

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 worm'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

Times : Three Hours

Marks 100

Unitwise Distribution of Marks and Periods :

Unit No.	Title	Marks	Periods
INTRODUCING SOCIOLOGY			
Unit-I	Society, Sociology and relationship with other social sciences	10	22
Unit-II	Basic Concepts	10	22
Unit-III	Social Institutions	10	24
Unit-IV	Culture and Society	10	20
Unit-V	Practical Sociology : Methods & Techniques	10	22
UNDERSTANDING SOCIETY			
Unit-VI	Structure, Process and Stratification	10	22
Unit-VII	Social change	10	22
Unit-VIII	Environmental and Society	10	18
Unit-IX	Western Social Thinkers	10	24
Unit-X	Indian Sociologists	10	24
Total		100	200

Unitwise Distribution of Course contents :

INTRODUCING SOCIOLOGY (Total Periods 110)

Unit-I : Society and Sociology (Periods 22)

- ❖ Introducing Society: individuals and collectivities, Plural Perspectives.
- ❖ Introducing Sociology: Emergence, Nature and Scope, Relationship with other disciplines.

Unit-II : Basic Concepts (Periods 22)

- ❖ Social Groups
- ❖ Status and Role
- ❖ Social Stratification
- ❖ Social Control

Unit-III : Social Institutions (Periods 24)

- ❖ Family and Kinship
- ❖ Political and Economic Institutions
- ❖ Religion as a Social Institution
- ❖ Education as a Social Institution

Unit-IV : Culture and Society (Periods 20)

- ❖ Culture, Values and Norms: Shared, Plural, Contested
- ❖ Socialisation: Conformity, Conflict and the Shaping of Personality

Unit-V : Doing Sociology: Methods and Techniques (Periods 22)

- ❖ Tools and Techniques: Observation, Survey, Interview
- ❖ The Significance of Field Work in Sociology

UNDERSTANDING SOCIETY (Total Periods 110)

Unit-VI : Structure, Process and Stratification (Periods 22)

- ❖ Social Structure
- ❖ Social Processes: Cooperation, Competition, Conflict
- ❖ Social Stratification: Class, Caste, Race and Gender

Unit-VII : Social Change (Periods 22)

- ❖ *Social Change* : Types and Dimensions; Causes and Consequences
- ❖ *Social Order* : Domination, Authority and Law; Contestation, Crime and Violence
- ❖ *Village, Town and City* : Changes in Rural and Urban Society

Unit-VIII : Environment and Society (Periods 18)

- ❖ Ecology and Society
- ❖ Environmental Crises and Social Responses

Unit-IX : Western Social Thinkers (Periods 24)

- ❖ Karl Marx on Class Conflict
- ❖ Emile Durkheim on Division of Labour
- ❖ Max Weber on Bureaucracy

Unit-X : Indian Sociologists (Periods 24)

- ❖ G.S. Ghurye on Race and Caste
- ❖ D.P. Mukerji on Tradition and Change
- ❖ A.R. Desai on the State
- ❖ M.N. Srinivas on the Village Sociology

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