



# **SOCIOLOGY**

## **2001**

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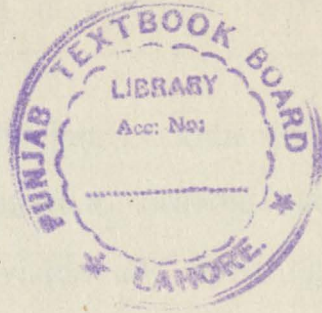
**Classes IX-X**

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## FOREWORD

The existing Curricula in the Humanities do not meet our national needs and aspirations. Therefore it is essential to revise the Curricula, Textbooks and teaching aids.

Realizing this, the Governor, Punjab, Lt. Gen. (R) Muhammad Safdar, who himself is a renowned educationist, ordered the Punjab Education Department to take in hand the revision and updating of the Humanities Curricula for school education at all levels, from primary to higher secondary. He believes that Pakistan's Curricula should be of worldwide standard.

We took this command of the Governor to the Ministry of Education, which, at an Inter-Provincial Meeting of Education Ministers, allowed and encouraged the Punjab Government to undertake this huge work.

The Government of the Punjab, Education Department formed a Task Force consisting of sixteen groups in the subjects of

- |                         |                           |
|-------------------------|---------------------------|
| 1. Urdu (compulsory)    | 9. Civics                 |
| 2. Urdu (Elective)      | 10. Education             |
| 3. English (Compulsory) | 11. Psychology            |
| 4. English (Elective)   | 12. Islamiat (Compulsory) |
| 5. Social Studies       | 13. Islamiat (Elective)   |
| 6. History              | 14. General Science       |
| 7. Geography            | 15. Economics             |
| 8. Sociology            | 16. Pakistan Studies      |

for revision of the Curricula and development of Textbooks and Teaching aids for Classes I to XII. These sixteen groups took up the task assigned to them in September 2000.

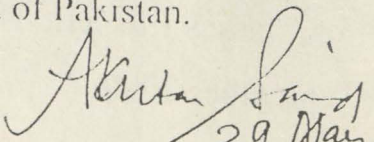
The object was to modernize the Curricula for all Arts subjects, so that they were in accord with the developed world in content and approach. It gives me great pleasure to see this great task accomplished in only a few months.

The members of the curriculum development groups deserve appreciation and recognition. Without their dedication, the development of the new curricula would not have been possible. In completing a work of such magnitude, of such quality, and in such a short time, they have done great service not only to the cause of education but also to national development, which directly depends on education. Although the importance of Science and Technology is paramount, no nation can ignore the development of Social Sciences and the Arts and remain civilized.

I must here mention the name of Dr. Fouzia Saleemi, an eminent educationist, who as Chief Coordinator of this Task Force was the principal organizer of these sixteen groups, their mentor and guide. Without her ability and relentless perseverance, nothing could have been achieved. I am very thankful to her.

It is with a sense of deep gratitude that I acknowledge the leadership role of Mr. Kamran Rasool, Secretary Education, Government of Punjab, in bringing to fruition this gigantic and unprecedented exercise. His day to day guidance and problem-solving have been indispensable, and without these this work would have stalled long ago.

Today, it is with immense satisfaction that I report to the Governor fulfillment of his command, and present this work of the Department of Education to him, and through him to the Government of Pakistan.

  
29 May 2001  
(AKHTAR SAID)

MINISTER OF EDUCATION

# HUMANITIES CURRICULA 2001

## INTRODUCTION

The education policy 1998-2010, recognizing Curricula as the cornerstone of educational development, has called for bold reforms which include, "starting a new cycle of Curriculum development at all levels of Education"

After the revision of Science and Mathematics Curricula the Governor Punjab, Lt.Gen(R). Muhammad Safdar, who himself is a renowned educationist, ordered the Punjab Education Department to take in hand the revision and updating of Humanities Curricula as well, for Classes I-XII.

Punjab Education Department took up the challenge and established Curriculum revision/development committees in the following subjects.

