> </ul>	<ul style="list-style-type: none"> <li>- List how the city is inhabited by people who move about buses, cars, dresses, etc.</li> <li>- Account why this is so.</li> <li>- Why are the affluent always portrayed as fair and the poor, dark? Is this a prejudice? Show hoe there are prejudices associated with income, caste, gender etc.</li> <li>- List the castes in your locality/neighbourhood.</li> <li>- What practices distinguish one caste from another etc.</li> </ul>
<p><b>Chapter 2</b> <b>Work and Economic Life/Class</b></p>	<ol style="list-style-type: none"> <li>1. Division of labour and classes</li> <li>2. Paid and unpaid work</li> <li>3. Unemployment</li> <li>4. Inequalities work</li> <li>5. Organised Workers and Unorganised workers.</li> </ol>	<ul style="list-style-type: none"> <li>- To say what is work and bring home its objective of how it caters to human needs.</li> <li>- To show how there is a lot of work that is unpaid and how in many instances only paid work</li> </ul>	<ul style="list-style-type: none"> <li>- Class room teaching.</li> <li>- Question answers - oral and written.</li> </ul>	<ul style="list-style-type: none"> <li>- Make a note the kind of work is performed by all the members of one's family and household and to note the differences among them.</li> <li>- Make a list of how one's</li> </ul>

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<p><b>Chapter 3</b> <b>Collective action</b> <b>and Protests</b></p>	<ol style="list-style-type: none"> <li>1. Crowds, riots and collective action.</li> <li>2. Other forms of Collective action.               <ol style="list-style-type: none"> <li>a. Environmental issues</li> <li>b. Self-help groups of women</li> </ol> </li> </ol>	<p>is respected and voluntary is not with the intention to seek if such divisions create inequalities?</p> <ul style="list-style-type: none"> <li>- To show how different occupations get paid differently and why.</li> <li>- Who do some people around us don't work. Don't they want to work or is no work?</li> </ul> <ul style="list-style-type: none"> <li>- The student should be able to gather that there are differences in society and take account of how people voice their differences when they feel that they deserve better.</li> <li>- To describe how people come together to form groups to vent their grievances.</li> </ul>	<ul style="list-style-type: none"> <li>- Class room teaching.</li> <li>- Question answers - oral and written.</li> </ul>	<p>household income gets to be spent and on what.</p> <ul style="list-style-type: none"> <li>- To enquire into why certain jobs get paid more and certain others less and to account for the differences.</li> </ul> <ul style="list-style-type: none"> <li>- Have you come across any protest, if so what was it all about. Describe.</li> <li>- Are there any groups in your locality - see why they were formed and for what purpose.</li> <li>- Do you or your neighbours face any water, electricity or sanitary problems? What do you do when there is no water at home?</li> </ul>

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<p><b>Chapter 4</b> <b>Social Problems</b></p>	<p>1. Child labour 2. Violence against women     a. Dowry     b. Female foeticide and infanticide</p>	<p>- To show how problems around us not a creation of individuals and how there are forces beyond them that contribute to this.</p>	<p>- Class room teaching. - Question answers - oral and written.</p>	<p>- Do you have problems? What are those? List them. - Are the problems you face social? - Do people in your immediate community have problems? - Describe how do you think people stand up to problems?</p>