

## SOCIOLOGY · CHAPTER 1

# Sociology and Society

A 1-page guide for parents · 90-second read.

EXPECTED MARKS

**10 marks**

TIME TO MASTER

**6-8 hrs**

HELPLINE

**70330 05444**

### WHAT THIS CHAPTER IS, IN PLAIN ENGLISH

This is the very first chapter of your child's Sociology course, and it is about WHAT sociology is and WHY it exists. Your child is learning to see that personal life is shaped by larger social forces — that, in the words of the sociologist C. Wright Mills, we must connect a person's 'biography' with the wider 'history' of their society. They learn how sociology differs from ordinary 'common sense', how it was born in 19th-century Europe out of huge upheavals (the Industrial Revolution, the French Revolution), who founded it (Auguste Comte coined the word in 1838), and how it relates to subjects like economics, history and psychology. It is a conceptual, definition-heavy chapter — there are no numbers, but precise wording matters a great deal.

### 5 QUESTIONS TO ASK YOUR CHILD

- What is the difference between a 'personal trouble' and a 'public issue'? Give me an example of each.
- Who coined the word 'sociology', and in which year?
- How is sociology different from plain common sense?
- Name two big events in Europe that helped sociology come into being.
- Who are the four founding figures of sociology?

### WEAK-SPOT INDICATORS

- Cannot explain WHY the same fact (e.g. unemployment) can be either a personal trouble or a public issue.
- Confuses sociology with social work ('helping the poor') — they are different things.
- Cannot name Comte or the year 1838 without prompting.
- Says society is 'just all the people added up' — missing that society is the web of relationships that shapes individuals.

### WHEN TO WORRY — AND WHAT TO DO

Because this chapter is the conceptual foundation for the whole year, weakness here cascades. If your child cannot, in their OWN words, explain the sociological imagination with a fresh example and clearly distinguish sociology from common sense, they will struggle through the rest of the syllabus. The fix is not re-reading — it is practising APPLYING these ideas to everyday examples (traffic, exam stress, pollution).

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