- |                         |                           |
|-------------------------|---------------------------|
| 1. Urdu (compulsory)    | 9. Civics                 |
| 2. Urdu (Elective)      | 10. Education             |
| 3. English (Compulsory) | 11. Psychology            |
| 4. English (Elective)   | 12. Islamiat (Compulsory) |
| 5. Social Studies       | 13. Islamiat (Elective)   |
| 6. History              | 14. General Science       |
| 7. Geography            | 15. Economics             |
| 8. Sociology            | 16. Pakistan Studies      |

These committees were entrusted with the responsibility of revision of Curricula and Textbooks in the above mentioned subjects for classes I-XII. The purpose of this exercise was to bring our Curricula at par with the Curricula already implemented in developed countries, by bridging the gaps, removing overlaps and introducing modern concepts.

## MEMBERSHIP PROFILE OF THE COMMITTEES FOR DEVELOPMENT OF CURRICULA 2001

The Committee Members for Revision of Curricula consisted of:

1. Primary, Middle, Secondary and Higher Secondary School Teachers
2. Teachers of colleges in the respective subjects
3. Subject Experts i.e. Ph.D., M.Phil degree holders in the respective subjects
4. Teacher Educators with qualifications of B.Ed and M.Ed.
5. Subject specialists from CRDC and Punjab Textbook Board

## PROCEDURE ADOPTED

The committees examined several Curricula, Textbooks and Reference books, while formulating a proposed Curricula in 16 Arts subjects. The following material was inter alia consulted:

### CURRICULA

1. Existing Curricula of Government of Pakistan
2. 'O' Level and 'A' Level courses of London University
3. Senior Cambridge and Higher Secondary courses of Cambridge University (wherever applicable)
4. Korean Curricula for lower and Higher Secondary Schools
5. Australian Curricula for School Education (1-7) i.e. equivalent to I-XII in Pakistan

### TEXTBOOKS

1. Existing Textbooks for Classes I-XII
2. Existing 'O' Level and 'A' level Textbooks
3. Senior Cambridge and H.S.C course books of Cambridge University
4. Australian Textbooks
5. Reference books related to Teaching Methodology and Textual material written by Pakistani Authors
6. Reference books related to Textual Material and Teaching Methodology written by foreign authors
7. FEP, Oxford textbooks
8. American Textbooks

### RESEARCH REPORTS

Reports on evaluation of Curricula and Textbooks available at CRDC.

While revising/developing Curricula, some weaknesses of current Curricula were observed which are as follows:

1. Lack of continuity, integration and logical development of some concepts
2. Horizontal as well as vertical gaps/overlapping of few concepts
3. Lack of due weightage regarding practical and fieldwork (wherever applicable)
4. Need for incorporating new concepts in global perspective
5. The scope of the subject is not well defined in some cases
6. In some cases presentation of concepts lack consistency and do not match the mental level of the learners



Similarly the existing prescribed Textbooks are also reviewed and the following weaknesses are found in them.

- a. Objectives and needs of Curricula are not clearly reflected
- b. Concepts have not been co-related with every day life
- c. Illustrations are not sufficient
- d. Illustrations present in the books are poorly drawn
- e. The books contain factual and printing errors
- f. Questions given in the exercises do not cover all the three aspects i.e. Knowledge, Comprehension and Application
- g. Glossary, Index and Bibliography are not given
- h. The language of the books needs to be simplified

To take education out of this syndrome, the Punjab Education Department has developed

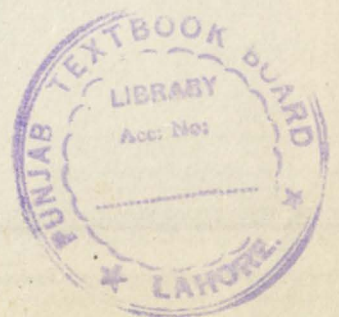
Curricula 2001 in sixteen subjects. These Curricula have been developed in such a way that they, not only address to current needs but also meet the needs of 21<sup>st</sup> Century School Education in global perspective.

The draft Curricula thus prepared were placed before review committees consisting of working school, college and universities teachers.

In addition to the review committees, opinion was also sought from students, parents and subject experts. The draft Curricula 2001 were formally reviewed and modified in the light of these suggestions and final draft is proposed.

