

SOCIOLOGY

SYLLABUS FOR HIGHER SECONDARY 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	08	18
Unit-II	Terms, Concepts and their use in Sociology	10	20
Unit-III	Understanding Social Institutions	09	20
Unit-IV	Culture and Socialisation	08	16
Unit-V	Doing Sociology : Research Methods	05	16
Part-B : UNDERSTANDING SOCIETY			
Unit-VI	Social Structure, Stratification and Social Process in Society	08	18
Unit-VII	Social change and Social order in Rural and Urban Society	08	20
Unit-VIII	Environment and Society	07	14
Unit-IX	Introducing western Sociologists	09	20
Unit-X	Indian Sociologists	08	18
Total		80	180

Project work Total Marks: 20

Revised Syllabus of SOCIOLOGY

H.S. 1st year

Implementation from the Academic Session 2022-23 for onwards

Unitwise Distribution of Course Contents :

PART -A	INTRODUCING SOCIOLOGY [40 marks]	(Periods)	Marks
Unit- I	SOCIOLOGY AND SOCIETY <ul style="list-style-type: none">• Introducing Society: What is society? Sociological imagination , sociology and common sense, what is pluralism: cultural , political and religious.• Introducing Sociology: Emergence ,Nature and Scope, Relationship with other social Sciences.	18	08
Unit -II	TERMS, CONCEPTS AND THEIR USE IN SOCIOLOGY <ul style="list-style-type: none">• Social Groups: Primary and Secondary Groups, In- Group and Out- Group, Reference Group, Peer Group, Quasi Group• Status and Role• Social Stratification: Caste and Class• Social Control	20	10
Unit- III	UNDERSTANDING SOCIAL INSTITUTIONS <ul style="list-style-type: none">• Family, Marriage and Kinship• Polity and Economy as a Social Institution• Religion as a Social Institution• Education as a Social Institution	20	09
Unit –IV	CULTURE AND SOCIALISATION <ul style="list-style-type: none">• Defining Culture• Dimensions and Aspects of Culture• Socialization• Agencies of Socialization	16	08
Unit-V	DOING SOCIOLOGY: RESEARCH METHODS <p>What is Research?</p> <ul style="list-style-type: none">• Objectivity and Subjectivity in Sociology• Research Methods: Participant Observation, Survey• Tools and Techniques : Observation ,Interview ,Questionnaires	16	05

PART –B UNDERSTANDING SOCIETY (40 marks)

Unit-VI	Social STRUCTURE, STRATIFICATION and Social Process in Society <ul style="list-style-type: none">• Social Structure• Social Process: Cooperation ,Competition ,Conflict• Social Stratification :Class ,Caste, Rare and Gender	18	08
Unit –VII	SOCIAL CHANGE AND SOCIAL ORDER IN RURAL AND URBAN SOCIETY <ul style="list-style-type: none">• 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	20	08
Unit –VIII	ENVIRONMENT AND SOCIETY <ul style="list-style-type: none">• Ecology and Society• Environmental crises and Social Responses• Sustainable Development	14	07
Unit – IX	INTRODUCING WESTERN SOCIOLOGISTS <ul style="list-style-type: none">• The Context of Sociology• Karl Marx on Class Conflict• Emile Durkheim on Division of Labour• Max Weber on Interpretive Sociology, Ideal types and Bureaucracy	20	09
Unit –X	INDIAN SOCIOLOGISTS <ul style="list-style-type: none">• 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	18	08

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
2. Statement of purpose
3. Research Question
4. Methology
5. Data Analysis
6. Conclusion

This Pattern would be followed by students.

Name of textbook : 1. □□□□□□□□□□ □□□□□

2. □□□□□□□

3. **Introducing Sociology (NCERT)**

4. **Understanding Society (NCERT)**