

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 example, India is a society which is varied both horizontally and vertically. The effort in the books 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.

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SYLLABUS FOR HIGHER SECONDARY FINAL YEAR COURSE

One Paper

Times : Three Hours

Marks 100

Unitwise Distribution of Marks and Periods :

Unit No.	Title	Marks	Periods
INDIAN SOCIETY			
Unit-I	Structure of Indian Society	12	22
Unit-II	Social Institutions : Continuity & Change	15	26
Unit-III	Social Inequality & Exclusion	10	22
Unit-IV	The Challenges of Unity in Diversity	15	26
CHANGES AND DEVELOPMENT IN INDIA			
Unit-V	Process of Social Change in India	10	20
Unit-VI	Social Change and the Polity	8	22
Unit-VII	Social Change and the Economy	10	22
Unit-VIII	New Areas of Social Change	10	20
Unit-IX	Social Movements	10	20
Total		100	200

Unitwise Distribution of Course contents :

INDIAN SOCIETY

Unit-I: Structure of Indian Society

- ❖ **Introducing Indian Society** : Colonialism, Nationalism, Class and Community
- ❖ Demographic Structure
- ❖ Rural-Urban Linkages and Divisions

Unit-II: Social Institutions : Continuity and Change

- ❖ Family and Kinship
- ❖ The Caste System
- ❖ Tribal Society

- ❖ The Market as a Social Institutions

Unit-III : Social Inequality and Exclusion

- ❖ Caste Prejudice, Scheduled Castes and Other Backward Classes.
- ❖ Marginalisation of Tribal Communities
- ❖ The Struggle for Women's Equality
- ❖ The Protection of Religious Minorities

Unit-IV : The Challenges of Unity in Diversity

- ❖ Problems of Communalism, Regionalism, Casteism and Patriarchy
- ❖ Role of the State in a Plural and Unequal Society
- ❖ What We Share

CHANGES AND DEVELOPMENT IN INDIA

Unit-V : Process of Social Change in India

- ❖ **Process of Structural Change** : Colonialisation, Industrialisation, Urbanisation
- ❖ *Process of Cultural Change* : Modernization, Westernisation, Sanskritisation, Secularisation.
- ❖ Social Reform Movements and Laws

Unit-VI : Social Change and the Polity

- ❖ The Constitution as an instrument of Social Change
- ❖ Parties, Pressure Groups and Democratic Politics
- ❖ Panchayati Raj and the Challenges of Social Transformation

Unit-VII : Social Change and the Economy

- ❖ Land Reforms, the Green Revolution and Agrarian Society
- ❖ From Planned Industrialisation to Liberalisation
- ❖ Changes in the Class Structure

Unit-VIII : New Areas of Social Change

- ❖ Media and Social Change
- ❖ Globalisation and Social Change

Unit-IX : Social Movements

- ❖ **Class-Based Movements** : Workers, Peasants
- ❖ **Caste-Based Movements** : Dalit Movement, Backward Castes, Trends in Upper Caste Responses
- ❖ Women's Movements in Independent India
- ❖ Tribal Movements
- ❖ Environmental Movements