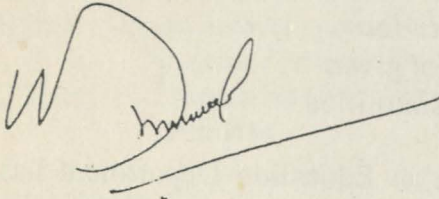
### SALIENT FEATURES OF HUMANITIES CURRICULA 2001

1. The General and specific objectives are carefully drawn.
2. The Curricula respond to the objectives of school education
3. The contents and scopes are clearly defined.
4. Continuity and integration are very well looked after
6. While developing Curricula, cognitive, affective and psychomotor domains have been treated as the base of the Curricula.
7. The new Curricula have the capacity to develop in the students the Ability to think, recall, exchange, synthesize and apply their Knowledge.
8. At the end of the Curricula, clear and useful guidelines have been provided for Textbook writers
9. Teacher development programs have also been recommended
10. Weightage of the content and period-wise time allocation is given in the Curricula
11. Assessment pattern is also suggested

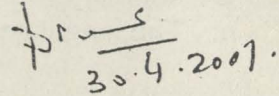


In addition to the review committees, opinion was sought from the College/School/University teachers, students and subject experts. The Curricula 2001 were finally reviewed and modified in the light of these suggestions and final draft was prepared.

We would be failing in our duties if we did not acknowledge the single minded dedication and commitment of Mr. Akhtar Said, Education Minister, without which this project would have been neither conceived nor implemented. Mr. Akhtar Said has a passion for education, and the Curriculum 2001 project is one of the manifestations of this.



**KAMRAN RASOOL**  
Secretary Education  
Punjab



**Dr. Fouzia Saleemi**  
Chief Coordinator  
&  
Principal  
Government College of Education  
for Women, Lahore.

# GENERAL OBJECTIVES

## Teaching of Sociology at Secondary School Level will:

- ◆ emphasize learning of Sociological themes in the way that it encourages, understanding, creativity, observations, applications, evaluation and other higher order skills;
- ◆ develop understanding of the subject with respect to its nature, subject matter, scope and key concepts;
- ◆ develop understanding of the distinctive nature of sociological explanation;
- ◆ develop understanding of the relationship between the individual, culture, community and society;
- ◆ encourage students to become critical of things in the context of their own culture, society and Islamic heritage reflected in the code of personal and social life;
- ◆ acquaint with the nature of institutional structure in a society;
- ◆ develop understanding of social research and its application with specific reference to emerging social problems;
- ◆ inculcate among students the behaviour patterns of National Character and strong sense of national integrity, self- reliance and gratitude to Almighty Allah;
- ◆ promote a positive attitude towards Sociology discipline as an intellectually satisfying subject relevant to everyday life.

# SPECIFIC OBJECTIVES

The Teaching of Sociology will;

- ♣ Develop an understanding of introductory aspects of discipline of sociology;
- ♣ Create an awareness about the nature of Social interaction and its types;
- ♣ Promote an understanding of, Social Group and its types;
- ♣ Develop an understanding of role and status;
- ♣ Promote an understanding of the nature and role of social norms in a society;
- ♣ Develop an understanding of the nature of social processes in social life;
- ♣ Create awareness of the nature and types of social institutions;
- ♣ Promote understanding of the nature of social satisfaction;
- ♣ Create awareness of the role of social control in Society;
- ♣ Develop an understanding of community and society with specific reference to concept of Society in Islam;
- ♣ Develop comprehension about the various aspects of culture;
- ♣ Develop an understanding of Social Research and its application ;
- ♣ Promote an understanding about socio- cultural background of Pakistani Society , some major sub-cultures and National Integrity situation in Pakistan

# CURRICULUM CONTENTS

## Syllabus Synopsis

*The syllabus synopsis is divided into two parts i.e. part-I for class-IX and part-II for class-X. Part-II is further sub-divided into three sections.*

### Class-IX

#### 1. Sociology – what it is?

✿ Understanding Sociology

✿ Some Basic Concerns

#### 2. Social Interaction

✿ Introduction

✿ Types

#### 3. Social Group

✿ Introducing Social Group

✿ Types of Social Group

#### 4. Role and Status

✿ Understanding Role and Status

✿ Types of status

#### 5. Social Norms

✿ Introduction

✿ Types

#### 6. Social Processes

✿ Introduction

✿ Forms

## 7 Social Institution

- ✿ Understanding Social Institution
- ✿ Major Social Institutions – An Introduction

## 8 Social Stratification

- ✿ Introduction to Social Stratification

## 9 Social Control

- ✿ Introduction

## CLASS-X

## 10 Community and Society

- ✿ Introduction to Community and Society
- ✿ Distinction
- ✿ Society in Islam

## 11. Culture

- ✿ Introduction
- ✿ Types

## 12. Social Research

- ✿ Introduction

### 13. Socio – Cultural Aspects of Pakistani Society

- ✱ Cultural Background of Pakistan
- ✱ Major sub cultures in Pakistan – An Introduction
- ✱ National Integration

