

SOCIOLOGY

SYLLABUS FOR HIGHER SECONDARY FIRST YEAR COURSE

Rationale :

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

- ❖ Sociology studies society : The child's familiarity with the society in which she/he lives makes the study of sociology a double edged experience. At one level sociology studies institutions such as family and kinship, class, caste and tribe, religion and region-contexts with which children are familiar, even if differentially. For India is a society which is varied both horizontally and vertically. The effort in the book will be to grapple overtly with this both as a source of strength and as a site for interrogation.
- ❖ Significantly the intellectual legacy of sociology equips the discipline with a plural perspective that overtly engages with the need for defamiliarisation, to unlearn and question the given. This interrogative and critical character of sociology also makes it possible to understand both other cultures as well as relearn about one's own culture.
- ❖ This plural perspective makes for an inbuilt richness and openness that not too many other disciplines in practice share. From its very inception sociology has had mutually enriching and contesting traditions of an interpretative method that openly takes into account 'subjectivity' and causal explanations that pays due importance to establishing causal correspondences with considerable sophistication. Not surprisingly its field work tradition also entails large scale survey methods as well as a rich ethnographic tradition. Indeed Indian sociology in particular has bridged this distinction between what has often been seen as distinct approaches of sociology and social anthropology. The syllabus provides ample opportunity to make the child familiar with the excitement of field work as well as its theoretical significance for the very discipline of sociology.
- ❖ The plural legacy of sociology also enables a bird's eye view and a work's eye view of the society the child lives in. This is particularly true today when the local is inextricably defined and shaped by macro global processes.
- ❖ The syllabus proceeds with the assumption that gender as an organizing principle of society cannot be treated as an add on topic but is fundamental to the manner that all chapters shall be dealt with.
- ❖ The chapters shall seek for a child centric approach that makes it possible to connect the lived reality of children with social structures and social processes that sociology studies.

- ❖ A conscious effort will be made to build into the chapters a scope for exploration of society that makes learning a process of discovery. A way towards this is to deal with sociological concepts not as given but a product of societal actions, humanly constructed and therefore open to questioning.

Objectives :

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

One Paper		Time : Three Hours	Total	Marks	100(80+20)
Unitwise Distribution of Marks and Periods :					
Unit No.	Title		Marks		Periods
Part-A : INTRODUCING SOCIOLOGY					
Unit-I	Sociology and Society		10		20
Unit-II	Terms, Concepts and their use in Sociology		10		20
Unit-III	Understanding Social Institutions		12		24
Unit-IV	Culture and Socialisation		12		24
Total			44		
Part-B : UNDERSTANDING SOCIETY					
Unit-V	Social change and Social order in Rural and Urban Society		12		24
Unit-VI	Introducing western Sociologists		12		24
Unit-VII	Indian Sociologists		12		24
Total			36		
Grand Total			80	160	

Project work Total Marks: 20

Revised Syllabus of SOCIOLOGY

H.S. 1st year

Implementation from the Academic Session 2024-25 for onwards

Unitwise Distribution of Course Contents :

PART -A	INTRODUCING SOCIOLOGY [44 marks]	(Periods)	Marks
Unit- I	SOCIOLOGY AND SOCIETY <ul style="list-style-type: none">Introducing Society: Individual Collectivities, Pluralities and Inequalities among societiesIntroducing Sociology: Emergence ,Nature and Scope, Relationship with other social Sciences.	20	10
Unit -II	TERMS, CONCEPTS AND THEIR USE IN SOCIOLOGY <ul style="list-style-type: none">Social Groups and SocietyStatus and RoleSocial Stratification: Caste and ClassSocial Control	20	10
Unit- III	UNDERSTANDING SOCIAL INSTITUTIONS <ul style="list-style-type: none">Family, Marriage and KinshipWork and Economic LifePolitical InstitutionsReligion as a Social InstitutionEducation as a Social Institution	24	12
Unit –IV	CULTURE AND SOCIALISATION <ul style="list-style-type: none">Defining CultureDimensions of CultureSocializationAgencies of Socialization	24	12

PART –B UNDERSTANDING SOCIETY (36 Marks)

Unit –V	SOCIAL CHANGE AND SOCIAL ORDER IN RURAL AND URBAN SOCIETY	24	12
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- Social Change : Type and Dimensions; Causes and Consequences
- Social Order: Domination ,Authority and Law ;Contestation, Crime and Violence
- Village, Town and City: Social Changes in Rural and Urban Society
- Social Order and Social Change in Rural and Urban Areas.

Unit – VI	INTRODUCING WESTERN SOCIOLOGISTS	24	12
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- The Context of Sociology
- Karl Marx on Class Conflict
- Emile Durkheim on Division of Labour
- Max Weber on Interpretive Sociology, Ideal types and Bureaucracy

Unit –VII	INDIAN SOCIOLOGISTS	24	12
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- G.S. Ghurye on Caste and Race
- D.P.Mukherjee on Tradition and Change
- A.R.Desai on the State
- M.N.Srinivas on Village Studies

PROJECT WORK (MARKS-20)

As part of the curriculum, the students are required to submit project work on contemporary social problems relevant to their local area (For example, environment, education and Social change, Health and well-being, women empowerment, poverty and unemployment, etc) The framework to be followed for the project work is as follows.

1. Introduction	Marks- 02
2. Statement of purpose	Marks- 02
3. Research Question	Marks- 02
4. Methodology	Marks- 03
5. Data Analysis	Marks- 02
6. Conclusion	Marks- 02
7. Viva (Based on the project work)	Marks- 05

This Pattern would be followed by students.

Prescribed textbook : 1. সমাজতত্ত্ব পৰিচয়, অসম উচ্চতৰ মাধ্যমিক শিক্ষা সংসদৰ দ্বাৰা প্ৰকাশিত

2. সমাজবোধ, অসম উচ্চতৰ মাধ্যমিক শিক্ষা সংসদৰ দ্বাৰা প্ৰকাশিত

3. Introducing Sociology by NCERT

4. Understanding Society by NCERT