### 16. Major Social Problems In Pakistan

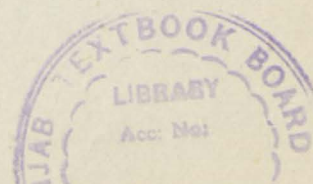
- ✱ Introduction
- ✱ Major Social Problems in Pakistan
- ✱ Over Population
- ✱ Poverty
- ✱ Illiteracy

Class-IX

S. No.	Specific Learning Objectives	Contents		Learning Outcomes
		Topics	Scope	
1	Develop an understanding of introductory aspects of discipline of Sociology	<u>Sociology – what it is?</u> * Introduction * Some Basic Concerns	<input type="checkbox"/> Meaning <input type="checkbox"/> Significance  <input type="checkbox"/> Subject matter of Sociology <input type="checkbox"/> Branches of Sociology	The students will be expected to: ♦ define Sociology ; ♦ explain the relationship of individual in relation to Social Environment through comprehending subject matters and branches of sociology;
2	Create an awareness about the nature of social interaction and identify its distinctive feature with respect to social interaction.	<u>Social Interaction</u> * Introduction  * Types  *	<input type="checkbox"/> Definition <input type="checkbox"/> Understanding and Interpretation  <input type="checkbox"/> Social Interaction between individual and individuals <input type="checkbox"/> Social Interaction between individual and group <input type="checkbox"/> Social Interaction between group and group <input type="checkbox"/> Symbolic Social Interaction	♦ Define Social Interaction ♦ discuss that Social Interaction is the basis of human relationship; ♦ explain the types of Social Interaction with an understanding of system of Social relationships through which we live;



3	Promote an understanding of social group and its types;	<u><b>Social Group</b></u> * Introducing Social Group  * Types	<input type="checkbox"/> Definition <input type="checkbox"/> characteristics <input type="checkbox"/> Significance  <input type="checkbox"/> Types of Social Group	♦ Define Social Group; ♦ explain the nature, characteristics and significance of Social Groups; ♦ describe types of Social Group;
4	Develop an understanding of role and status ;	<u><b>Role and Status</b></u> * Understanding Role and Status  * Types of Status	<input type="checkbox"/> Definition of role and Status <input type="checkbox"/> Significance of role and Status  <input type="checkbox"/> Ascribed Status <input type="checkbox"/> Achieved Status	♦ explain the nature and significance of Role and Status for an individual interacting in society; ♦ describe the types of Status in a social system;
5	Enhance comprehension of the role of Social Norms in a society	<u><b>Social Norms</b></u> * Introduction  * Types	<input type="checkbox"/> Meaning <input type="checkbox"/> Significance  <input type="checkbox"/> Folkways <input type="checkbox"/> Mores <input type="checkbox"/> Laws	♦ explain the nature and significance of Social Norms with in a society and discuss their role in establishing an organized society; ♦ differentiate various types of Social Norms;
6	Develop an understanding of the nature of social processes	<u><b>Social Processes</b></u> * Introduction  * Forms	<input type="checkbox"/> Meaning <input type="checkbox"/> Significance  <input type="checkbox"/> Co-operation <input type="checkbox"/> Competition <input type="checkbox"/> Conflict <input type="checkbox"/> Accommodation <input type="checkbox"/> Assimilation	♦ describe the nature of Social Process; ♦ distinguish various forms of Social Processes; ♦ discuss the role and function of social processes in social life;

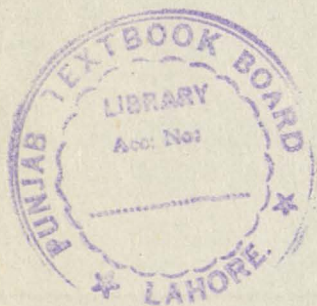


7	Create an awareness of the nature and types of social institutions	<u><b>Social Institution</b></u> * Understanding Social Institution  * Major Social Institutions – An Introduction	<input type="checkbox"/> Definition <input type="checkbox"/> Elements <input type="checkbox"/> Significance  <input type="checkbox"/> Family <input type="checkbox"/> Education <input type="checkbox"/> Religion <input type="checkbox"/> Polity <input type="checkbox"/> Economy <input type="checkbox"/> Recreation	<ul style="list-style-type: none"> <li>◆ discuss the nature and significance of Social Institution;</li> <li>◆ explain the nature of major social institutions;</li> <li>◆ discuss the role of social institution in social life;</li> </ul>
8	Promote understanding of the nature of social stratification class and caste	<u><b>Social Stratification</b></u> * Introduction *	<input type="checkbox"/> Meaning <input type="checkbox"/> Significance	<ul style="list-style-type: none"> <li>◆ discuss Social Stratification;</li> <li>◆ discuss the significance of social stratification in a social system with its principal basis ;</li> </ul>
9	Create an awareness about the role of social control in a society	<u><b>Social Control</b></u> * Introduction  *	<input type="checkbox"/> Meaning <input type="checkbox"/> Significance	<ul style="list-style-type: none"> <li>◆ describe the nature of Social Control;</li> <li>◆ discuss the significance of Social Control;</li> </ul>

**Class-X**

10	develop and understanding of community and society	<p><b><u>Community and Society</u></b></p> <ul style="list-style-type: none"> <li>✳ Introduction of community and society</li> <li>✳ Distinction</li> <li>✳ Society in Islam</li> <li>✳</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Definition of Community and Society</li> <li><input type="checkbox"/> Elements of Community and Society</li> <li><input type="checkbox"/> Distinction between Community and Society</li> <li>Concept of society in Islam;</li> </ul>	<ul style="list-style-type: none"> <li>◆ explain the nature of Community and Society;</li> <li>◆ distinguish Community and Society;</li> <li>◆ discuss the Unity of Allah,Unity of Mankind and Universality of Islam in relation to conceptual basis of society in Islam;</li> </ul>
11	develop comprehension about the various aspects of culture	<p><b><u>Culture</u></b></p> <ul style="list-style-type: none"> <li>✳ Introduction</li> <li>✳ Types of Culture</li> <li>✳</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Meaning</li> <li><input type="checkbox"/> Characteristics</li> <li><input type="checkbox"/> Elements</li> <li><input type="checkbox"/> Material and Non-Material Culture</li> <li><input type="checkbox"/> Real and Ideal Culture</li> </ul>	<ul style="list-style-type: none"> <li>◆ define Culture</li> <li>◆ describe the characteristics and elements of Culture;</li> <li>◆ explain the major types of Culture;</li> </ul>

12	develop an understanding of Social Research and its application for scientific social studies	<u>Social Research</u> Introduction	<input type="checkbox"/> Meaning <input type="checkbox"/> Characteristics <input type="checkbox"/> Significance <input type="checkbox"/> Uses	<ul style="list-style-type: none"> <li>◆ describe the nature and characteristics and significance of Social Research;</li> <li>◆ discuss the uses of Social Research;</li> <li>◆ discuss the significance of social research specially for a developing country like Pakistan</li> </ul>



<p>13</p>	<p>promote an understanding about socio-cultural background of Pakistani society and some major sub cultures in Pakistan;</p>	<p><b><u>Socio-Cultural Aspects of Pakistani Society</u></b></p> <ul style="list-style-type: none"> <li>✳ Cultural Background of Pakistan</li> <li>✳ Major Sub-Cultures in Pakistan – An Introduction;</li> <li>✳ National Integration</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Pakistan's Socio-Cultural Heritage</li> <li><input type="checkbox"/> Ideological foundations of Pakistan</li> <li><input type="checkbox"/></li> <li><input type="checkbox"/> Characteristics of following Sub-Cultures:             <ul style="list-style-type: none"> <li>◆ Sindhi</li> <li>◆ Baluchi</li> <li>◆ Punjabi</li> <li>◆ Sarhadi</li> <li>◆ Kashmiri</li> </ul> </li> <li><input type="checkbox"/> Problems of National Integration; causes, cosequences and remedies</li> </ul>	<ul style="list-style-type: none"> <li>◆ explain the socio-culture heritage of Pakistan;</li> <li>◆ discuss the necessity of ideological policies for social progress in Pakistan;</li> <li>◆ discuss the characteristics of major subcultures in Pakistan and their role in development of personalities;</li> <li>◆ analyse the situation regarding national integration in Pakistani society and suggest the measures for improving National cohesion and integrity;</li> </ul>
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14	create an awareness of the major social problems being faced in Pakistan	<p style="text-align: center;"><u>Major Social Problems in Pakistan</u></p> <p>☼ Introduction</p> <p>☼ Major Social Problems in Pakistan; Over Population Poverty Illiteracy</p>	<p><input type="checkbox"/> What it is?</p> <p><input type="checkbox"/> Characteristics</p> <p><input type="checkbox"/> Major Social Problems under following headings:</p> <ul style="list-style-type: none"> <li>◆ Nature</li> <li>◆ Causes</li> <li>◆ Consequences</li> <li>◆ Remedies</li> </ul>	<p>◆ Describe the nature and characteristics of Social Problem;</p> <p>◆ discuss in detail the major Social Problems in Pakistan effecting human life in Pakistan--- their causes, consequences and remedies;</p>
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# INSTRUCTIONS FOR THE AUTHORS

## Organization and Content of Instructional Materials

- ✿ The curriculum should be major guide line for preparation to instructional materials and the needs of curriculum be fulfilled in developed materials.
- ✿ The instructional material should be adapted to the specific needs of the students and the graded vocabulary of the students should be kept into consideration.
- ✿ The time limit of the course should be considered and the instructional material should be adaptable to it.
- ✿ It is important to avoid unnecessary details.
- ✿ The student's interest is the main key in making instructional materials effective, so in elaboration and presentation of instructional materials, this element should be given priority.
- ✿ The sequential development of topic should be kept into consideration.
- ✿ The arrangement of the chapters should be from easy to difficult.
- ✿ The language should be simple, clear and logical. The sentences should be short and there should be uniform standard in use of language.

## Physical Features.

- ✿ For creating interest among the students, the textual materials should be presented through attractive and proper diagrams/maps/illustration.
- ✿ Font, size and setting of the textual materials should properly checked keeping in view the age level of the students.
- ✿ The arrangement of pages, exercises and model test items at the end of each chapter should be properly checked.
- ✿ No doubt the attractive physical features are significant but the price of book should also be minimum keeping in view the economic problems of common people.

# TEACHING STRATEGIES

In revised curriculum the main emphasis is on avoiding the old traditional system of rote learning. The whole curriculum demands to encourage the skills like observation, curiosity, creativity, questioning, application, evaluation etc. So the teaching methodology should be adopted in a way to encourage the higher order skills as discussed above. For achieving this purpose the following steps in teaching and learning process should be kept into consideration:

- ✿ No-doubt that the lecture method cannot be ignored at this level but the teachers should be well acquainted with the objectives of the prescribed curriculum, so that he/she may be able to plan their lectures keeping in view the spirit of the curriculum.
- ✿ The active involvement of students is the main key to create the higher order skills among the students. So for the purposeful learning group discussions and assignment work should be organized.
- ✿ The use of audio-visual aids in properly organized manner should be the part and parcel of class room activities.
- ✿ The activity oriented approach of prescribed curriculum demands that the teachers should not consider the text books as the whole curriculum. For the awareness of teachers the curriculum should be made an easily access able public document in place of secret document locked in the almirahs of some selected libraries.
- ✿ Teacher training in the new techniques of teaching and continuous awareness of teachers with the modern concepts introduced in the educational field should be an essential part of educational activity.
- ✿ In short the following strategies be adopted in teaching:
  - ◆ Investigation approach
  - ◆ Activity oriented approach
  - ◆ Student central approach
  - ◆ Question/answer approach
  - ◆ Seminar
  - ◆ Group discussions



# THE ASSESSMENT PATTERN

The assessment pattern is the main tool, which guides the class room teacher how to teach and what methods should be adopted for the learning of the students. The assessment pattern should be in accordance with the needs of curriculum. It should be streamlined in a way that the students are encouraged for improving their skills of observation, curiosity, creativity, application, evaluation etc. The assessment should also be designed in the manner that the whole content of the curriculum is covered properly. For achieving these purposes the following points should be kept into consideration:

- ✿ An external public examination is recommended at the end of each academic year. Additionally two internal terminal examinations should be arranged in September and December of each academic year.
- ✿ There should be at least two periodic / monthly tests together with class work / home assignments evaluation at the end of each lesson / unit will account of 40% of total marks towards send up evaluation. Minimum requirements for send up to external examination is 40% marks.
- ✿ For continuous assessment of the students at classroom level the teachers should be trained in new techniques of testing and assessment. Specifically they should be aware of the techniques of developing classroom tests for diagnosing the weaknesses and strengths of the students. This training will also automatically mould the teaching methodology of the teacher in accordance with the changing needs of new era.

✿ For the public examination there should be clear-cut instructions that the design of all types of tests/examination papers should include subjective and objective test items in the ratio of 60:40, respectively, so that the whole content and skills can be covered properly.

✿ The revised curriculum is emphasizing creativity, curiosity, application, evaluation and other higher order skills so the test items of comprehension and higher order skills should be part and parcel of the examination papers. The proportion of test items at skill level may be 20% for factual knowledge 30% for comprehension and 50% for higher order skills. The proper care must be taken to prepare the objective type questions. These questions should not merely based on factual knowledge.

*In short the assessment pattern should aim to achieve the following goals:*

- ✿ It must achieve the purpose of assessing objectives validly and reliably.
- ✿ It must grade all students on the basis of their demonstrated positive achievement.
- ✿ It must discriminate over the range of students for which they are intended.
- ✿ It must promote good teaching practice.

# CHAPTER-WISE WEIGHTAGE

## CLASS-IX.

		Weightage % age	Periods
1.	Sociology – what it is?	16	25
2.	Social Interaction	10	15
3.	Social Group	10	15
4.	Role and Status	10	15
5.	Social Norms	10	15
6.	Social Processes	14	20
7.	Social Institution	10	15
8.	Social Stratification	10	15
9.	Social Control	<u>10</u>	<u>15</u>
	<b>Total</b>	<b>100</b>	<b>150</b>

## CLASS-X

10.	Community and Society	20	28
11.	Culture	15	23
12.	Social Research	14	21
13.	Socio-Cultural Aspects of Pakistani Society	26	40
14.	Major Social Problems in Pakistan	<u>25</u>	<u>38</u>
	<b>Total</b>	<b>100</b>	<b>150</b>

**Subject wise Time allocation  
(Humanities Group)**

Subject	Number of periods per week
English	6
Urdu	6
Islamiyat/Pakistan Studies	5
Mathematics	6
Elective I	6
Elective II	6
Elective III	6
Physical Education and Games	1
Societies	1
Library	1
Bazim-e-Adab	1
Guidance and Counseling	1
Total periods	46

No. of periods per day = 08

Total No. of periods per week = 46

Each period of will be of 40 minutes duration for the whole week with 15 minutes for morning assembly and 30 minutes for break except on Friday. On Friday there will be 4 teaching periods, one period for guidance counseling and one period for Bazim-e-Adab.

Total school time per day except Friday = 6 hours 5 minutes

Total school time on Friday = 4 hours 15 minutes

## Members of Curriculum Development Committee

Dr. Mrs. Fouzia Saleemi  
 Izaz-i-Fazaelat  
 B.Sc. (Hons), M.Sc. (Pb), Ph.D. (U.K), B.Ed.(Pb)  
 Chief Coordinator/Principal,  
 Government College of Education  
 for Women, Lahore.

### SOCIOLOGY GROUP

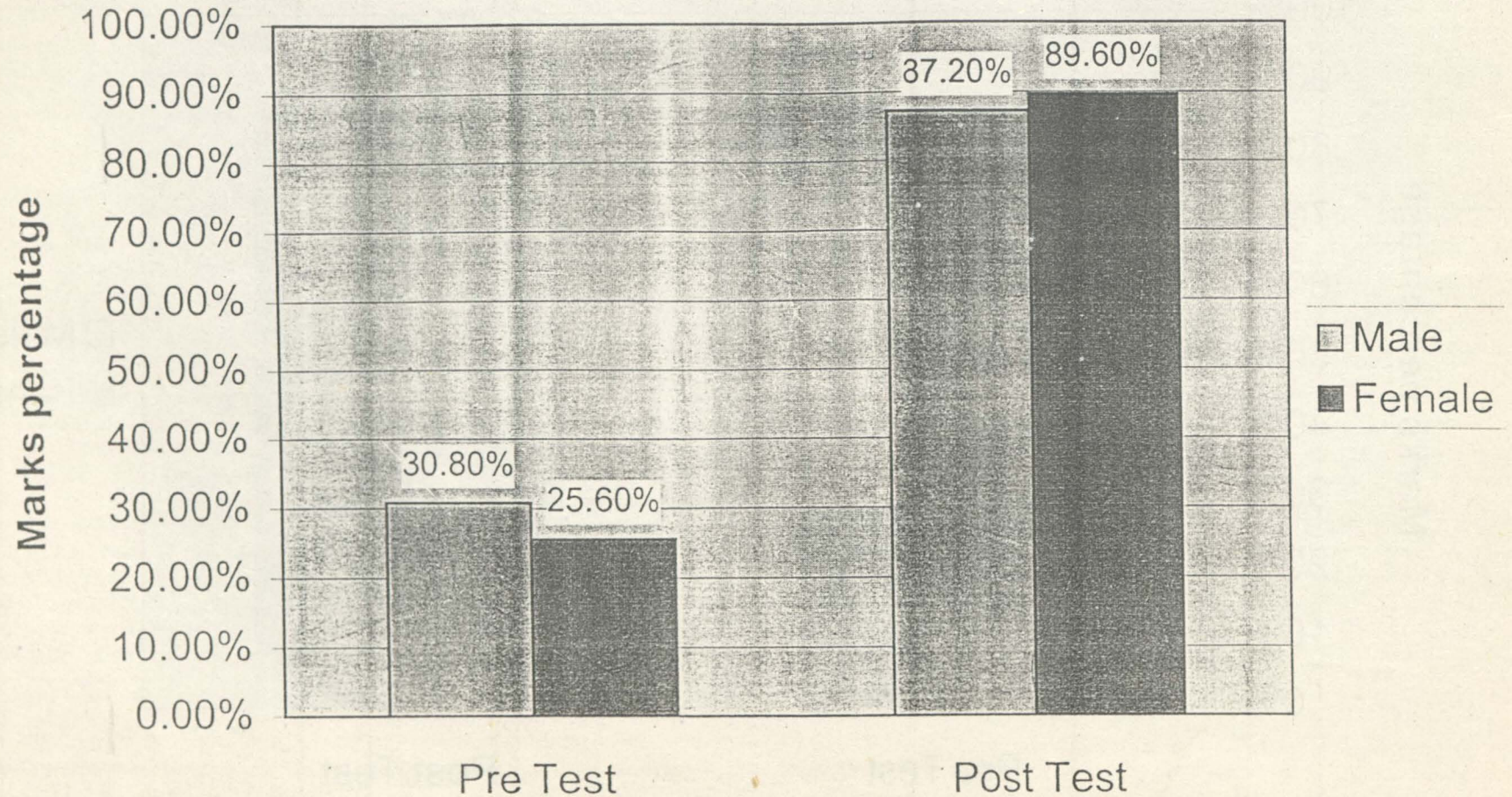
- |    |   |          |
|----|---|----------|
| 1. | Prof. Javaid Ali Chaudhary,<br>Deputy Director,<br>Curriculum Research and Development Centre, Lahore | Convener |
| 2. | Ms. Saima Chaudhary,<br>Research Associate,<br>Curriculum Research and Development Centre, Lahore     | Member   |
| 3. | Mr. Javaid Iqbal,<br>Subject Specialist,<br>G.H.S.S., Bhikki Sharif, M.B.Din                          | Member   |

# Members of Curriculum Review Committees

## CLASSES IX-X (SOCIOLOGY)

1. Syed Tahir Perwaiz  
Assistant Professor  
Govt. College, Bosan Road, Multan.
2. Zia Ullah Khan  
Assistant Professor  
Govt. A.M.College, Sargodha.
3. Anwar Ahmad  
S.S.T.  
Govt. High School, Chuburji Garden,  
Lahore.
4. Naimat Khan  
S.S.T.  
Govt. High School, Chuburji Garden,  
Lahore.
5. Syed Anwer Hussain Shah  
S.S.T  
Govt. School, DH/S Bahawalpur.
6. Ahmad Rafi  
Govt. High School, Karor.
7. Muhammad Nawaz Malik  
S.S.T  
Govt. Islamia High School, Bahawalpur.
8. Noor Ahmad  
S.S.T  
Govt. Islamia High School, Aam Khas Bagh, Multan.

## Graphic Interpretation of Pre Test and Post Test Sociology for Class IX



# Graphic Interpretation of Pre Test and Post Test Sociology for Class X

